

**CONTRIBUTION OF CAREER GUIDANCE RECEIVED AT SECONDARY
SCHOOL ON CHOICE OF CAREERS BY FEMALE STUDENTS IN INSTITUTIONS
UNDER TEVETA IN LUSAKA PROVINCE, ZAMBIA**

By

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**A Thesis submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of Doctor of Philosophy in Guidance and Counselling.**

UNIVERSITY OF ZAMBIA

LUSAKA

2025

DECLARATION

I, **Malambo Phillip Munyati**, do hereby declare that with the exception of quotes and information done by others, which I have made reference to and duly acknowledged herein, this thesis has been written and compiled by me and the work recorded is as a result of my own research. The thesis has not been submitted for masters' degree, first degree, diploma or any other qualification at this or any other university.

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APPROVAL

The University of Zambia approves this thesis of Malambo Phillip Munyati as fulfilling the requirements for the award of the degree of Doctor of Philosophy in Guidance and Counselling of the University of Zambia

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ABSTRACT

This study sought to investigate the contribution of career guidance received at secondary school on choice of careers by female students in institutions under TEVETA in Lusaka province, Zambia. The investigation serves as a springboard to establishing a strategy framework that may be used to assist female students in secondary schools in making appropriate career choices. The study used an intrinsic case study research design. Typical case purposive sampling procedure was used to select both the study institution and the 20 first year female students. Semi structured interview and non-participant observation guides were used to collect data. Trustworthiness of the data collected was assured through rigorous adherence to credibility, transferability, dependability, confirmability and flexibility quality criteria of qualitative study. The study revealed that while at secondary school the female students received show casing competences, instructive guidance and strategic decision as types of career guidance services. The study revealed family (bonding relations), education institutions, Intermediary Crafted Sources and peers as the sources of career guidance for the female students while at secondary school and family as the leading source among them. The study also revealed that work motivation and expectation had an influence on the choice of study programmes by the first-year female students at the TEVETA accredited institution. This was seen in them alluding to the fact that they were motivated to choose the study programmes they were pursuing as it was an avenue for them to be able to acquire property, have stability and survive and perform social responsibilities. The study further revealed that gender role socialization did not play any role in motivating female students to choose careers as both female and male students were competing in the same study programmes with same interest. The study also revealed that structure of opportunity influenced the choice of study programmes by the female students as it brought about demographic divide and compromise on quality in terms of college entry requirements. The study recommended a first-degree training for individuals to give career guidance to girls at secondary school and the introduction of career guidance as a subject. It was also recommended that only trained career guidance personnel be allowed to deal with career guidance issues in schools. Lastly, the study also recommended a career guidance strategy framework to be used in helping girls make appropriate career choices.

Keywords: *Sources of Career guidance, School career guidance, Work Motivation, Work expectation, TEVETA*

DEDICATION

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

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LIST OF ABBREVIATIONS

TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
MoGE	Ministry of General Education
SEDB	School Education Development Bureau
ACA	American Counselling Association
CGC	Career Guidance and Counselling
CE	Career Education
CP	Career Planning
ASCA	American School Counsellor Association
WWI	World of Work Information
LBTC	Lusaka Business & Technical College
DRGS	Directorate of Research and Graduate Studies
CDF	Constituency Development Fund
NGO	Non-Governmental Organisation
FAWEZA	Forum for African Women Education in Zambia
OECD	Organisation for Economic Co-operation and Development
MOE	Ministry of Education
BLS	Bureau of Libraries of Labour
STEM	Science Technology, Engineering and Mathematics
GPA	Grade Point Average
TQF	TEVETA Qualification Framework
RIASEC	Realistic Investigative Artistic Social Enterprising and Convectional
CDI	Care Development Inventory
PISA	Programme for International Students Association

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CHAPTER ONE: INTRODUCTION

1.0 OVERVIEW

The chapter focused on a background to the study on the contribution of Career Guidance on choice of career by female students in Institutions under the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in Lusaka province, Zambia. These are tertiary Institutions that are accredited to TEVETA. It also outlined the statement of the problem, research objectives and questions. Thereafter, it looked at purpose of the study, significance, theoretical framework and definition of terms used in the study.

1.1 BACKGROUND

The education system in Zambia has faced rapid changes which have overwhelming motivation on the learners and Institutions of learning. From the time Zambia attained independence numerous changes in policy formulation and directives have been taken to the education sector. One of these being the introduction of career guidance and counselling services provision at all levels in the education sector. Career guidance is a Counselling program that helps pupils choose the right career paths based on their educational and professional choices. A qualitative and quantitative assessment of the pupil's knowledge, skills, information and experience identities which career options are available.

The policy on career guidance and counselling in learning institutions for example is aimed at preparing young people to face challenges they may encounter in and out of the education system. It could not be over emphasised that even as early as 1970s there was need to put in place a mechanism such as career guidance in every educational setting to help meet learners' educational, personal, social and vocational needs. A Study on factors that motivate choice of career has shown that as pupils undertake the process of career choice they are confronted with internal and external factors (Pavel, 2015). Internal factors are those that are unique to each individual such as passion, aptitude and personality traits so personal satisfaction represents the primary motivation; external factors are derived from someone or something outside the individual such as socio-cultural, political and economic consideration. Career guidance services assist learners to make meaningful decisions and make positive adjustments in life. Within the guidance programme are the following services: appraisal information, counselling, placement, orientation, consultation, referral and follow ups.

Career guidance plays an important role in helping product markets work and education systems to meet their goals because the choice of career is undeniably one of the most crucial decisions one makes in life. The issue is that such an important decision is often made quite early in the life of an individual and is sometimes made without giving much thought to it. A career should be chosen with utmost care, thought, and planning. Individuals have different innate capacities and abilities and hence aptitudes for different kind of work.

The purpose of career guidance is to match the individuals and the occupation optimally for mutual benefits (Brain Wonders, 2023). It also promotes equity. Recent evidence suggest that social mobility relies on wider acquisition not just of knowledge and skills but also understanding how to use them. Thus, educational changes must go beyond mere diversification of the curriculum if the changes should be a means of helping learners to have integrated personality to realize their true potentials. However, the contribution of career guidance services on the choice of career by female students in Institutions under TEVETA was not known there by necessitating this enquiry.

The upward growing of globalization and the consistent extension of active employees are increasingly requiring job seekers to adapt their skills in order to be one step ahead of any predictable change as well as maintain a balanced position in the career path. Effective career guidance helps individuals to reach their potential economies to become more efficient and societies to become fairer. This process highlights the importance of descending individual talents and maximising potential, including mobility in their career development. An improper carrier orientation renders decision making difficult, with high personal, familiar, and social cost, often manifested in inconsistent skills and unsatisfactory employment prospects. For young people, the decisions they make about what they will study both during and post compulsory education have become more important and more difficult.

The purpose of education is to explore and develop potentials of individuals and to do so inform career choice must be made in the students' life. Students need career guidance to explore and plan for future career endeavours based on their individual interests, skills and values. When students are given career guidance, it enhances linkage of academic and career experiences and thus improves career preparation and management. Guidance service is assistance given to students in schools to increase the quality of the individual's potentials. Adolescents in schools require (Brown & Lent, 2019) describe as "transition enhancement assistance" aimed at preparing them for future education, training or employment. Therefore, a school guidance

program is to provide an array of services that cater for developmental and career development needs of these young people. As summarised by Cede fop (2021); “acquiring knowledge, self knowledge, developing specific carrier and educational goal, adjusting to changing conditions, planning career and educational program to achieve goals, developing problem solving and decision-making skills, coping the outcome of decisions, and enhancing social, emotional and cognitive skills”

Career choice is a portrayal of oneself into the work of having identified the specific occupation that one could perform best in relation to one’s existing personality traits. It involves the person’s creation of a career path, decision making style, integration of life roles, values expression, and lifelong self concepts. 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. The importance of providing transition enhancement assistance has been emphasised in the further education, training or employment of students (Mann, 2024). Career participation will help students acquire the knowledge, skills and awareness necessary for effective career development.

The purpose of guidance also is to provide opportunities for each learner to reach her or his potential in the areas of education, vocation, social- personal and emotional development (Ghosh, 2014). In order for learners to attain this function, both secondary schools and tertiary Institutions are expected to provide career guidance services (CGS) as an integral part of their education. At a secondary school, like everyone school, pupils needed to acquire the knowledge, attitudes and skills that contribute to effective learning and subsistence in life (Chemjor, 2016).

At secondary school level, pupils need to choose from the base of courses in different streams available in the schools and from special skills training courses available in the community. As such, secondary school guidance is important as it updates pupils in all career paths. It is the most crucial stage in terms of a career. Lack of awareness and uncertainty drive many pupils toward making wrong career choices. Secondary school guidance plays a vital role in making pupils aware of available career opportunities. A Study carried out in India revealed

that expertise level and of knowledge, career guidance assist pupils in understanding job opportunities and market scenarios (Brain Wonders, 2023). Career guidance helps in exploring desired new but appropriate career path. A study carried out in India on Career Guidance indicates that pupils need to fix future academic and vocational goals after the twelfth grade because this level demands that they relate academic achievement with the world of work and overall, in life (Zafar, 2019). Guidance is not only as instruction but also a plan to move our life to good way.

Career guidance helps pupils to develop through Academic information, Career information, Group guidance, Orientation and Assessment. When career guidance services are provided, they help prepare learners to assume their increasing responsibility for their decision and grow in their ability to understand and accept the result of their choices (Kauchak, 2011). The girls from secondary school, move into tertiary institutions like these under TEVETA, assumedly made their career choices based on career guidance services provided to them at secondary school. The ability to make such intelligent choices is not innate but developed just like other abilities. However, for some learners the performance in regard to interpersonal, vocational and problem-solving skills need to be up scaled. Some of the career choices made by female students to be at Institutions under TEVETA leaves much to be desired. Sometimes the choices are somehow as a result of poor performance while at secondary school, their attitude towards education and retention in school, that is their willingness to remain in school and learn.

School career guidance programme provides professional services to learners to enable them make appropriate decisions on their future careers and established as integral part of the school program (Zafar, 2019). These services were designed to promote the development of learners and assist them move towards the realisation of sound adjustment and maximum accomplishment of their potentialities. The need to understand the contribution of career guidance on the choice of career by female students in Institutions under TEVETA in Lusaka province motivated this study.

Studies on career guidance and counselling indicate that they are meant to help learners resolve emotional, social or behavioural problems and help in developing a clear focus or sense of direction (The Sutton Trust, 2022). As with regards to existence, career guidance services exist but have not been evaluated to determine their contribution on choice of career (Tuchili, 2008). As the girls are moving from secondary school to college, they need career guidance to help them understand, accept themselves and utilise their ability, aptitudes and interests to

acquire skills which will make them useful members of society. The needs for guidance in pupils are enormous either they are boarders in their respective schools or day scholars. Apart from other areas of concern such as psychological, social and financial needs of pupils, career guidance become an issue directly or indirectly related to these factors. This leads to the need for both group and individual career guidance to supplement each other (Gladding, 2004). It is this career guidance which may lead girls to choose to be at Technical Education, Vocation and Entrepreneurship Training (TEVET) institutions.

A Study on factors that motivate career choices among high school students in Nairobi, Kenya indicate that parental occupation was one factor that motivated career choices of students (Mwaa, 2016). Similarly, a study conducted by Reginold, (2020) indicate that parent's profession or occupations play important roles in career development and the selection of careers for their children. This study validates the fact that parent's profession has strong and direct role to play on their children. Studies on factors that motivate career choices among young females in tertiary institutions in Kenya indicate that occupation status of parents have a significant impact on the career aspirations and career choices of female youths (Munyingu, 2012). It is also a fact that learners' subject preferences and career choice are highly motivated by certain factors.

According to Reginold (2020), factors that may motivate career choice could be classified into social and structural roles and these can affect career choices positively or negatively. Social motivators are biases that inform internal and external perceptions of individuals. Gender stereotyping, role models, peers, media and parents are examples of social motivators. On the other hand, Structural motivators are manifested in the institutional support available such as teachers and counsellors, access to technology and some sex versus co-educational schools. While both social and structural can have a drive on decisions about career choice, adolescents' perceptions mostly driven by social factors such as parents, peers and role models prestige and job lucrative.

When applied to skills, interests, and career options, stereotyping about gender roles can limit opportunities for females and deprive the work force of talent (Adya & Kaiser, 2005). To minimise these drives, learners at all levels of education need vocational or career orientations in order to be well informed about the world of work as well as understanding themselves better. This then paves way to appropriate choice of career that suits an individual's interest, abilities, capabilities and values. Institutions under TEVETA careers are male dominated and

many perceive them to be for males and not females. Kalabula, Mandyata and Chinombwe (2006), felt that females really need guidance and encouragement in order for them to pursue training careers in institutions under TEVETA.

A study on factors that motivate academic aspirations among girls in secondary schools in Nairobi, Kenya indicates that family members such as parents and older siblings affect the occupation and career choices of pupils. Studies on career guidance and counselling have indicated that the development of career continue to be a priority and one that must be addressed to effectively meet the career development needs of both girls and boys (Herr & Gramer, 1996). However, Kirangari (2010) indicates that career guidance and counselling is seen mainly in the management of learners' discipline. This is echoed in the study done by Baker and Gerler (2010) which indicate that career guidance is mainly meant to have an effect on discipline problems and that learners who receive guidance have significantly less inappropriate behaviour such as bullying others, fighting and abuse of drugs.

Furthermore, studies on the provision of career guidance indicate that learners prefer guidance from parents and friends for choosing of careers (Zafer, 2019). Chilala (2008) indicates that the provision of equal access to technical education by female learners has succeeded in Zambia in terms of numbers enrolled but not in preparing learners for the world of work. Probably the question to ask is 'has the career guidance received at secondary school by female students in Institutions under TEVETA in Lusaka province motivated their choice of career?'

Gender disparities, Social and cultural biases that are widespread in many societies in Africa affect the utilization of half of the human resources in many countries. It is felt that these beliefs and practices in schools often discourages girls from learning and subsequently lower their aspirations and output in order to choose suitable careers. Provision of effective career guidance might motivate the self-image and broaden their educational and occupational aspirations. Various sociologists have argued that girls should have an opportunity to participate fully in society without discrimination. All sex discrimination in education must be abolished. As an antidote to cultural biases, it is felt that donor agencies should educate families before girls choose certain careers perceived to be male dominated before females enter them. Professional career guidance is critical to secondary school understudies for picking the career. At this level girls were looking towards advice from a parent, teachers and distinctive people and were looking for expert direction and course to assist them with their professional advice.

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

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

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

Provision of Guidance and Counseling services in Kenyan schools was formally started in the 1970s. This was as a result of the 1967 and 1968 careers conference reports. This was followed by the establishment of Guidance and Counseling unit in the MoGE in July, 1971. Before this year (1971), Guidance and Counseling services in schools mainly concentrated on career guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary schools Guidance and Counseling services were commenced to cater for students with social, personal, psychological, educational and vocational problems. A handbook on Guidance and Counseling for school Guidance and Counseling provides was produced in 1971 and revised later in 1973 following the inception of Guidance and Counseling unit in the MoGE.

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

As a result, the Zambia Education Curriculum Framework of 2013 has enhanced career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum. In this regard, subject teachers were required to teach or provide career guidance to learners in relation to their subject areas. Guidance is therefore expected to be an essential component of the educational system to facilitate learner’s decisions in the selection and appropriate combination of subjects or courses that best suit their aptitudes and aspirations for future world of work. Imperatively, vocational or career guidance helps individuals to identify their own talents, strengths and weaknesses, family expectations and national requirements in order to sort out the personal relevance of the educational and career options available.

Career guidance services go a long way to inform learners’ decisions about their subjects of study which obviously lead to appropriate career decisions. The Zambia Education Curriculum Framework also provides for two career pathways to be followed by learners in secondary schools namely: the Academic career pathway and the Vocational career pathway. The provision requires teachers in secondary schools to place pupils in either career pathways. This implies that teachers must possess certain knowledge and skills to competently place learners in their correct career pathways and provide career guidance. There have been observations

that many pupils in secondary schools have challenges of choosing an occupation and relating personal skills, interests and abilities to careers. Additionally, school leavers today end up on the streets without being aware of their career paths. In seeking to address this need, the Ministry of Education in Zambia in its 2023 Zambia Education Curriculum Framework made its position clear by stating that

“Careers Guidance and Counselling are vital in the development of a well-balanced learner who is expected to fit in society and contribute positively to society. The four areas of Careers Guidance and Counselling of: Personal, Social, Vocational and Educational have been integrated in the curriculum so as to produce a well-balanced learner at all levels of education” (MOE 2023:42)

Wachanga, Gith and Keraro (2012) carried out a study at Egerton University on students’ perception on courses they took and their career expectations. The findings from this study revealed that many students were not sure of careers to choose and later join upon completion of the courses they were undertaking. Indeed, there was a mismatch between the courses they were taking and preferred careers on completion of university studies. This is a clear indication that there is an urgent need of guidance to pupils before they join University and College as they were without clear cut career choices.

Women may be less likely to pursue careers in Vocational Training and Entrepreneurship tertiary institutions not because they have less ability but due to the tagging of these careers as suitable for males only. This emanates from communities where they come as a result of gender role socialization due to traditional beliefs and values attached. Thus, attaching certain roles to each gender. In other words, specifying particular jobs as for boys and others for girls. For instance, play activities have traditionally been defined and distributed according to gender. Boys play outdoor and this allows them to experience the world and have independence compared to girls who play indoors under a lot of restrictions. Boys engage in more competitive games more than girls. Kevin. G et al (2020) concluded that the play of children produces gender specific social skills and capacities that carry over into the performance of adult roles.

Although the gender gap in Vocational Training programmes is slowly narrowing in recent years with a good number of females enrolling and performing well in such programmes, females are less likely to pursue careers in institutions under TEVETA than their male peers. This is evident from the 2017 TEVETA annual Report which shows that out of 21645

candidates who enrolled in TEVET system, only 6610 were females. This gave a proportion of only 30.5 percent which is way below average. The quest to understand what made the female students choose the study programmes they were pursuing in Institutions under TEVETA in Lusaka Province motivated this study.

1.2 STATEMENT OF THE PROBLEM

Career Guidance is offered in Zambia's Secondary schools among others for the purpose of creating awareness of occupations, work environment and developing capacity in career choices (MoGE, 2014, Ndhlovu, 2015). However, the 2017 TEVETA annual Report, shows that out of the 21645 candidates who enrolled in the TEVET system, 6610 were female, giving a proportion of 30.5 percent. And it has been established that female students view certain courses as suitable for males only (Houtte, 2014). Although career guidance is offered to pupils in Secondary Schools in Zambia, its contribution on Career choice by female students in Institutions under TEVETA is not known. If little or no attention is paid towards establishing the role career guidance received at secondary school plays on choice of career, female gender stereotyped work motivation, work expectation and gender role socialisation may be perpetuated to the detrimental choice of career by female students. This study therefore seeks to explore the contribution career guidance services received at secondary school made on choice of career among female students in Institutions under TEVETA in Lusaka province of Zambia.

1.3 PURPOSE OF STUDY

The purpose of this study was to explore the contribution career guidance received in secondary school made on the choice of study programme by female students in institutions under TEVETA in Lusaka province of Zambia.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- (i) Establish types of career guidance services received by female students in Institutions under TEVETA while at Secondary School.
- (ii) Establish sources of career guidance female students received while at secondary school.

- (iii) Explore how work motivation and work expectation contributed on choice of study programmes by female students in Institutions under TEVETA.
- (iv) Explore how gender socialisation and structure of opportunity contributed on choice of study programmes by female students in institutions under TEVETA.
- (v) Propose a framework that may be used to assist students in making appropriate career choices.

1.5 STUDY QUESTIONS

The study was guided by the following questions

- (i) What type of career guidance services did female students in institutions under TEVETA receive while at secondary school?
- (ii) What sources of Career guidance did female students have while at Secondary School?
- (iii) How did work motivation and work expectation contribute on choice of study programmes by female students in institutions under TEVETA?
- (iv) How did gender socialisation and structure of opportunities contribute on choice of study programmes by female students in institutions under TEVETA?
- (v) What framework can be used to assist students in making appropriate career choices?

1.6 SIGNIFICANCE OF THE STUDY

The study was aimed at exploring the contribution of career guidance received at Secondary School on career choices made by female students in Institutions under TEVETA in Lusaka province. The study may give insight in the role played by the psychological constructs (work motivation and work expectations) and cultural environmental factors (gender role socialisation and structure of opportunity) proposed by Astin (1984) in her Socio-psychological model of career development of females in Institutions under TEVETA in Zambia. Policy makers such as the Ministry of Education may come to realise that motivation, work expectation, gender role socialisation and structure of opportunity play a role in choice of career by females. School guidance teachers may also find the strategy frame work proposed by this study useful as it may assist them when providing career guidance to girls in Secondary Schools.

1.7 LIMITATIONS OF THE STUDY

Intrinsic case study design, however, has some limitations such as time constraints, limited sample size and ethical concerns. A small sample size may not represent the entire population of first year female students at the study institution. This may have led to inaccurate conclusion. To overcome this limitation, an addition of 10 participants was considered. In a qualitative research, saturation starts at 6 and ends at 10 (Ritchie, 2006). To overcome the limitation of limited sample size, 10 more participants were included to have a representational population. Limited time can prevent a researcher from conducting thorough research and collecting sufficient data. In this study, data collection was allocated a period of three (3) weeks where each day 2 participants were interviewed, hence overcoming the limitation. Ethical issues such as privacy violations or informed consent problems can limit the scope of the research and raise concerns about the integrity of the findings (Brain wonders, 2023). This limitation was overcome through having consent from the participants and assuring them of anonymity. The participants were also informed that they were free to withdraw from the study at any time if they felt that their rights or privacy were violated.

1.8 THEORETICAL FRAMEWORK

This study was guided by Astin's Socio psychological theory which incorporates sociological (gender role socialisation and the structure of opportunity) as well as Psychological (work motivation and work expectations) factors. This theory emphasises that both psychological factors and cultural environmental factors interact to motivate career choice and work behaviour. Astin's theory purports that four constructs (work motivation, work expectations, socialization and structure of opportunity) interact to influence the career choice of an individual. Social persuasions also affect an individual's choice of career (Lent, Brown & Hochet, 2002) because there is dialogue between children and their environment. Similarly, Astin posited that when individuals share among themselves work expectations, they are likely to choose certain careers in order to fulfil certain basic needs. According to Astin (1984), work is important because it is a means to fulfilling certain basic needs such as survival, pleasure and contribution. Astin explains that individuals share common set of work motivation which in turn make them choose certain careers. What differentiates their work expectations and career outcomes is the mediating effects of other constructs. Work expectations refers to

individual's perceptions of their capabilities and strengths, the options available and the kind of work which can best fulfil their needs.

These work expectations differ for men and women because of their differential socialization experiences as well as their perception of structure of opportunity. According to Astin, children are re-enforced for engaging in gender appropriate behaviours. As children internalize social norms and values regarding appropriate gender role behaviours and choices, they also become aware of the availability of opportunities. Interacting with gender role socialization process as the structure of opportunity which is different for men and women and is not static. Social changes modify the structure of opportunity for all. Thus, the interactive relationship between gender role socialization and the opportunity structure is what accounts for the changes in women's aspirations and career choices in recent years.

Implied in the structure of opportunity is the significance of individual's perceptions and awareness of available options in the world of work. The opportunity structure can be used to explain the different career expectations and choices of individuals. From Astin's perspective structure of opportunity is not static but changes over time and across different segments of society. The researcher found that this theory provided the frame work to examine the role psychological factors (work motivation and work expectation) and cultural environment factors (gender role socialisation and structure of opportunity) play in career choice by female students in Institutions under TEVETA in Zambia.

The socio psychological theory focuses on four interrelated factors. The work motivation factor which looks at all human as motivated to expend energy to satisfy three primary needs- survival (i.e., primarily physiological), pleasure (intrinsic satisfactions from work) and contribution (need to be useful to society and be recognised for one's contribution). These three needs are the same for both male and females though they can be satisfied in different ways. The second factor, work expectation is concerned with the individual's perceptions. For example, kind of work that are accessible and that the person is capable of performing.

They differ for men and women because of the gender role socialization process and structure of opportunity (e.g., distribution of jobs, gender stereotyped jobs, discrimination). During the gender role socialization process, a person is rewarded and re in forced for gender differentiated behaviour. The result is that the girl internalizes social norms and values regarding appropriate gender role behaviours and choices. The gender role socialization and structure of opportunity; interacting with gender role socialization process is the opportunity

structure which is different for men and women and is not static. Social changes modify the structure of opportunity for all. Thus, the interactive relationship between gender role socialization and the structure of opportunity is what accounts for changes in women's aspirations and changes in recent years. Pupils in secondary schools are motivated by these four factors when they choose careers among many variables that they feel are appropriate for them. The environment which imposes itself on them, also impacts their choice of careers. These are the reasons that this particular theory was used in this study to investigate the contribution of career guidance received at Secondary School on choice of career by female students in institutions under TEVETA in Lusaka, Zambia.

1.8.1 IMPLICATION OF THE THEORY

Astin's theory suggests some general diagnostic directions that can be pursued by counsellors. For example, female's indecisions may result from lack of clarity about which of the three needs is the more important to satisfy or about which occupations would satisfy their needs. A client may feel conflict between internalized views of gender role appropriate occupations and changes in the occupational structure (for example one female may feel restricted by the occupational structure, another may feel changes are placing pressure on her to expand her view of gender role. Socialized experiences can be either expanding (which promotes under spread options) or restructuring (which promotes stereotyping). As society changes, individuals are faced with different environmental conditions which in turn modify their career aspirations and work behaviours. With rapid development in world's economic and social political climate, Astin (1984) Socio Psychological theory was used to understand the role of career guidance received at secondary school including work motivation, work expectation, gender role socialisation and structure of opportunity play in a choice of career by female students in Institutions under TEVETA in Zambia.

1.9 SCOPE OF THE STUDY

The study focussed on exploring the contribution of career guidance received at secondary on choice of career by female students in institutions under TEVETA in Lusaka province, Zambia. Female students in learning institution under TEVETA were targeted as these were the key participants of this study. It is the female students who were considered not to adequately participate in programmes offered in the learning institutions under TEVETA as such there was need to explore the type of career guidance they received at secondary school and its

contribution to the choice of their career paths at tertiary institutions. The inclusion of female students was considered to enrich this study by generating primary data from their lived experiences about the type of career guidance received at secondary school, sources of career guidance information that contributed to the choice of their study programme at tertiary learning institution.

1.10 ETHICAL CONSIDERATIONS

Mugenda (2011), encourages ethical issues to be considered in the planning of the study, data collection and analysis, dissemination and use of results. The principle of confidentiality was addressed as much as possible in the research. Consent was sought before undertaking the research from all participants who took part in the study. This was in order to avoid issues of litigation and violation of culture regulations in case of anything along the way. Clarification of what was expected was done to the participants before undergoing interviews through consent forms.

Participants were assured of confidentiality and that the findings of the study were for academic purpose only. In addition, the participants were told that they were free to withdraw from participating in the study at any time if at all they happened to feel uncomfortable. In order to maintain confidentiality during the research, participants were told that there was no revealing of names in the study. Cohen et al (2007), argue that essence of anonymity is that information provided by participants should in no way reveal their identity and this can be achieved by using aliases, codes for identifying people and password protect files.

1.11 DEFINITION OF KEY TERMS USED IN THE STUDY

In order to help readers, understand how terms have been used in the study, the following definitions of key terms have been provided:

Institutions under TEVETA- Tertiary Institutions that are accredited to TEVETA.

Career Guidance- Refers to a process which embraces a person's ability to develop and become aware of his or her environment including occupations and make career choices.

Guidance and Counselling- Is a process of helping the individual to understand himself and world better and thus be better equipped to solve life problems and overcome obstacles to his or her personal growth which could be educational, vocational, social or personal.

Career– It is a general work description that includes occupation, vocation and profession. It is a sequence of jobs, positions or occupations which one is engaged in all through his or her life as totality of work paid and unpaid. Refers to a role of particular job where an individual is suited. It is interchangeably used with the word vocation.

Guidance Programme– Refers to a comprehensive developmental program designed to assist individuals in making implementing informed educational and occupational choices.

Motivation- In this study shall refer to three basic needs: survival, pleasure and contribution.

Gender role socialisation- shall refer to how play, family and school socialise females.

Structure of opportunity- shall refer to distribution of jobs, sex typing jobs, discrimination, job requirements, family structure and reproductive technology.

1.12 SUMMARY

This chapter has given the background of the study. It also presented a statement of the problem, purpose of the study, research objectives including questions and significance of the study. Also outlined are limitations of the study and scope, theoretical framework and definitions of terms used in the study. The next chapter presents literature reviewed that is relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 OVERVIEW

This chapter presents relevant literature reviewed on the contribution career guidance received in secondary school on career choice of female students in tertiary Institutions that are accredited to TEVETA. The review of Literature was guided by study objectives.

2.1 TYPES OF CAREER GUIDANCE SERVICES

Career guidance services are professional services given to students to enable them to make appropriate decisions on their careers (Sutton Trust, 2022). These are organised sets of specific services established as an integral part of the school program. These services are assigned to promote the development of students and assist them move towards a realization of sound wholesome adjustment and maximum accomplishment accounting to their potentials. These activities are also intended to assist individuals of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. It is from this definition that types of career guidance can be derived. These include Career Information provision, assessment, counselling, career education programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), work search programmes and transition services. The activities may take place on an individual or group basis and may be face to face or at a distance (including help lines and web-based services).

Erik et al (2020) conducted a study in Nordic countries with the aim of establishing the existence and importance of career guidance programmes in high schools. The results indicate that the career guidance services are provided in schools and are important in fostering self-efficiency, purpose and confidence as individuals are choosing careers. On the other hand, these services have a significant influence on improving discipline problems, enhancing pupils 'grades, strengthening social skills, helping pupils make wise decisions on career development and college choices. Career guidance types such as career information makes possible systems that support career development and processes such as career guidance and career education. Career information is absolutely the one tool upon which nearly every step in the process of making informed and considered career decisions depends. Informed and considered career decisions result in improved matches between people and their work. Such matching manifests

itself in improved utilization of education and training resources, higher levels of worker satisfaction, preferred patterns of employment stability and mobility, increased income and benefits, and many attendant benefits to families and communities.

In face of changes worldwide with the advent of information technology and explosive growth of knowledge, our education system aims to develop pupils' knowledge, adaptability, creativity, independent thinking and lifelong learning capabilities so that they can be better prepared to make informed and responsible choices and thus be able to make best of the opportunities ahead. Towards this end, more opportunities under the five-year secondary curriculum implemented in Zambia and two pathways have been availed in the education system to enable pupils flourish their knowledge.

The school curriculum embedding elements of lifelong learning and generic skills into all subjects aims at whole person development for every pupil, fostering their self-understanding and offering other learning experiences to support pupils' progression for further studies and career development as well as actualisation of personal goals. To strength this, the Ministry of Education (MOE) introduced guidance and counselling at secondary school and tertiary Institutions. Secondary school career guidance is aimed at helping pupils choose the right career path based on their educational and professional choices. To make sure that this is attained, a school comes up with a career guidance and counselling program where a qualitative and quantitative assessment of the skills of the pupils' knowledge, skills, information and experience identities which career options are available.

Onyinyechukwu (2017) conducted a study in Nigeria with the aim of establishing the involvement of youths in career advice activities while at high school and their perceptions of the advice they receive from career guidance teachers. The results indicate that the youths or pupils participate in most of the types of career advice activities. The most common of the activities in the results of the study include talk from the school's career advice, written materials, and individual session with the career advisor. The relationship between how useful pupils perceive career advice at school and a number of background factors highlights some significant differences but the overall influence of these factors is extremely small. The findings of this study clearly indicate that schools in Australia take career guidance as they provide all the types of career guidance such as career education, career life and planning, career assessment, career guidance, career information, career development and career counselling.

The provision of these services to pupils enables them to be able to select right careers as their life jobs. Gender and socioeconomic status have small, significant influence on perception and usefulness, but explain less of the usefulness. One of the strongest associations is between perceptions of the usefulness of career advice and the number of career advice activities accessed as the pupils participate in more activities, is career advice as overall to be more useful. This study focussed on perception and usefulness while the current study was looking at the types of career guidance provided in secondary schools and their role to motivate the choice of career by female students in institutions under TEVETA in Lusaka province, Zambia therefore leaving a knowledge gap.

Erica, et al (2022) conducted a study to establish career guidance provisions in secondary schools in England. Results show that quite a number of career provisions such as career development, career education, career guidance, career assessment and career guidance personnel are provided in schools. These provisions are important in the process of helping pupils to be able to choose suitable careers. A lot of countries worldwide have come to realize that the combinations of quality guidance and career information services to the development of motivated learners who are productive and committed workers (Zafar, 2019).

However, there are many kinds of services that also contribute to the development of motivated and productive learners and workers. Such may include community development services, economic services, front line youth services and the services of adult educators. The providers of these skill development and lifelong learning services are important stakeholders in the provision of career information and guidance services. Career assessment involves administration and interpretation of a variety of formal techniques or instruments (whether qualitative or quantitative) to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, knowledge, experiences, personal style, learning style, work values and lifestyle needs. As different facets of life and work are intricately related and positively/inversely affected by one another in an ongoing way, career assessment should not be seen or used as predictors of development or direction, but rather they should be seen as a means. That is the individual being enabled to make information career and life planning.

Zafar (2019) conducted a study in Saudi Arabia with the aim of establishing the role career planning plays in the choice of career among secondary school pupils. The results indicate that career planning plays a significant role in choosing career for their life because high school pupils enter a period in their lives when looking for career information and becoming aware of

the vocational interests. Many factors influence pupil's decisions to follow a career pathway includes self-interests, parents, teachers, social media and exposure to society. Satisfying career choices and the development of the strong and adaptive vocational commitment are the important aspect of identity development. Professional life is satisfying and adaptive when person characteristics match the study with their choice in identity. Guardians and educators are effects on career decisions more frequently for those pupils who pick professions in designing and science than for those not picking such professions. The pupils have received advice on choosing a career through educational programs track or arranging a suitable course of study is probably going to originate from both home and school.

Career development is a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work through different career roles (Education Bureau, 2015). This is a clear indication that developing a career is a process and not an event and one where care must be taken in order for an individual to make a right career choice. The Sutton Trust (2022) conducted a study in the United Kingdom with the aim of establishing the significance of High-quality career education, information advice and guidance to pupils in a secondary school. The results indicate that High quality career education, information, advice and guidance is vital to ensure young people can access jobs that suit their talents and aspirations. For those from lower socioeconomic backgrounds, this advice is particularly important as they are less likely to have access to support from family and friends, or to have networks which provide an insight into a wide range of career options.

Accessing independent and impartial advice on education, training and career paths is therefore a central plank of social mobility, empowering people to make informed decisions about their future pathways. Career education is a development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist pupils in making informed decisions about their study and/ or work options and enable effective participation in working life. Career guidance on the other hand is an inclusive term which usually describes range of interventions including career education and counselling that help pupils to develop and use knowledge, skills, and attitudes in making decisions on their study and/or work options and life roles. The outcome of the study done by Erica et al (2022) on provision of career guidance services in secondary schools show that the offering of the said career guidance types is pivotal in the choosing of career by pupils. Therefore, there was need to explore how the case was for the female students in Zambia at Tertiary Institutions that are accredited to TEVETA.

Abubakar. (2019) conducted a study in Nigeria with the aim of establishing whether the service delivery differ among career guidance providers in boys' and girls' schools. The result indicates that schools where they didn't have fundamental career issues such as career development, career education, career information, career intervention, career guidance personnel, career life planning, and pupils were not clear of the career path to take. This is a clear indication that secondary schools in Nigeria provide the above types of career guidance.

Career guidance personnel in many cases refers to teaching personnel responsible for life planning education and career guidance matters. In local secondary schools, these are guidance masters/mistresses and their team members. These people should have relevant professional training. Career information is a broad term referring to information (including printed, electric, personal contacts and other resources) that assists the process of life planning. On the other hand, career intervention refers to any activity (treatment or effort) designed to enhance a pupil's life planning/career development or to enable him/her to make more effective career decision (Kochar, 2015). Career and life planning is a deliberate process to plan one's life holistically, including major life domains such as work, learning, relationships, and leisure and to engage actively in steps for implementing these plans in one's social context. This is very important in a pupil as making a career choice is lifetime decision. When it comes to career related experiences, it enables pupils to obtain up to date knowledge about the world of work. Work ethics such as integrity, commitment and responsibility are emphasised in these activities, so that pupils have a good idea of what will be expected of them in their working life.

Menon (2014) conducted research in Zambia with the aim of examining the provision of career information in secondary schools for informed decisions in the selection of career. The results indicate that most of the schools especially those in rural areas are faced with real challenges when it comes to the provision of career information to the pupils. Career information is the intelligence that guides workers and the professionals who advise them in the analytical process of examining, comprehending and making decisions about the world of work (Brain Wonders, 2023). It comprises occupational information, industry information, education and training information, financial aid information and career information systems, career guidance and career education. Access to information is a civil right and further embedded in the United Nations Charter for children's rights (Menon, 2014). Information is a key to informed decision making and lack of adequate information results into serious error of judgement and this can even be fatal when that information pertains to lifelong decisions such as career choice

(Kochar, 2015). Lack of access to career information is not only a violation of children's rights but also a failure of the key objective of educational institutions hence a critical need to ensure that there is adequate access to career information.

Systems that support career development and processes such as career guidance, career life and planning, career exhibition, career talk and career education are made possible through career information (Chemjor, 2016). Career information is absolutely the one tool upon which nearly every step in the process of making informed and considered career decision depends. Informed and considered career decisions result in improved matches between people and their work. Such matching manifests itself in improved utilization of education and training resources, higher levels of work satisfaction, preferred patterns of employment stability and mobility, increased income and benefits, and many attendant benefits to families and communities.

In a career guidance programme, career information is very important as it enables pupils have information on careers they are to choose. Lack of such information leads to pupils be in positions where they can make informed decisions on lifetime careers. This scenario may be an indicator that in most schools the provision of guidance is mainly for the purpose of maintaining discipline and conducting of examinations. Lack of career information may also be an indicator that there are no career guidance programmes in most Zambian secondary schools. It is clear as indicated in a good number of studies conducted that many pupils may not have information which pertains to the career that they would want to get into. While in developed countries the scenario could be better than that of the developing world, provision of career information in both worlds is still not as expected. It was therefore at the core of this study to explore the types of career guidance services provided to pupils in secondary schools and ascertain their contribution in as far as career choice among female students in institutions under TEVETA in Lusaka province, Zambia was concerned.

The provision of career information does not only lie in the hands of teachers responsible for guidance in secondary schools but also stakeholders (Roy, 2016). Some of the stakeholders important to a coherent career information and guidance system include: the individual, families, employees, counsellors, social and community agencies, community, peers/role models, government and school (Shah, 2015). Parents may be active catalysts for career development and lifelong learning but often require information and understanding about how to do effectively. Their potential contribution remains untapped. The involvement of

employers in career information services is not extensive (Shah, 2016) There was need therefore to establish the types of career guidance female students at Institutions under TEVETA received whilst at secondary school so as to establish their contribution on choice of career.

2.2 SOURCES OF CAREER GUIDANCE

2.2.1 Family

Studies on family as a source of career guidance on children and its influence have increased rapidly during the past couple of years. Much of the research on family as a source focus on individual parents' careers, for instance mother or father influencing children to take up certain career. This study will consider family members' guidance on career choice which includes parents, siblings and extended family members.

Several studies bear testimony that parents influence to a large extent secondary school pupils as they choose careers (Marinas & Preotisa, 2016). The first interaction of a child with people takes place within its home among members of its family who include parents, siblings and relatives. A child is affected by a number of family related factors such as marital relationship of the parents, the socio- economic status of the family, the atmosphere of a home (whether parents are warm or hostile), the environmental conditions, occupation status of the parents and the number of siblings in the family (Kochar, 2015). The family dynamics therefore play a pivotal role in the career choice of the student. The child makes personal contact which can be helpful in providing career guidance. While they may not always have the guidance needed, they may know other knowledgeable people to provide guidance. These contacts can lead to information interview which means talking to someone who can provide guidance about career. This is where advice is given on what to and what not to do for a particular career.

Tillman (2015) conducted a study in America with the aim of establishing the influence parents have on career choice of their children. Results indicate that parental influence on career choice of their children is so great that other influences are of little influence and that besides parents, other family members are viewed as influential in their children's career choices. Several studies bear testimony that parental guidance and influence makes children choose certain careers. For example, studies conducted to establish factors that influence the choice of career in Romania (Marine et al, 2016), in America (Bales, 2015), in Albania (Uka, 2015), in Philippines (Aguado, 2015), in Nigeria (Ogunyewu, 2015), in Tanzania (Amani, 2016) and in

Zambia (Sinkombo, 2016) reveals that parents' career guidance influences the choice of career among secondary school pupils. Fiona, (2024) argues that between a rock and a hard place stands career given by parents.

All kinds of people grind away at them but parents are the big solid rocks in the tumbler. A Study conducted in America by Taylor & Horris (2014) indicate that even if school had the resources with which to meet and give career guidance to young people, neither teachers nor counsellors can replace the guidance parents have on their children. All these studies were carried out in completely different environments from the current study. This current study sought to find out whether career guidance in secondary school contributed in the choice of career by female students in Institutions under TEVETA in Lusaka province, Zambia as opposed to parental drive.

Mtemberi (2017) conducted research on factors that influence choice of career pathways among high school students in Zimbabwe. The results indicate that family members both nuclear and extended had an influence on the student's choice of career. In this study, the influence of both mothers and fathers was rated highly. The adolescents were found to appreciate their parent's opinions 'and career guidance more than any other source on guidance related issues. The argument here could probably be that many parents to these adolescents were in the position to guide and influence their children's career choice because they have observed their children's development, know their interest and strengths and have developed a trusting relationship with them.

Munyingi (2014) conducted a study using cross sectional design on factors that influence career choice among young females in Tertiary Institutions in Kenya. The findings revealed that occupational status of parents had a significant impact on career aspiration and career choices of female youths. This study was conducted on female youths in general and not in Tertiary Institutions under TEVETA. The concern was whether such a study would yield similar results if conducted on female students at Institutions under TEVET in Zambia using an intrinsic case study research design.

Muflihah (2023) conducted a study in Indonesia to investigate factors that influence career choice among high school students. The results indicate that family influence choice of career among Indonesian high school students. These results are a clear indicator that Indonesian parents influence pupils' performance and eventually career choice. Ballu-steve (2017) conducted a study in Nigeria with the aim of establishing the influence of family background

on the academic performance of secondary school pupils. The result show that supportive parents are important for their children's career decision making and for the success of their careers. These results are a clear indication that Nigerian parents influence pupils' performance and eventual career choices.

In spite of the differences in the aims of these two studies, one common aspect comes out distinctively. They both acknowledge the importance of parental support of their children's education and career choices. Studies in Africa on parental involvement in decision making process of children in the selection of careers have been conducted. For example, in Nigeria (Abiyo, 2015) highlighted that many of the settings in which children and youths participate are dependent on choices of their parents. Thus, parent's decisions, choice of where to live, what to provide materially and relationally in the home and how to structure out-of-school time for children, impact on children's development in ways that are meaningful for later success in the world of work (Abiyo, 2015). Such parents therefore may be referred to as "Helicopter parents" who have a tendency to intervene in their children's College life from choosing a university to helping them choose individual courses. In this case parents are seen as inseparable from their children's career choices.

Parents give career guidance for choice of career for their children in a number of ways. For example, parents' support and encouragement. It is a known fact that when children need guidance on choosing of career, they call upon their parents. In addition, even when they require information on certain careers, they consult their parents. Parent's education has also been found to influence children's choice of career as they always give high aim career guidance. For example, Anovingo (2021) conducted a study in America to investigate the influence of parents on career choice of their children. The outcome revealed that in America parent's education and occupation are associated with academic achievement and eventually career choice. Amani (2016) purports that among the factors that influence choice of career among secondary school pupils were parents and parental education. It has been revealed by Pfungst, (2015) in Australia that highly educated parents and have more resources both financially and in terms of academic advice to support their children than poorer are more likely to influence through their career guidance in their children's career choice. Similarly, in Albania (Uku, 2015), argues that parental education level contributes to children's career pathway. Parents who are College educated are able to instil in their children the desire to have experiences and accomplishments that would enable them to surpass their parents' educational and occupational levels.

Tillman (2016) conducted a study among American high school pupils with the aim of establishing the influence of parents on the career choice of adolescents. The results show that a father's educational level has an effect on the adolescents' career choices. These results indicate that the attitude towards managing the career/family interface becomes progressively more positive from the primary level of the father's education through to the postgraduate level. In this study, it is clear that American parents with higher levels of education are more able to provide assistance for their children's educational and career planning. However, Eze & Obiyo (2015) conducted research in Nigeria with the aim of establishing factors that influence career choice among secondary school pupils. In his findings, he disputes the fact that parental education influence Nigerian children's choice of career. The current study sought to find out whether parental education motivated choice of career by female students in institutions under TEVETA in Lusaka province, Zambia.

On the other hand, parents' career may have acted as a motivating factor on children's career choices. For example, Uka (2015) conducted a study in Albania with a view of establishing the parent's careers influence on children's choice of careers. The results indicate that the career of parents to a large extent influence choice of career. Astin's Socio Psychological Theory emphasises decision making that is motivated by the interaction of both cultural environmental factors and psychological factors where an individual observe what is in the environment, he/she is living in. Children will observe parents relating with the outside world within the community, are likely to make decisions based on such parents. The current study was finding out whether parents' career motivated the choice of career by female students in institutions under TEVETA in Lusaka province, Zambia.

Kumar (2016) conducted a study in India to investigate the effect of parental occupation on career choice of their children. The results show that the quality of the relationship between parents and their offspring is considered to influence the younger generation's preferences for their future careers. This means that the kind of relationship between the parents and their children has an impact on career choices. This is also confirmed by Good (2021) where it was found that highly educated parents have more resources both financially and in good health in terms of academic advise to support their children than poor parents. This is further reflected in America where children who had healthy independence from family during adolescence and young adulthood were more confident in career choices than those who had dependent relationships (Kumar, 2016). He further contends that American adolescents who cannot separate effectively from their families are not free to make choices based on information and

their own desires but more likely to do what their families expect them to do. It appears that parental influence has limits and if these limits are not adhered to, can affect children's career choices. Children need help from parents to a certain extent but also need to be given autonomy to explore their world on their own (Kochar, 2015). The current study was establishing whether similar results on parental influence can be obtained among female students in institutions under TEVETA in Lusaka province, Zambia.

2.2.2 Peers

Another source of career guidance for young people is peers. Guzman (2019) conducted a research on the role of peer influence on career preferences among Filipino high school students in the Philippines. The results show that pupil's interactions with peers play a central role on how pupils think about themselves. In his study in the Philippines, Guzman points out that learners' interactions with peers of diversified interests, races and background have the potential to stimulate reflection, knowledge and beliefs which may lead to new ways of thinking about the world, other peers and eventually themselves. For peers to understand the world of work, their interactions make it possible for them to venture into careers they were unaware of.

The importance of peer interaction is that the academic orientation typical of the peer group to which they belong may potentially have a long-term impact on individual adolescents' vocational career (Brown & Lent, 2019). On the other hand, peer influence can also be a double-edged sword. According to Ryan (2020), positive peer relationships motivate students to find careers that will suit their abilities and passions. Negative peer influence, however may lead students into decisions that might not really fit their best interests. In education institutions students use their peer groupings as reference points to seek information, support, and subtle pressures to adjust to the groups norms (Garcia et al, 2018) A Study by Roy (2016) in America on role of peer interaction on choice of career among high school pupils reiterates the influence of peer guidance and advice on career choice. The results indicate that when learners interact with their friends, they may take into consideration the career advice they receive from their peers. The current study intended to establish the contribution secondary school career guidance made on choice of career by female students in Institutions under TEVETA in Lusaka province, Zambia.

Mtemberi (2020) conducted a study in Zimbabwe with the aim of establishing whether peer pressure is a predictor of career choice decision making among high school pupils. The results indicate that peers influence each other on careers to choose. The rationale of peer counselling is based on the assumption that people who share similar characteristics and ages tend to influence one another. Chireshe (2013) reiterates the importance of peer counselling in schools when he argued that information was easily disseminated through peer counselling. Peer counselling is a way of relating, responding and helping which is aimed at exploring feelings, thoughts and concerns with the hope of reaching a clear understanding. In schools, peer counselling is a phenomenon that was established to enable pupils to appreciate each other, as well as to understand the importance of education. Johnson & Ellias (2018) conducted a study on peer influence and its effects on decision making among senior high school students. The results of this study indicate that peer interactions provide not only support but also pressure to conform to specific career pathways. The study emphasized that peer groupings often serve as both motivators and gatekeepers, shaping the extent to which students feel confident in pursuing certain career paths.

In the absence of proper career guidance and teacher mentorship, pupils' resort to peer mentorship. Okiror & Otabong (2015), in Kenya pupils turn to peers who have similar experiences for mentorship, information and guidance on career issues especially when other proper avenues like school career guidance are not properly functioning. Koech et al (2016) emphasises the influence of peer mentorship in pupils' choices of career. However, in United peer mentorship has been found to have little influence on medical students' choices of careers. The study was concentrated on both male and female students at a medical Institution while the current study was looking at female students only in Vocational Tertiary Institutions in Lusaka province, Zambia.

Peer influence cannot be underestimated as it has been found to be influential in career choices. Abbasi & Sarwat (2015) have found that students were guiding each other through peer counselling, peer interaction, peer advice and peer relationships. Peer counselling is a way of relating, responding and helping aimed at explaining feelings, thoughts and concerns with the hope of reaching a clear understanding (Kochhar, 2015).

Peer persuasion is the easiest way of getting away from taking self-decision. Most of the students want to follow the crowds to get to their destination. Follow your friend is the most trending exercise visible during the selection of college or University. Majority choice is

considered the best choice. This mind set has increased the count in the mediocre group where students fail to succeed in their careers and just keep on it with an average performance. The main goal of peer teaching is to enable pupils to appreciate each other as well as to understand the importance of education. In the current study, the female students might have through their interactions discussed advantages and disadvantages of different careers and convinced each other to settle on what they are pursuing now.

Peers encourage one another to choose entrepreneurship. Malaysian students were guided by their peers to choose entrepreneurship as their careers (Mustapha & Selvaraju, 2015). In a study by Kevin (2020) it was established that entrepreneurship actions are highly based on having access to information about entrepreneurial opportunities and influential peers enhance entrepreneurial roles by providing information to identify such opportunities. Although Kevin's (2020) study was carried out at a university, it established that University peers may facilitate the transfer of entrepreneurship initiative and attitudes by alleviating the uncertainty associated with these careers. The current study was carried out in Zambian Institutions under TEVETA with the intention of finding out whether career choices made by female students were motivated by peer interactions while at secondary school.

According to Njeri (2015) and Otabong et al (2015) in Kenya learners turn to peers who have similar experiences for mentorship, information and guidance on career choice especially when other proper avenues like school career guidance are not properly functioning. In Kenya, Koech et al (2016) emphasise the influence of peer mentorship in learner's choice of career. However, the United Arab Emirates (Javed, Samad, Sharbatti and Screedharan, 2013), peer mentorship has been found to have little influence on medical students' choice of career. The study was concentrated on both female and male in a medical career while this current study considered only female students in Tertiary Institutions under TEVETA in Lusaka province, Zambia.

In a study conducted by Muflin (2023) aimed at establishing peer influence on career choice, the results show that Peer relationships are important aspects of socialization process and their influence and pressure has also received wide acknowledgement in sharing and molding the course of an individual life. This implies that such choices may be informed and driven not only by the pupils' own motivation and ability but also by information gained through peers. He purports that in Finland peer group members who are closely related are likely to end up in similar educational trajectories as they are likely to accept opinions and guidance from

members who are similar to themselves. He further states that peer group members resembled each other not only in their educational expectations but also their subsequent educational trajectories. In a Nigerian study by Bankole and Ogunsakin (2015) on factors that help students choose careers, results show that peer relationships are a significant factor in helping students choose careers. Pakistan students who were close to each other in terms of friendship were likely to influence each other to take certain careers (Naz, et al, 2014). The current study wanted to establish whether choice of career by female students in Institutions under TEVETA were motivated by peer career interaction they experienced whilst at secondary school.

Hashim and Embong (2015) agree that the learner's peer group is the single most potent source of guidance with regards to career choices. Learners are easily influenced by their peers because they rely on other friends to provide validation of choices that they make including career decisions. The current study wanted to find out whether validation of student's choices of career comes from peer interaction they experienced whilst at secondary school. Tolu (2018) conducted a study on influence of peer and parents on career choice among college students in Nigeria. Contrary to many study findings that peers influence each other on career choice, it was been established that in Nigeria there is no significant relationship between peer influence and career choices among secondary school adolescents. The study concentrated on all students (male and female) while the current study concentrated on females only in Vocational Tertiary Institutions.

2.2.3 Internet

Around the world digital technologies are increasingly being used to deliver school career guidance (Musset, 2018). Career guidance systems have invested heavily in digital technologies and there is good reason to believe that they will enhance guidance by making it more effective, efficient and equitable. However, this cannot be taken for granted. A study conducted by Mann et al (2020) in Florida to establish factors that influence career choice among university female students revealed that the use of computers and internet has the potential to equip the students with career information that would give female students an edge over their male counterpart. Mann et al (2020) further purports that societies turn to career guidance systems to help students better visualise, plan and progress towards their careers ambitions making them acquire needed information as they choose careers. This allows them to become better situated to accumulate and activate knowledge and skills in the labour market. Career guidance is widely recognised as essential aspect of young people as they choose

careers (cede fop, 2021). The school career guidance system is responsible to ensure that learners are provided with adequate information to assist them choose appropriate careers. However, the Programme for International Student Assessment (PISA, 2022) reveals that a high percentage of career guidance students receive is through the internet.

The participants were of different origins among them Europeans, Asians, and Australian. The current study wanted to establish why female students at Institutions under TEVETA chose careers they were currently pursuing. The internet provides much of the same career guidance which is available through Libraries, career centres and guidance offices. However, no single network or resource will provide all the desired information or guidance. The website of the Bureau of labour Statistics gives information on the current occupation out work handbook. The source guides on specific occupations from aircraft mechanics to Zoologists. It covers a range from type of education or training required to working conditions, earnings, prospects for career openings and descriptions of what workers do on the job.

2.2.4 Libraries and Career Centers

Libraries and career centres offer a great deal of information on career guidance and job training. Categories about careers with specific fields of careers that match areas of interest explain on particular careers. For example, those who like working with animals can find descriptions about work of Veterinarians and Veterinary assistants, Zoologists etc. Trade publications and magazines describe and discuss many kinds of works in various fields. Most public Libraries own current editions of the occupational outlook handbook which describe hundreds of occupations or careers in detail and revised every two years by the Bureau of Libraries of Labour Statistics (BLS) of the US department of Labour. It is wise to find or seek career guidance from a number of sources as on source might glamorise occupation, overstate the earnings or exaggerate the demand for working in that field.

2.2.5 School

Career guidance is offered in secondary schools as they are places of transition to higher institutions of learning and world of work, hence play a critical role in assisting pupils choose careers (Kochar, 2015). If pupils have too many choices of careers or have not made a decision on which career to take, school career guidance is helpful in selecting their study paths and in identifying their potential strengths to enhance their competitiveness for positions (Welderndael & Dodge, 2014). The transition from secondary school to a Tertiary institutions

or University or the world of work is understood as one of the most difficult developmental challenges confronting adolescents and that schools play an important role in guiding the pupils towards a career. This current study was finding out whether secondary school career guidance contributed in the career choice by female students in institutions under TEVETA in Lusaka province, Zambia.

Zafar (2019) indicates that secondary school career guidance plays an important role in promoting the guidance for career choice among students and help the students to choose right profession in their life. There are a number of changes in workplaces that are attributed to school career guidance counsellors as they provide career guidance to pupils on career choices. Becoming aware and staying current about the workplaces is important as guidance teachers seek to help pupils to be informed and knowledgeable about requirements and workplaces together with implications of these changes for pupils. With the changes taking place in the workplace, it is important that prospective workers develop the skills needed and required to be successful in the workplace.

Koech et al (2016) conducted a study in Mexico with the aim of establishing the role of career guidance in secondary schools. The outcome indicated that pupils most often identify having role models in schools who lead by example, who are supportive and provide direct career guidance to pupils as influential in their career decision making. Similarly, in a study in American high school pupils' job satisfaction and career decisions are related to positive experiences with their role models, such as school career guidance counsellors, including that visiting the school guidance office is effective in achieving job satisfaction (Behrandt & Frankline, 2014). It is also believed that role models help pupils develop educational and career interests that they might not have considered. The above assertions highlight the need for all stakeholders in career guidance in schools when assisting pupils to make correct career decisions. This sits well with the Socio Psychological Theory which informed this study that advocates that the community in this case role models inspire learners.

Eyo (2014) conducted a study in Nigeria with the aim of establishing the role of secondary school career guidance counsellors. The results indicate that the role of school guidance teachers is an effective and significant influence in increasing the pupils' career awareness when compared to a group with no career counselling. The major findings in this study are that pupils who are exposed to career guidance are more equipped with career seeking techniques when compared to those who did not get the career guidance. This implies that the more in-

depth the career guidance the pupils are exposed to, the more proactive they become. Career guidance teachers in schools have an important role in advocating for broad based career plans that focus on the pupil's interests and abilities and that will increase future career options (Mghweno et al, 2014).

In developed countries, career guidance is not entirely the duty of school career guidance teachers but also includes independent counsellors. Such guidance may require a fee which could deter some pupils from getting that help. Kochhar (2015) advocate pupils for their career choices (Owino & Odundo, 2016). The current study wanted to find out whether career guidance offered in Zambian secondary schools motivated career choice decisions by female students in institutions under TEVETA in Lusaka province, Zambia.

To enhance pupils' chances of success, it is essential that they become as prepared as possible given the level of competitiveness and the rate of change in the workplace (Kochhar, 2015). It follows that for pupils to be prepared to meet their challenges of the changing workplaces, career guidance is a priority. Mender (2013) argued that career guidance in the United States of America was important as it prepares pupils for college life. He further described a lack of career guidance for college prep students is extensive, the pathway to four-year Collage was either vague or mysterious.

In order to choose the right career path, it is recommended to seek advice from a career guidance teacher. The career guidance teacher understands the pupil's interest and ability and also learns about their qualifications and based on this they decide which career path is suitable for the pupil. Though a pupil may be skilled in particular fields and may even be keenly interested in getting in that field but if the industry is seeing a slowdown, then there would be no point joining it. Thus, career guidance is also important to know as to which career is booming, and which one is expected to see a slowdown (Kochhar, 2015). Career guidance is not only essential when choosing a career but also after a pupil has decided to which field he would be going. Different industries follow different work culture and the career guidance helps to understand the kind of work culture being followed in the career one intends to go. It prepares a pupil for the occupation he or she chooses so as to get familiar with it and not to feel out of place after joining. Even after someone has chosen a career, helps to grow an individual in that particular field. Career guidance helps in grooming and developing an individual. It is through career guidance that information about which course or training program a person should go for in order to excel in one's career.

Ombaba & Keraro (2015) conducted a study on role secondary school career guidance has on achieving National Man Power Development in Kenya. Results indicate that pupils in secondary schools need career guidance to make informed career choices which will contribute to the skilled man power needs of the economy. The findings further indicate that there is a relationship between the school guidance programme and pupils' career choices in National Man Power Development. This study wanted to establish contributions of career guidance on female students in institutions under TEVETA and not on achieving National Man Power Development, therefore leaving some knowledge gap.

Nguyeni (2024) conducted a study in Nigeria with the view of establishing the role of Career guidance. In this study, the results indicate that career guidance is viewed as a vehicle to best academic and professional achievement. On the other hand, Oguoda (2014) argued that lack of guidance is a key factor behind a high rate of drop out as such individuals needed guidance. In most cases individuals would let themselves be guided and be influenced by someone who understood them, listened to them and to some extent was their friend (Melgosa, (2014). The influence a secondary school teacher has over pupils and how he presents him or herself to them was great. Thus, pupils rely on their teachers for information related to career options. Career guidance and education should be part of the pupil's curriculum from the moment he or she enters school. It related reading, writing and arithmetic to varied ways in which adults live and earn a living. As the pupil progresses through school the skills, knowledge and above all the attitudes necessary for work success are stressed.

Secondary schools are transitions to higher institutions of learning and the world of work, so they have a critical role in assisting learners choose careers (Baloch & Shah, 2014). If learners have too many choices of careers or have not made a decision on which career to take, school career guidance helps in selecting their study paths and in identifying their potential, strengths to enhance their competitiveness for positions (Dodge & Wellderndael, 2014). Astin's Socio Psychological theory of career development which informs this study emphasises clarity to people on career development so that they can choose right career whilst at secondary schools. Similarly, Brown & Lent et al (2019) suggests that transition from secondary school to college and University or the world of work has been understood as one of the most difficult developmental challenges confronting adolescents and that schools play a pivotal role in guiding the learners towards a career. The current study wanted to find out whether career guidance received at secondary school by female students in Institutions under TEVET in Lusaka had some motivation on their choice of current study programme.

Gacohi (2017) conducted a study at Kenyatta University with the aim of establishing the influence of career guidance on pupil's choice of career before they make career choices. The results indicate that career guidance was significant as the pupils were given necessary career choice information needed in order for them to be able to choose suitable occupations. A study conducted to investigate factors that influence the choice of hospitality careers at Moi University indicate that career choices of the students are made while they are at secondary school. They highlight the influence of the school on choosing a career. They concluded that pupil's interest would have been developed at high school. The study was carried out at a university and looked at a particular career involving both females and males. The current study did not look at both sexes but females and not at a university but Tertiary Institutions under TEVETA. That is, participants are different as the former was in Kenya and the current study is in Zambia. Similarly, Garcia (2018) carried a study in America with the aim of establishing the Influence of career guidance on choice of career among pupils at secondary school. The outcome indicate that American pupils are influenced at high school to follow Science, Technology, Engineering and Mathematics (STEM) subjects which eventually prepare students for careers that are scientific in nature.

Decision making is an important tool in career choice. This is in line with Astin's socio psychological theory which informs this study that emphasises career decisions being made as both the socio Psychological and cultural environmental factors interact. Kochar (2015), contends that decision making is a complex process which can often be difficult and confusing for many adolescents. In general career guidance interventions in American schools are concerned not with telling students what to do, but with helping them to acquire knowledge, skills and attitudes that will help them make better career choices and transitions ameliorating the problem of career decisions (Watts & Suttana, 2014)

Masayo (2022) conducted a study on the influence of school career guidance on choice of career among secondary school pupils. The results show that secondary school career guidance positively influenced career decision making, understanding of careers and career related adjustments about pupils' career choices. When pupils are not guided in their choice of careers, they do not know what is good for them or what they want (Kiplagat, 2023). Hence lack of career guidance may cause students to make wrong choices and enrol for studies they know little or nothing about. This is an indication that secondary school career guidance plays an important role in preparing pupils for future careers.

Motsepe (2024) carried out a study in South Africa with the aim of establishing the effects of secondary school career guidance on career choices of students. The findings indicate that secondary school career guidance was so significant that it was even part of the school curriculum. The results show that career choices are decided long before the learner enters college or University. This is a clear indication that secondary school career guidance is pivotal as it helps pupils make career decisions. Career choices at universities and colleges are motivated by subject combinations that are done at secondary school (Motsepe 2024). This study wanted to establish why female students at tertiary institutions under TEVET chose careers they are pursuing and find out whether the results in the above study were applicable in the current study.

Mghweno et al (2014) conducted a study in Tanzania with the aim of establishing the importance of career guidance teachers. The results reveal that school career guidance teachers play a key role in preparing students to successfully proceed to the next level, whether for further education or job. The same study also revealed that access to guidance services influence pupil's attitude towards studies which will consequently influence their career choice (Mghweno et al, 2014). The current study wanted to establish whether the result above could be obtained among female students in Tertiary Institutions under TEVETA in Lusaka, Zambia.

School subjects are found to play a major role in influencing pupils to prefer certain careers over others. Studies have revealed that the influence of school subjects on students' choices of career was pivotal. For example, in Pakistan (Naz, et al, 2014)), school subjects were found to influence students in choosing careers. The quality of teaching, pupils' participation in school activities, school practices and policies and learning materials for the students were found to impact on career choice among students (Motsepe, 2024). Schools therefore guide pupils towards certain careers by exposing them to a variety of activities. The current study wanted to establish whether Zambian schools career guidance contributes on career choice decisions by female students in Institutions under TEVETA in Lusaka province, Zambia.

Field trips and school career days have a significant influence on students' choice of career. Education Bureau, (2015) conducted a study in the United Kingdom with the aim of establishing factors that influence choice of career among secondary school pupils. The results indicate that field trips and school career days have a significant influence on choice of career among secondary school pupils. Similar studies on impact of field trips on choice of career among adolescents in America also found that field trips and career days influence adolescent's

choice of careers in Ghana (Amoah et al, 2015) where the importance of field trips in influencing pupil's choice of careers was revealed. The current study wanted to establish whether Zambian schools field trips and career days motivated choice of career by female students in Tertiary Institutions under TEVETA.

The type of school also has a significant influence on the career choice by pupils. Career guidance and counselling in secondary schools are crucial and very important for young adolescents as they embark on their career choice journey (Farao, 2024). Research suggests that the type of school can significantly influence the quality and availability of career guidance services, with factors like school resources, teacher training and school culture playing a role (Hudson, 2024). For instance, Dang (2022) conducted a study with the view of establishing factors influencing career guidance and counselling for secondary school students in the northern central region of Vietnam. The outcome of this particular study revealed that the type of school has a bearing on choice of careers. Schools are categorised differently all-over the world. That is Government, mission schools, private schools, Boarding and day schools. The schools may have different cultures which influence the careers that are preferred by the students. In this current study, different types of Zambian schools which include Boarding, Day, Private, Mission and rural will be considered.

Geographical location of a school is another important aspect about schools with regards to career choices (Roy, 2016). The constraints on providing career guidance vary across schools based on the characteristics of the pupils, the school serves and the location of the school, in particular, district (Roy, 2016). This current study was carried out in Lusaka, Zambia and targeted female students from all over Zambia and intended to establish whether the location of school motivated the choice of career on pupils which later spilt to female students in institutions under TEVET in Lusaka province, Zambia.

Gachathi (2020) argues that Counselling services provided in schools support teachers in classroom and enable them to provide quality instruction designed to assist pupils in achieving high standards. Therefore, there is need to intensify educational career guidance. Teachers who provide career guidance in schools indicate that their classes were less likely to be interrupted by other pupils and that their pupils behaved better in school. In secondary schools unfortunately, very few (if any) of the guidance and counselling teachers were real trained for the job. Gachathi (2020) warned that in order for it to be meaningful and less frustrating to the pupils and their parents, career guidance and counselling ought to be based on long term

planning and man power development. Creation of occupational opportunity and genuine effort by the public in general to up hold the highest social, cultural and economic values. A study of Missouri high school shows that schools with more fully implemented model guidance programmes had pupils who were more likely to report that: a) they had earned higher grades, b) their education was better preparing them for the future, c) their schools made more career and college information available for them, d) the school had a more positive climate.

Though as early as 1970s career guidance and counselling in Zambia was available as vehicle to best academic and professional achievement and conducting of examinations, no assessment has been done to establish its role on choice of career among female students. Studies on the importance of high school guidance and counselling indicate that counselling influenced pupil's future plans by encouraging them to have high expectations. That is a high proportion of learners who were surveyed perceived that their career guidance teachers expected them to attend college, regardless of their racial background. School pupils own educational expectations for themselves increased over time.

School guidance programmes have significant influence on discipline problems (Kochhar, 2015). Education Bureau (2015) reported that pupils who participated in school guidance and counselling programmes had significantly less inappropriate behaviour and more positive attitudes towards school than those who did not participate in the programme. Another study reported that guidance and counselling provided by schools significantly decreased pupil's aggressive and hostile behaviours. Kochar (2015) argue that guidance and counselling was key factor behind the high rate of drop out: and the dropping out rate of girls was higher compared to that of boys. Though deemed as lacking, career guidance and counselling has been introduced in schools, possibly its effectiveness is what has not been felt.

Career guidance and counselling is integral in school. Career guidance is the process by which learners are advised on how to deal with their emotional conflicts (Brain Wonders, 2023). That is, it teaches individuals how to deal with problems in school and how to incorporate the same in daily life. It acts as a bridge that connects pupils and school administration. It forms channel by which pupils express their problems. It allows pupils air their feel of uncomfoting ability to them so as for guidance to take place.

Guidance advice and information offered increased knowledge about educational developments, vocational programmes and facilities. Guidance teachers provided information on vocational and higher educational programmes, supplied application forms for admissions

and conducted aptitude tests on behalf of government, organizations and companies for the sake of enrolment and placement. Often guidance teachers organized orientation meetings, career talks on various fields and topics for the benefit of students. These units were also used as placement agencies for colleges and Universities and assisted during the period of Zambia Youth Community Service programme in the 1970s. The supervision of career guidance units was through the educational Psychological Units under the MOE in consultation with the department of social welfare.

It is evident that the necessity of vocational guidance was felt by the Zambian government as early as the 1960s. Attempts were made as early as that time to provide vocational guidance to students in secondary schools. Vocational structures such as Zambia Youth Service; compulsory Zambia National Service programmes to a certain extent product of advice and information generated through guidance and counselling services. However, guidance and counselling services provided in the 1970s did not have a legal or policy frame work. The 1966 Educational Act for example was silent about guidance services. Even the follow up Educational Act does not seem to be expressive on guidance and counselling services to students in institutions of learning. In the Act, there seem not to be a political will on the part of MOE to promote guidance and counselling in the school system yet guidance services should have occupied a central portion of learner support services in schools.

Both the 1966 and 2011 Acts show inadequacies in the provision of pupils' guidance, counselling and social welfare support services. Students have continued not to get adequate assistance to deal with emotional, psychological and social welfare related problems. Because of lack of a legal backing, guidance teachers have not been able to provide support in line of remedial action and help in dealing with emotional and psychological problems. Desire of MOE has been to integrate career guidance within the general curriculum frame work and using the existing structure, educational facilities in schools and higher education to support students.

2.3 GENDER ROLE SOCIALISATION AND STRUCTURE OF OPPORTUNITY

Gender and Structure of opportunity influence stands as a source of career guidance. Gender is viewed as division of people into two categories, men and women, based on their biological differences (Jamaba and Ester, 2014). While on the other hand, Structure of opportunity is a matrix that relates personal characteristics (e.g., gender, education, financial status) to the

cultural and social opportunities that are available to an individual throughout their life (Aliyu, 2020). If socialisation were the only determinants of expectations, there would be little social change (Astin, 1984). The same values would be handed down from generation to generation. However, social change does occur through historical events and by scientific and technological advances. The socialisation process and the structure of opportunity influence each other to some extent within a given society. That is the socialisation process limits the changes in the structure of opportunity while the structure of opportunity influences the values that are transmitted through socialisation process.

On the other hand, in our society play activities have traditionally been defined and distributed according to gender. Boys play outdoors far more than girls do from home allowing them a lot of freedom compared to their counterparts who have privacy indoors. The play of children produces gender specific social skills and capacities that carry over into the performance of adult roles (Astin, 1984). She further suggests that the needs of men tend to be satisfied by earned income and learn to satisfy their pleasure needs by building things and solving puzzles. In contrast, indoor games played by girls involve nurturing and caring for others rather than competing with them. From this early experience comes a notion that women satisfy their survival needs by marrying and taking care of a man, who must earn a living. In other words, very early in life children form gender linked expectations about need gratification through work.

Intersectional research in career development for adolescent girls and women is notably sparse, race very much affects the trajectory throughout a woman's career. In adolescence, race and class differences in career decisions may begin with perceptions of career choice traditionalism and perceptions of opportunities in which supportive family, feminist attitude, levels acculturation, and or experiences of systematic racism may also play a role (Santos & Delarnize, (2017). Further, educational aspirations perceived parental expectations, science proficiency, and grade point average (GPA) emerge among the better discriminating predictors in STEM career interest across racial groups in large group of diverse girls who are selecting careers (Lee & Flores, 2019)

Oyebanji, (2020) conducted a study in Nigeria with the aim of establishing determinants of career choice among female undergraduates in Obafemi Awolowu University. The results indicate that prestige and personal interest play a huge role in the choice of career among the female students. This clearly alludes to the fact that women want to stand on their own in

society as the days of them depending on men are gone. The rising divorce rate, the proliferation of non-traditional life styles, and changes in the nation's economy have all had an impact on work behaviour aimed at satisfying the need for survival (Astin, 1984). Women can no longer regard marriage as a guarantee of economic security through the life span. They may remain single, they may divorce, or they may find that a single income cannot cover the family's subsistence needs. Thus, virtually all women today need to plan for the contingency of taking paid employment outside the home. In addition, affirmative action legislation gives women access to higher paying jobs that were once reserved for men. This means that women are more likely to satisfy their needs directly rather than indirectly through the income of their spouses. Clearly, changes in the structure of opportunity may lead women to modify their work expectations that were initially shaped by socialisation experiences and early perceptions of the opportunity structure.

A study for example in Kenya (Simiyu, 2015), that was conducted to establish the role gender plays in the choice of career have indicated that it plays a role in the influence of career decision making process. Mishkin (2016) conducted a study with the aim of establishing factors that influence choice of career among female teenagers. The results indicate that female role models influence career choices of teenagers.

Since gender is used to distinguish between males and females, it implies that there are a number of attributes that go with gender as defined by society. Brown & Lentet (2019) conducted a study in America with the aim of establishing the role gender plays in the choice of career. The outcome indicates that when gender beliefs are salient, they shape behaviour most powerfully by affecting people's sense of what others expect of them. Gender influences behaviour and preferences across a variety of contexts. Gender differences are attributed to sex role socialisation which creates a clear distinction between sex roles, prejudice and discrimination which affect their status of women in the economy.

Nguyeni (2024) argues that females choose careers that corresponds with their traditional gender roles and males also choose careers that match those of their traditional gender roles. Girls are interested in literacy clerical, artistic, musical and social activities while boys have preferences for outdoor, mechanical, computational, business and industrial professions. Xenia (2018) conducted a study with the aim of establishing the influence of gender stereotypes on career choice. The results of this study indicate that although women appear to be more stereotyped than men, gender stereotypes only play a significant role in men's career choice

decision. This clearly indicates that gender stereotypes play a role more in boys as compared to girls. For girls, the gender bias may result in an aversion to all technical occupations since they represent masculinity. Good (2021) argues that boys tend to choose more traditionally male subjects and girls more traditionally female subjects which are likely to influence the choice of gender-based careers. This is in line with Astin's Socio Psychological theory which informs this study which emphasises that choice of career is motivated by both cultural environmental factors and psychological factors which interact to enable one make an informed career decision.

Jamabo et al (2014) conducted a study to establish the role gender plays in the selection of career. The outcome indicates that though interactions with caretakers, socialisation in childhood, peer pressure in adolescence, and gender work and family roles, men and women are socially constructed to be different in behavioural attitude and emotions. This also influences the careers they choose. There are also different roles for men and women. Corrigan and Konrad (2017) states that traditional individuals in America believe that a woman's role is to be a home maker and that a man's role is a breadwinner. However, there is a paradigm shift as more American egalitarian individuals believe the women should share in financial support of the family and that men should participate in childcare and other traditional feminine aspects of household labour.

In other words, women have the capacity to engage in male dominated careers. This current study wanted to establish whether the above paradigm shift where females are no longer considered to have the role of home maker also affected the female students in Zambia's Tertiary Institutions under TEVETA with regards to careers traditionally dominated by males or females. Agarwala (2014) conducted a study in India with the aim of establishing the role Gender plays in the choice of career. The study established that mothers have been found to be the most significant influence in the career choices on girls. The Indian study is in line with Dela Cruz et al (2019) suggesting that girls consistently reported more positive influence from same sex parents' friends and teachers. The present study wanted to establish if the above was applicable in choice of career among female students in Tertiary Institutions under TEVETA in Lusaka Province, Zambia. Nguyen (2024) conducted a study in Kenya with the view of establishing factors that influence career choice among male students. The results indicate that perceived parental influence as a factor that influenced their choices of secretarial career which is inclined towards female students. The study was done in Nigeria a completely different environment from the current study which sought to establish whether the same motivation can

apply to female students pursuing careers in Institutions under TEVETA in Lusaka Province, Zambia.

The influence of gender on career choices has been documented in many studies. Studies in Nigeria show that gender significantly influences career choices, with societal expectations and gender stereotypes playing a crucial role in shaping aspirations particularly for women. For instance, in a study conducted by Matsh (2024) in males vs female career choices among Nigerian youths, it was found that career choices of young people differ based on gender that males and females often pick different subjects and courses in university. The study further reveals that males tend to choose science and engineering more than females for university. There was a difference between choices of male students and those of female ones. Another study by Eze (2015) was conducted to establish the role gender plays on choice of career. The results indicate that female students go for careers that are feminist in nature while the male counterparts opt for careers that are masculine. Students may strive to change the narrative that female students opt for careers perceived to be for their male counterparts to have a feel of the male experiences. As the saying “the taste of the fruit is in the pudding” so as for them to have an experience in the type of job perceived to be for the male folk.

Although many studies have highlighted the influence of gender on career choices, there are other studies that have different perspectives for example Hudson (2024) reveals that male and female students in America perceived similar patterns of influences on their current career expectations. Other studies such as Malubay et al (2015) in the Philippines and Aka (2015) in Albania found that gender has no influence on career choices. Similarly, studies carried out in Nigeria (Ottu and Nkencher, 2014) show that there was no significant difference in the choices of females and males in professions, law and judicial services as both genders made virtually equal choices. These contradictions formed the basis of the need to carry out a study in Zambia to establish whether gender is a motivating factor in career choices by female students in Institutions under TEVET or not.

On the other hand, students choose careers based on Affordability. This is the basic and the most essential criterion to most of the students who set out to make their career. Affordability determines the purchasing power of individuals who dare dream of careers. The right to education aims to ensure education for all, but fails to distribute the standard quality of education. One who can afford it, can only receive the ace quality training, knowledge and plum opportunities. Most of the student neglect their interest and choose a career that fit their

pocket well. Peer persuasion is another reason as to why students choose the courses, they are pursuing at Tertiary Institutions. It is the easiest way of getting away from taking self-decision. Most of the students want to follow the crowds to get to their destination. Follow your friend is the most trending exercise visible during the selection of college or University. Majority choice is considered the best choice. This mind set has increased the count in the mediocre group where students fail to succeed in their careers and just keep on it with an average performance.

2.4 WORK MOTIVATION AND WORK EXPECTATIONS

Research shows a strong correlation between work motivation and career choice, with intrinsic motivation (like passion and interests) and extrinsic factors (like financial stability) playing significant roles (Rowan, 2019). Intrinsic motivation refers to individuals who are intrinsically motivated, driven by personal interests and sense of purpose, who tend to make career choices that align with their values and passions. On the other hand, extrinsic motivation involves external factors like job security, salary and opportunities for advancement influencing career decisions. By recognising and harnessing the power of motivation, individuals can embark on career paths that bring them joy, fulfilment and a sense of purpose (Savickas, 2019). When motivation drives career decisions, individuals are more likely to excel, overcome obstacles and create a path to personal fulfilment and success. Ishola (2023) conducted a study in Nigeria with the aim of establishing the role motivation plays in choosing the right career among college students. The results indicate that motivation is the driving force that drives students towards their goals and aspirations and that it plays a central role in making decisions that align with an individual's passion, values and long-term aspirations. This is in line with Astin (1984) who suggests in her Socio-psychological model and informs this study that work motivation in form of three primary needs (for survival, pleasure and contribution) is the same for both males and females. Astin (1984) further posited that work which is an activity directed to produce or accomplish something, has the capacity to satisfy needs that are perceived to be important to an individual's career.

It is clear that motivation drives females to choose certain careers in order to meet the three basic needs of life (survival, pleasure and contribution). For instance, survival needs at work are perceived as important because their satisfaction results in money to pay for food and shelter. Whereas pleasure needs are perceived as important because of fulfilment gained from work activity itself and contribution needs are perceived as important because of the

knowledge that one's work can benefit others. This therefore explains that there is a connection between choosing a career and motivation in that it is a foundation of choosing the right career by females. It empowers individuals to follow their passions, align with their values and maintain a long-term commitment to their chosen paths (Bogdan et al, 2015)

As women enter the work force, they are continually engaged in the negotiation between their personal lives at work (Education Bearau, 2015). Women also endorse career barriers within their specific careers including difficulty in securing adequate mentoring experiences, sexual harassment, inadequate pay, difficulties with advancement and pressure to compromise career for family (Durvin, 2020) which may have implications for realistic perception of the own ability. In examining why women may choose and stay in a given career in the face of these barriers, research has pointed to an assessment of work place climate as an important predictor of work place satisfaction, access to decent work and overall career choice and persistence (England et al, 2020). In other words, to some extent work place climate may predict choice of career but not necessarily wellbeing for women in a particular occupation. Some women during adolescence and college may prepare for managing a family when making career decisions. If women do become mothers, evidence suggests their patterns' work preferences may play an important role in making point childhood career decision.

Obiyo & Eze (2015) conducted a study in Nigeria with the aim of establishing the influence of parents on their children in taking up entrepreneurship as their careers. The results show that Nigerian parents' previous experiences of entrepreneurship in practice both directly and indirectly through their family background in business is significantly associated with their attitude regarding an entrepreneurial mind-set. A child could have a positive attitude towards entrepreneurship if his or her parents have their own businesses or are otherwise self-employed and motivates the child but parents who experience depressing circumstances with their own businesses may force their children not to become entrepreneurs

In other words, parents who have done well in businesses may motivate their children to be entrepreneurs, but those who have struggled in their businesses may not. This is in line with the Socio Psychological Theory which informs this study which advocates that we make decisions through interaction in communities where we live. In this case the entrepreneurship environment determines whether the children venture into entrepreneurship or not. If the parents failed to achieve a goal in their own careers, that would affect their children's vision in that the parent may discourage the child from taking up the career. Obuyo & Eze (2015)

study concentrated on motivation by parents on entrepreneurship whereas the current study focused on career choices by female students in institutions under TEVETA in Lusaka province, Zambia.

The Manav Rachna Institute (2022) conducted a study in India with the aim of establishing the factors that motivate career choice among students. The results indicate that some students choose certain careers based on past performance at secondary school. The education system demands that there are Tertiary Institutions where only those that excelled with flying colors in previous examination can be accepted and allowed to study whereas for those who did not do well are forced to study at other Institutions considered to be of low excellence. Thus, those that did well at their previous secondary schools are motivated to take up such tertiary institution study programmes. This is the most unjustified and distorted basis of analyzing one's performance and interest area. This is not only being churned in an old education system of rote learning but believing in the numbers to prove someone's caliber. This practice of determining one's interest field based on one's time examination performance often leads to wrong career decision.

Kiplagat et al (2023) conducted a study in Kenya with the view of establishing influence of parents' work expectations on course choice in Vocational Training centers. This study examined the relationship between parental expectations and a young person's job decision particularly in the context of choosing courses before enrolling in higher education institutions like Vocational Training Centers. The results in this study indicate that parents and other family member were the most influential in their decisions to choose careers at Vocational Training Institutions. Vocational Training Centers as they expected that these offer a directive of creativeness, distinctiveness, status and way into the social system (Anovingo et al, 2021). It attracts the labor market, all the way to employment opportunities presented to them. To some parents, when their child is enrolled at a Vocational Training institution, they probably already see the child being employed. When a trainee selects a correct subject that blends well towards the correct vocation, it leads to gratification and help in their professional growth.

On the other hand, choosing a course that is unattainable can result in frustrations. The ability by each trainee is determined by several issues which include environment they live in, their ability and academic achievement (Kerdpitak & Jermstittiparsert, 2020). Sociologists stress the forces in our society as the major determinants of Vocational choice. This is in line with Astin's Socio and Psychological theory which informs this study and emphasizes that both

psychological factors and cultural environmental factors interact to motivate career choice and work behavior.

Due to the fact that birth right determines one's family, color, country, social status and access to educational opportunities, sociologists contend that it has a substantial impact on job choice. The variety of careers that a person considers is mainly influenced by their aspirations for their social position as there is too much expectation. Parents are tremendously influential in many facets of a young person's life as they are too expectant of the children, including crucial life decisions like picking a job. Some children choose careers that are compatible with their parents' expectations and beliefs, while others choose careers that are passed down from their fathers. Others contravenes their parents will as the case in India (Lyer & Siddhartha, 2021). The study was conducted in Kenya on both female and male students' different parents from the Zambian counterparts. This current study wanted to establish how work expectation and motivation played a role among female students in institutions under TEVETA in Lusaka province, Zambia to pursue study programmes they were pursuing and see whether the same results were applicable here therefore leaving a knowledge gap.

Sinkombo (2016) conducted a study in Zambia with the aim of establishing the influence of parents on career choice of their children at the University of Zambia. The results indicate that results students obtained at grade 12 level highly played a role in their career choice. Parents with expectation offered workable career choices to the children before admission into the University with the view that these careers are of higher employment chances than others. The positive interaction with children is of influence towards career choices as they are too expectant of their children. The results children obtain at grade 12 highly influence their career choices, Parents especially those who were educated offered career guidance through interaction where they discussed the world of work and choosing careers which are currently workable in Zambia. This study was carried out at the University of Zambia involving both male and female students. This current study looked at the contribution of secondary school career guidance on choice of career by female students in Institutions under TEVETA in Lusaka province, Zambia therefore leaving a knowledge gap.

Most of the people choose their interest field on the basis of their personality and character. It can be the other way round also when a career chooses them based on their personality. Here, personality includes not only the outward presentation of a student but the perception he/she holds about society. A good communicator who has good command on his/her language skills,

is more inclined towards a mass communication stream. Similarly, a good leader who has the capacity to influence masses chooses a management field. Personality traits always help in deciding a good career, for it is easy to hone the skills one already acquires.

Sakamba (2016) conducted a study in Zambia with the aim of establishing factors affecting Sustainable and Quality Technical Vocational Training projects in Zambia. In his result findings, he observed that students enrol in Technical Vocational Training Institutions as a last resort as they have nowhere else to go due to their poor academic results. Sakamba contends that this was fuelled by Government itself in a statement issued in 2014. The primary objective of the Vocation Training in Zambia is the track to keep dropouts or “lockouts” students who are unable to move up the educational ladder, not because of poor grades only but because of lack of places at the higher level (TEVET news report, 2014, p 7).

It has been noted that graduates from these Institutions under TEVETA are seen loaming the streets unemployed even after graduating hence the perception that such institutions are for those without anywhere to go after dropping out at school. Thus, such students are expected to be at these institutions since such institutions are seen as ones for those that did not do well at secondary school. Graduates from institutions under TEVETA find it difficult if not impossible entering the Vocational Education stream to proceed to higher education. TEVETA Qualification Framework (TQF) which was introduced in 2010 has no effective direct link or progression to higher education in Zambia (Sakamba, 2016). For instance, TQF level 6 which is the highest level of a three years Diploma has no efficient career progression path to any Government University in Zambia. This therefore probably makes such institutions to be labelled last option institutions for those with nowhere to go.

2.5 SUMMARY AND KNOWLEDGE GAP

Literature has highlighted factors that motivate choice of career among pupils. The role of career guidance and influence of family have been cited as motivating factors for choice of career among secondary school pupils. Gender role and work expectation, motivation and structure of opportunity issues, peer and internet influence have also been discussed in regards to their role on career choices. All the revealed literature points out that career guidance services exist in secondary and high schools but what is not clear is whether exposure to such services play a role towards career choice by female students enrolled in institutions under

TEVETA in Zambia. The following chapter presents the research methodology that was used in this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 OVERVIEW

This chapter presents the methodology that was used in the study. It describes the research paradigm, research design, target population, sample size, sampling techniques, instruments for data collection and procedure for data collection. It also looks at data analysis, trustworthiness of the data and ends with a chapter summary.

3.1 RESEARCH PARADIGM

A paradigm is used to represent people's values, judgements, norms, standards, frames of reference, perspectives, ideologies, myths, theories and the approved procedures that govern their thinking and actions (Gummesson, 2008 cited by Tien, 2009). Further, Lincoln and Guba, (2013) explain that a paradigm can also be understood as a set of beliefs that represents a worldview.

The constructivism paradigm was used to guide the study. Constructivism believes that participants construct knowledge and knowledge is subjective. Thus, philosophical assumptions or a theoretical paradigm about the nature of reality or ontology, epistemology, axiology and methodology are crucial to understanding the overall perspective from which the study is designed and carried out (Krauss, 2005). Hence considering the research philosophy in the present study could answer the question "what, how is the truth constructed?" about the role of career guidance on career choice among female students in selected Institutions under TEVETA.

The subject of paradigm is often discussed in terms of the opposition between three schools of philosophy, Positivism, Constructivism and Pragmatism (Tien, 2009). The current study uses Constructivism paradigm. Constructivism provides a framework to incorporate new information into their pre-existing knowledge or schemas to explain reality as a criterion given entity which can be understood subjectively (Kroeze, 2012, Scotland, 2012, Mach, 2010, Tien, 2009). Constructivists believe in the possibility to observe and describe reality from a subjective viewpoint. According to Mack (2010), the characteristics of a Constructivism paradigm includes an emphasis on the need for researchers to understand the environment and give interpretations in order to come up with a theory through thematic analysis of findings.

According to a Constructivist, ontology or nature of reality is believed to be subjective. In other words, it is from the viewpoint of those who experience the phenomenon that knowledge is understood. In relation to this study, it shall be the views of female graduates in TEVET institutions who can ably provide their experiences which this study calls knowledge. Epistemologically (or how we know what we know) knowledge is constructed by the participants and therefore, it is subjective knowledge.

Researchers in any study have a position of belief in terms of values or ethics (axiology) and in this study the researcher believes that participants have value and need to be respected in line with ethical considerations demanded by research. For instance, written consent was obtained, anonymity of participants was upheld and overall, ethical clearance was obtained from the University of Zambia ethics committee where a certificate of clearance was issued.

In terms of methodology, it is the procedure about how to know reality or knowledge. This study uses the qualitative methodology which is driven by the constructivism viewpoint. As such the study used a qualitative approach to collect data. The qualitative approach does not rely on predetermined response categories but rather dependant on subjective data constructed by participants through the use of instruments (Wyk et al, 2013). The instruments for this study were semi-structured interview guides and non-participant observation guide. Such instruments and procedures allow for the conversion of raw data into themes for analysis.

3.2 RESEARCH DESIGN

The study used the intrinsic case study research design to collect data. Intrinsic case study research is a type of research that aims at obtaining in-depth understanding and appreciation of an issue, event or phenomenon of interest in its natural real-life context (BMC Medical Research, 2014). The case study approach allows in-depth, multi-faceted exploration of complex issues in their real-life settings (Yi-Hui, 2013). The Intrinsic case study was used in this research in order to explore an event or phenomenon in depth and in its natural context. It is an established research design that is used extensively in a wide variety of disciplines. It is for this reason that it is sometimes referred to as “a naturalistic” design.

An Intrinsic case study is typically undertaken to learn about a unique phenomenon (Yin, 2019). Case study can be used to explain, describe or explore events or phenomenon in the everyday contexts in which they occur (Yi-Hui, 2013). These can for example help to understand and explain causal links and pathways resulting from a new policy initiative or

service development. In contrast to experimental designs, which seek to test a specific hypothesis through deliberately manipulating the environment (like for example, in a randomised controlled trial giving a new drug to randomly selected individuals and then comparing outcomes with controls), the case study approach lends itself to capturing information on more explanatory “how” “what” and “why” questions, such as how is the intervention been implemented and received on the ground? The case study approach can offer additional insights into what gaps exist in its delivery or why one implementation strategy might be chosen over another. This in turn can help develop or refine a theory.

Case study maybe approached in different ways depending on epistemology and point of the researcher, that is, whether to take a critical (questioning one’s own and others assumptions), interpretivist (trying to understand individual and shared social meanings) or positivist approach (orienting towards the criteria of natural sciences, such as forecasting on generalizability considerations) whilst such schema can be conceptually helpful, it may be appropriate to draw on more than one approach in any case study, particularly in the context of conducting health services research. Dooling (2017) has for example noted that in the context of undertaking interpretative case studies, researchers can usefully draw on a critical, reflective perspective which seeks to take into account the wider social and political environment that has shaped the case. Similarly, this study aimed at establishing a connection between the provision of the career guidance services and choice of career among female students in Institutions of learning under TEVETA.

3.3 POPULATION

Population is the entire group of individuals or subjects to which researchers are interested in generalizing the conclusion (Castillo, 2009). The target population of students in this study was all female students in public Institutions under TEVET in Lusaka province. There are four public Institutions under TEVET in Lusaka province. These are Lusaka Business and Technical College (LBTC), Lusaka Vocational Training Centre (LVTC), Lusaka Youth Resource Centre (LYRC) and Evelyn Hone. LBTC had one hundred forty-six (146) first year female students, LVTC had one hundred and two (102) female students as first years while LYRC had only ten (10) first year female students. The population for this study was two hundred fifty-six (256) first year female students.

This type of population was chosen because it met the unique characteristics of participants with knowledge about Career guidance and counselling offered in secondary schools, Colleges and Universities. And they were the ones involved in the implementation of guidance and counselling or consumption of career guidance services hence had sufficient experiences to share through the study. The rationale for choosing Lusaka was that these Institutions had a mixture of students with different culture and from different secondary schools and different career guidance backgrounds.

3.4 SAMPLE SIZE

Out of the four government Institutions under TEVET in the province, one was selected using purposive sampling method. This sampling technique was used because it ensured that the study population was selected based on study purpose. Zhi (2014) argues that in purposive sampling groups are selected based on study purpose with expectation that each study population group provide unique and rich information of value to the study.

The sample size for this study was twenty (20). That is twenty first year female students. The study considered first year female students and not any other as these were fresh from receiving career guidance and counselling from secondary school. In a qualitative research, saturation starts at 6 with maximum at 10 (Ritchie et al, 2006). Saturation is commonly taken to indicate that on the basis of the data that has been collected or analysed hitherto, further data collection or analysis are unnecessary (Francis et al, 2010). To enhance saturation, 10 more students were added. The first-year students had lived experiences of using career guidance and counselling after receiving the services for 5 years whilst at secondary school from grade eight to grade twelve.

3.5 SAMPLING PROCEDURE

According to Singpurwalla (2013), sampling is the use of subset of a population to represent the whole. One public Institutions out of four was purposively selected based on the study purpose of exploring the contribution of career guidance on choice of career among female students in Institutions under TEVETA. That is female students in Institutions under TEVETA pursuing courses that are tagged as male dominated. The rationale for using typical purposive sampling was that it would enable the researcher to squeeze a lot of information out of the data that was collected. This then would allow the researcher to describe the major impact of the findings would have on the population. Apart from that, this method was extremely time and

cost effective when compared to other sampling methods. Purposive sampling, also known as judgemental, selective or subjective sampling. It is a form of non- probability sampling in which researchers rely on their own judgement when choosing members of the population to participate in their studies.

This sampling method requires researchers to have prior knowledge about the purpose their studies so that they can properly choose and approach eligible participants for surveys conducted. This method is used when a researcher wants to access a particular subset of people as all participants of the study are selected because they fit a particular profile. In this study, a technique that was used as the researcher purposively sampled the population was typical case study sampling. This is a type of purposive sampling that is useful when a researcher is looking to explore a phenomenon or trend as it compares to what is considered typical or average for members of a population.

Since there were only 10 first year female students at Lusaka Youth Resource Centre, this Institution was not considered as part of the research as it did not meet the required number of 20 students. Equally, Evelyn Hone College was not part of the study as it was established that it does not offer the Auto motive mechanical courses deemed to be male dominated. This harmonised with Kombo and Tromp (2006) as they observed that typical purposive sampling permits the researcher to reject individuals who do not fit a particular profile depending on the goal of the study for selection of each element in the population to constitute the sample for the study.

3.6 RESEARCH INSTRUMENTS

The study used semi-structured interview guides and non-participant observation guide. The researcher used semi structured interview to elicit both qualitative and quantitative data from the students. The rationale behind the use of semi structured interview guides was that they are open ended allowing for flexibility. That is asking set questions in a set order allows for easy comparison between respondents. They help a researcher to see patterns, while still allowing for comparisons between respondents. And that the population for the study was small.

On the other hand, non-participant observation was used in order to understand a phenomenon as this method enabled the researcher enter the community or social system in this case, College as he stayed separate from the actual activity being observed. This enabled the researcher to build trust and develop empathy with participants while simultaneously making

sure to avoid over empathising with participants. This approach increases credibility in the findings (Patton, 2012). As such the study findings from these two tools were trustworthy.

3.6.1 SEMI STRUCTURED INTERVIEWS

The semi structured interview was used in this study to collect data from female students in Institutions under TEVET regarding the contribution of career guidance on choice of career among them. This is in line with Lung (2016) who argues that semi structured interviews intend to obtain answers either on the facts related to the respondents or the opinions of the respondents regarding the subjective or even the subjective matters. Ross (2012:4) concurs with the above when he states that among the types of information that can be collected by means of semi structured interviews are facts, opinions, activities, expectations and level of knowledge with regard to the contribution of career guidance on choice of careers among female students in Institutions under TEVET in Lusaka province, Zambia.

However, as pointed by Bird (2013), to produce a trustworthy and credible semi structured interview guide, the questioning was precise and unambiguous. The questioning in the semi structured interview guide in the current study went through a rigorous test exercise through the use of senior academics and other researchers who verify their credibility.

The main advantage of using a semi structured interview is its effectiveness in collecting quality data that is easy to interpret (Cohen et al, 2011) so that quality findings will be achieved. It was imperative in the present study that participants provided quality data to enhance trustworthiness. A semi structured interview which was conducted on participants and was clearly laid out with no complex filtering and no ambiguities in the questioning (Fanning, 2012). In the current study, the researcher asked questions in simplicity using plain language. The literacy level of the participants was also considered. Participants with low literacy levels may have greater difficulty comprehending questions (Mathers et al. 2007; Bird, 2013). The literacy level was considered in the current study as the participants were College students and assumed would understand the questions. The questions were written in simple language and were be brief. It was established that the more motivated the respondents, the more likely the researcher is to get questions answered.

3.6.2 NON-PARTICIPANT OBSERVATION

This method was used in this research as it enabled the researcher to understand a phenomenon by entering the community or College where the female students were while staying separate from the activities being observed. The observation process is a three-stage funnel beginning with descriptive observation, focused observation and selected observation (Dejonckheere et al, 2019). The descriptive observation involved the researcher carrying out broad scope observation to get an overview of the setting, then the focused observation in which attention was paid to a narrower portion of the observation relevant to the study.

3.7 DATA COLLECTION PROCEDURE

The researcher obtained permission from the School of Education to carry out the research where an introductory letter was issued. Apart from permission from School of Education, ethical clearance from the Directorate of Research and Graduate Studies (DRGS) was sought on the other hand, permission was sought from the authorities in the respective Institution under TEVET which was selected to have research conducted in their Institution. The researcher visited the Institution that was selected prior to the study to make appointments. On the actual dates of data collection, the researcher administered semi structured interviews to participants. While both Qualitative and Quantitative data from students was collected through semi structured interviews and non-participant observations.

3.8 TRUSTWORTHINESS OF THE STUDY

Trustworthiness is the quality of being deserving of trust or confidence, dependability and reliability (Tashakkori, 2021). A researcher always dreams of achieving trustworthiness in the research findings. When it comes to qualitative research, trustworthiness is measured in terms of trustworthiness (Dejonckheere et al. (2019). A researcher can achieve trustworthiness in qualitative research by demonstrating that findings are dependable, credible, confirmable and transferable.

Dependability in qualitative research is used to demonstrate the consistency and reliability of results. This starts by tracking the precise methods used in the collection of data, analysis and interpretation and providing adequate contextual information about each piece so that the study could theoretically be replicated by other researchers and generate consistent results. Dependability is like reliability in quantitative studies and involves an in-depth description of

the study procedures and analysis so as to allow the study to be replicated. In this study, dependability was ensured through rigorous data collection techniques that were done. The semi structured interviews used allowed probing in order to extract the required information and the non-participant observation guide and procedures and analysis that were well documented.

Credibility is a measure of the truth value of qualitative research, or whether the study's findings are correct and accurate (Attia & Edge, 2016). To some extent, it relies on the credibility of the researchers themselves as well as their research methods. It involves the collection of data that is accurate and representative of the phenomenon under study. To achieve credibility, in this study, the researcher conducted senior management analysis on the data collected during the in-depth interviews. The researcher summarized each detail and found the overlapping themes that were consistent and drove the key insights that were found in the study. Credibility can be increased through procedures such as triangulation, prolonged engagement with data, persistent observation, negative case analysis, member checks and referential adequacy. In this study, it was increased through persistent observation during the non participant observation period. Credibility corresponds to the notion of validity in quantitative work but is more about internal validity. In this study, credibility was also ensured through persistent observation the community where the participants were located.

Conformability refers to proving that qualitative research is neutral and not influenced by the assumptions or biases of the researchers (Attia & Edge, 2016). Rather, trustworthy research should produce findings that objectively reflect information collected from participants. In other words, data should speak for itself. Confirmability in simple terms is about the steps to ensure that the data and findings are not due to the participant or researcher bias. It is like objectivity in quantitative studies. Confirmability is often demonstrated by providing an audit trail that details each step of data analysis and shows that the findings aren't coloured by conscious or unconscious bias but accurately portray the participants' responses. In this study, it was achieved by summarizing the content of each question that was asked during the in-depth interview. That is through rechecking of data during collection and analysis stages. This show cased the overlapping themes without bias plus all comments that will be heard since they all can provide value to the participants.

Transferability measures whether, or to what extent, the study results are applicable within other contexts, circumstances and settings (Moon & Blackman, 2014). It refers to extent to

which the findings are transferable to other situations. The researcher in this study ensured transferability by providing comprehensive and detailed explanations. It is like generalizability in quantitative studies. Transferability addresses the applicability of the findings to similar contexts or individuals not to broader contexts. To achieve transferability in this study, the researcher utilized thick description of the findings from multiple data collection methods that were done. That is providing adequate details on the site, participants and methods or procedures used to collect data during the study. This helps other researchers evaluate whether the results are applicable for other situations.

3.9 DATA ANALYSIS

The data was analysed thematically by organising common themes or patterns that emerged from the responses of the participants so that appropriate conclusions can be made. Braun & Clark (2006) suggests six steps to be followed when analysing qualitative data: familiarisation, generating initial codes, searching for themes, reviewing the themes, defining and naming the themes and writing the report. This study was guided by Braun & Clark (2006) six steps of analysing qualitative data. The first step that was done in the analysing of data was familiarisation with the data. The researcher severally went through the data, checking it in order to understand it together with the language used. During this process, transcription of all the data from voice into text, re-reading of the data, arranging it systematically and noting down initial codes were done in order for the researcher to familiarise himself with it. Transcripts were constantly checked and audial recordings listened to for accuracy on numerous occasions. Thereafter, initial codes were manually generated and assigned to emerging themes of the data set.

After assigning emerging themes, the researcher searched for themes, by generating all data relevant to each potential theme. This is consistent with Braun & Clerk (2006). This allowed for similar codes to be grouped together to form themes. And this made the researcher to get deeper insight of the meaning of the data. There after, the researcher started reviewing the identified themes. This was done by checking if the themes were relating with the coded data extracts and the entire data set. Data was re-examined continuously to ensure that themes were fitting well in the data. This was followed by defining and naming themes. To refine each theme, an ongoing data analysis was done. Transcripts were reviewed to ensure meaning associated with each participant's experiences. The next step that the researcher undertook was the formation of the thematic analysis data base for easy analysis. After all this was done, the

researcher moved to report writing. This stage then provided the final opportunity for data analysis by selecting appropriate extracts and relating them to the research questions and the reviewed literature.

3.10 SUMMARY

The chapter presented the methodology that was used during the collection of data and the justification for the methods that were used. It also described the research design, target population, data collection instruments, and procedure and data analysis among others. The chapter also explained or outlined in detail the meanings of the research instruments and how they were used on participants in the data collection.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 OVERVIEW

This chapter presents findings of the study on contribution of career guidance received at secondary school on choice of career by female students in Institutions under TEVETA in Lusaka province. The findings are based on the following study questions:

- i) What type of career guidance services did female students in Institutions under TEVETA receive while at secondary school?
- ii) What sources of career guidance did female students have while at secondary school?
- iii) How did motivation and work expectation contribute on choice of study programmes by female students in Institutions under TEVETA?
- iv) How did gender socialization and structure of opportunities contribute on choice of study programmes by female students in Institutions under TEVETA?
- v) What career guidance framework can be used to assist female students in making appropriate career choice?

The responses to these questions are presented under six sections. The first section presents findings on the types of career programmes the first-year female students were pursuing, the second section presents findings on the types and role of career guidance services received, and the third section presents findings on sources of career guidance and role they played on career choice. The fourth section presents findings on how motivation and work expectation played a role on choice of study programmes, the fifth section presents findings on how gender socialization and structure of opportunities played a role on choice of study programmes by female students. And the sixth section presents findings on the strategy frame work that can be used to assist students in making appropriate career choices.

4.1 TYPES OF CAREER GUIDANCE SERVICES RECEIEVED AT SECONDARY SCHOOL

The first study question aimed at finding out the types of career guidance services female students received while at secondary school. Findings include show casing competencies, instructive guidance and strategic decision making.

Show casing competences

The students indicated that they used to be taken out to meet pupils from other schools at the same venue as inter school gatherings. On particular days, schools could meet at one venue where demonstrations on what goes on in different types of occupations were done. These were organised by a group of teachers where a cluster of learners from several different schools participated through exhibitions. Activities included show casing on what goes on in particular jobs as part of career guidance where they could imitate in terms of dress code of particular occupations. For instance, some could put on uniform for police officers, soldiers, nurses and lawyers. They were show casing on what goes on in particular industries and this constituted show casing competences as a type of career guidance service. Emphasizing this, one participant said:

“They used to take us out to learn more on career and meet pupils from other schools where some pupils could dress differently according to the dress code in the career, they were interested in. For example, like doctors, policemen, Soldiers and Lawyers then demonstrate on what goes on in that particular career. It was nice we were learning”. p08

Instructive guidance

The career days were organised to provide information on career choice. The participants indicated that instructions could be given to them on particular days as they attend class to wear uniform of particular professions they preferred. The participants also indicated that some teachers could give tips on career choice in class as they were teaching. While others cited that the head teacher used to guide them on how to choose careers during assembly. This constituted instructive guidance service. They described this as not being sufficient for them to be able to choose suitable careers. One of the participants said:

“During assembly the head teacher or guidance teacher used to give guidance on career choice where they could talk briefly on how to choose careers but this wasn’t enough as time was not adequate”. p015

Strategic decision making

The participants indicated that they were given information on career choice in an office by guidance teachers. Further, they indicated that this wasn’t done on regular basis. In line with this, a participant said:

“Sometimes the guidance teacher in the office could ask us what we wanted to be in life and tell us whether we could manage or not depending on how good one was in the subjects needed in a particular career like Mathematics and Sciences without explaining to us in detail”. p012.

Based on the findings, the following themes emerged; showcasing competences, instructive guidance and strategic decisions. The participants disclosed that career exhibitions used to be organised where they were taken to a venue to mix with pupils from other schools and allowed to show case competences in particular occupations. This enabled others to learn and develop interest in certain careers. The participants also used to be talked to by headteachers, guidance teachers and others teachers during assemblies on career related issues. The career guidance teachers could also talk to them privately and issue guidance statements.

4.1.2. Types of study Programme female students were pursuing at the tertiary institution

This section presents findings on the types of study programmes that were being pursued by the female students at the tertiary institution. Four types of study programmes were identified. These included Automotive Electrical Electronics, Automotive Engineering programme, Water Supply and Sanitation Operations and Electrical Engineering. Table one shows type and number of female students per programme of study.

Table 1 Study programmes that are pursued by female students

TYPE	NUMBER
Automotive Electronics	7
Automotive Engineering	4
Water Supply and Sanitation	7
Electrical Engineering	2

Non participant observations were conducted to confirm the study programmes, ascertain

Table 2 Non-Participant Observation check list

Objectives	Area of focus
To establish the study programmes	Career pursued
To ascertain socialisation in terms of gender among the students	Gender role socialisation for affiliated clubs
To establish interest in students towards study programmes	Career interest
To ascertain interest towards study programmes	Favourite course in the programme
To establish academic performance among the students	Interest in programme through academic performance
To establish class attendance on daily basis among the students	Interest through class attendance

4.1.3 Contribution of the career guidance services received at secondary school on choice of career

The female students were asked on how the career guidance services they received while at secondary school contributed on their career choice. Despite having received the said career guidance types, the majority of them indicated that these services had no bearing on the choices they made. They said that the career guidance services received while at secondary school had no effect or influence at all as one participant said:

“The career guidance I received while at secondary school did not change anything on me to choose a career because the guidance teachers were not serious about guiding us such that they did not give us the right and enough information for us to choose suitable careers.” p04

However, even if the majority indicated in the negative, a few cited that the career guidance services they received contributed in some way as they were furnished with information on job requirements and that they were made to be aware of information on choice of career. They stressed that they came to know what was required for one to involve him or herself in a particular occupation. Supporting this, one said that:

“The information they used to give us during career guidance at least helped me in such a way that I was able to know what was needed for me to apply for particular occupations. Without career guidance I was not going to know what was needed for different careers” p08

Based on the study findings, the following themes emerged no influence and occupational requirements. The majority of the participants indicated that the career guidance they received while at school did not contribute in any way on their choice of study programmes. This may be attributed to the fact that schools did not attach great importance to the programme as the career guidance teachers were not committed to giving guidance and necessary information to the pupils. On the other hand, a few of them attested to the fact that the career guidance they received while at secondary school contributed a lot for them to choose the study programmes they were pursuing as career information needed was provided.

4.2 SOURCES OF CAREER GUIDANCE

This section focusses on sources of career choice guidance for female students while at secondary school.

4.2.1 Family (bonding relations) as a source of career guidance: The participants indicated that both the nuclear family members which comprise the father, mother and other siblings and the extended family members were their sources. The extended family members mentioned include aunts, uncles, grandparents and other related family members although their influence was at a low level. The immediate family members like father and mother were found to be a leading source on choice of career by female students in Institutions under TEVETA. The female students respected career choice advice coming from parents than any other source. Generally, parents as a source, were rated to have an upper hand as most of them cited parents as being the ones that influenced their career choice decisions. Uncles, Aunts and Siblings also had varied influences or motivation on female students’ career choice though marginally.

Other members of the family mentioned during the semi structured interview guide were cousins and aunts. Extended members of the family who are employed were identified as sources by the female students’ participants. Relatives who run businesses were also cited as ones that encouraged them. Family members who were considered to be role models were cited as sources of career choice guidance.

Most of the students’ participants indicated family as leading source of career guidance and being the one that played a huge role in their career choice as one participant said:

“My father played a very big role for me to choose the career because he used to take me to the garage as he was repairing cars with his friends and this made me to develop interest in Auto mechanics” p06

4.2.2 Intermediary Crafted Sources: The other sources that were cited include print media, Television, social media, Internet, Radio etc. Other sources that were considered are Libraries where information is kept, newspapers, flier advertisement’s, brochures and use of Computers. All these sources have the potential to equip individuals, female students inclusive with information that motivate them to select particular careers over others. Watching Television, Internet and social media were mentioned as sources though by few of the students. The female students identified that through social media like WhatsApp they were to a small extent able to know some job requirements and had a small bearing on career choice decisions. In line with this, a participant had this to say:

“I was reading on social media as people talked about equal rights for men and women and that what a man can do, a woman can do better. It was said the perceived jobs for men even women can still do. This made me choose a skills development career even if it’s said to be for the male folk” p02

Different individuals are exposed to the Internet, Whats App etc where they search for careers and their requirements. They also look at job advertisements and their requirements through networking. At this stage, individuals including female students normally link careers with subjects they have on their certificates.

4.2.3 Education Institutions (School): The participants indicated that there was a bit of career guidance in schools through school career days, subject teachers, career guidance teachers, Head teachers and general workers. Other students mentioned that school contributed on their choice of career. These indicated that they came to know of information concerning job requirements through school.

Other issues which were raised include career fantasy or career days, subject teacher talks, Head teachers and career guidance teacher talks during assembly and general workers through their school maintenance works of replacing broken water pipes. The majority of students cited lack of proper guidance systems in schools. They lamented that there was no guidance on how to select suitable careers as the school authorities did not attach seriousness on career guidance hence one participant saying:

“Career guidance was not taken seriously at secondary school as teachers were only interested in teaching other subjects as such, it didn’t help me to choose a career because I didn’t get enough information on how to choose

suitable careers. As a result, secondary school career guidance had no effect on me to choose a career.” p014.

However, a few cited that fantasy or school career days, talks by teacher of Physics who could tell them about mechanics and being electricians, general workers through replacing broken water pipes encouraged them on career choice. One of them said:

“During career days, pupils dramatized on the careers they wanted to choose and imitated on what is expected on the job. It was one of the days when as pupils we were allowed to wear uniform for particular occupations we wanted to join and others will admire, then decide on career to choose”.
p012

Other responses were that once in a while, head teachers and career guidance teachers could talk about career choice during assembly which was not enough and had no impact on motivating someone to make a career choice decision.

4.2.4 Peers: The other issues that came out were those former classmates, friends after completion of secondary school education. The participants cited the following information as what they received from other friends: salary related information, working conditions, career opportunities and tertiary institutions that offer careers they wanted to pursue. The students also highlighted negative information they received from their peers, for instance, about careers that are non-existent, those that are not offered in local universities or tertiary institutions and careers that offer exaggerated salaries and working conditions. This brought out the issue of peers as a source. Issues that came out include advice from peers on career choice, peer education and models though not to a large extent. The students cited that the kind of information they received from friends had a bearing on the career they wanted to pursue and that peer influence was powerful in their choice of career and stated that friends gave them advice. However, some participants denied that they chose careers that friends advised them to and that information given by friends was always reliable. They also disputed the fact that they embraced advice they received from friends but looked at role models.

The students indicated that they discussed with friend's information on careers they could pursue with particular types of results. This included Income related information of particular jobs and Tertiary Institutions that were affordable and role models where a participant said:

“I saw a woman driving a Minibus doing a job for men and was managing and making a lot of money. I was encouraged by this and thought that I can also make it in an area perceived to be for men” p05

It was observed that peers advised each other on how to choose careers and they also identified some role models. These female students did not only select role model from outside their peer groups but also from among themselves and one of them said:

“My friends encouraged me a lot to choose this career more especially after seeing some applying while others doing well in the same field. This made me realize that I can break stereotype.” p01.

The themes that emerged on sources of career guidance for these female students include: Family (Bonding relations), Education Institutions, Intermediary Crafted sources and Peers. The immediate family members (mothers, fathers and siblings) were seen to be more influential on the choice of study programmes when compared to that of extended family members. School though not to a large extent was also seen to be influential on choice of career. Despite having a lot of potential to greatly influence the choice of study programmes by female students, school did not do so. The participants on the other hand, got information on choice of career through social media, internet, magazines, newspapers and advertisements. They also got career information from friends as they advised each other on careers to choose.

4.3 HOW WORK MOTIVATION AND WORK EXPECTATION CONTRIBUTED TO CHOICE OF CAREER

This section is anchored on the third study question aimed at establishing how work motivation and work expectation contributed on choice of study programmes by female students in Institutions under TEVETA.

4.3.1 Property acquisition

When asked to indicate the needs they wanted to satisfy as soon as they start working, issues that came out include buying of land, buying of houses, securing of motor vehicles and building of houses. They cited that they were in a hurry to secure these mentioned properties as life without any of them was meaningless. They also indicated that the study programmes they were in would satisfy the cited needs fully.

The female students cited that as soon as they start working, they would make sure that they buy land and houses together with buying cars in order to deal with the accommodation and transport problems. They cited problems they were facing concerning accommodation and transport as priority to be looked into. As such, one participant said:

“When I start working after completion of my studies, the first thing I will do is buying a plot where to build a very good house for my parents and I to stay. We are tired of renting and houses for rent are expensive and difficult to find even in shanty compounds where there are a lot of junkies. I will also buy a car to sort out our transport problems” p012

On the other hand, these student participants viewed their careers as those that would ably satisfy the need of property acquisition being skills development ones and that income was going to be enough. They indicated that earnings were going to be on daily basis through piece work and private jobs. These female student participants also indicated that a skills development job was one that would ably satisfy all their needs as it attracts a lot of income.

4.3.2 Provided stability

The participants indicated the issue of individual accomplishment in terms of earning a living. They cited that they wanted to be able to look after or take care of themselves and keep moving in life. Also, what came out was the issue of being able to do something in order to deal with life demands in terms of needs for self-sufficiency. Other issues that came out were, being independent, financial stability, employment and doing business. The female participants cited that they chose the study programmes they were pursuing so that they could be employed and be counted as they were told that their career was associated with a lot of money. To this effect, one said:

“I had nowhere to go as the results I obtained at grade 12 level are not good and I was happy when I heard that they only needed grade 9 results for entry at this College. The income from my Salary will be enough to satisfy my all-other needs.” p016

4.3.3 Survival

The student participants also indicated that they wanted to attain independence so as to be financially stable and be able to start up some business. The participants were sure of surviving with the careers they were pursuing. According to the female students, all these needs were to be satisfied using the acquired skills in the chosen careers in addition to salaries. One participant said that:

“The career I have chosen will satisfy all my needs in a sense that it is a skill where by I will not wait for Government to employ me. I’m going to use my skill to make money on daily basis by doing different pieces of work and private jobs. I will be self-employed and my own boss without anyone supervising me and will have no knock off time. It will be 24 hours of work every day of the week (24/7) for me.” p013.

4.3.4 Social responsibility

Another issue that was unearthed here was that of helping others. This aspect deals with taking a social responsibility and ploughing back to the community. The student female participants indicated that they wanted to be counted in their communities. They felt this would only be a reality if they helped others. They indicated that they wanted to go and help the needy in their communities. The female students felt duty bound to plough back and help the needy. One participant said:

“When I get the skill from here (Lusaka Business and Technical College), I will start my own Company and employ others and pay them enough so that they help their families. Since I will have a Salary, I will help my family and siblings. At this College (LUBTC) it’s not expensive so I can also pay for others so that they train and have the skill to earn a living. There are a lot of people out there who need help even street kids. I’m going to give them money as they berg in town so that they buy food” p015

Individuals are expected to contribute to their community as a way of saying thank you for either raising them well or for any form of support rendered to them at a particular time. That is the immediate family members and the community at large.

The themes that emerged here are property acquisition, provided stability, survival and social responsibility. The female students took it for granted that the selected study programmes would enable them acquire a lot of property through earnings. For them, the skills that were to be acquired at the institution were an answer to financial problems they faced and that stability was to be attained. The same skills development programmes pursued were seen as those that would enable them plough back to the community as they felt duty bound to do so.

4.4 HOW GENDER SOCIALIZATION AND STRUCTURE OF OPPORTUNITIES CONTRIBUTED TO CHOICE OF CAREER

This section is based on the fourth study question aimed at establishing how gender socialisation and structure of opportunity motivates career choice. The participants indicated that they had outdoor playing and interacted with the male counterparts. This made them to gain exposure, and in the process also interacted with models. They also indicated having poor results and limited financial support which were influential on choice of career. On the other hand, the quest to acquire skills in order to be in self-employment also came out as a factor in choice of study programmes.

4.4.1 Association with peers

The participants indicated that during their childhood and secondary school life the type of play the majority were involved in was outdoor. They cited having played and socialized with boys away from home where they could challenge them (boys) during play activities as ideas involving different careers were shared with the boys. One participant went on to say;

“The type of play I participated in my childhood and while at secondary school was more with the boys while challenging them and made me choose this career. I learnt a lot from them and became interested in choosing a career that deals with repairing of motor Vehicles.” p01

The participants went on indicating that the interactions they had exposed them to get needed information on different careers which later drove them to choose the careers they were pursuing and competing with males. Further they cited that after making career choices, family members supported them financially and some of them were even models to them being in the same field. On the other hand, a small number of participants alluded to the fact that even their secondary school teachers encouraged them hence choice of their current study programmes.

4.4.2 Demographic divide

The participants indicated that they were made to choose the study programmes they were pursuing at a vocation training institution because the parents could not afford to pay for them elsewhere. The female students also indicated that the tertiary Institution they were studying at was the only one where parents could afford as it offered bursary sponsorship under the Constituency Development Fund (CDF). One of them said:

“The financial status of my parents played a very big role in my career choice because my mum couldn’t manage to pay for me at a Nursing College so I ended up here where she could afford. She wanted to reserve some money for my siblings and this made me change my earlier career choice since it demanded for more money compared to this College. Here it’s manageable for most of us” p02

4.4.3 Compromise on entry (quality) requirements: The other issue that was brought out was that of poor background of results. The majority of them cited that they had nowhere to go and that the Institution was the only option. They indicated that at grade twelve level they failed the must have subjects for entry at high level Tertiary Institutions like Mathematics and Sciences which were missing on their certificates. To this effect, one of them said:

“When I saw the advert for this College, I was very happy and got encouraged to know that they just needed grade 9 results (certificate) as I

didn't do well in Mathematics and Biology in grade 12. It was a relief for me that they didn't need grade 12 certificate and. I had nowhere to go, this College was the only place to apply" p07.

On the other hand, they also cited that they chose the study programmes they were pursuing because the white-collar jobs were in scarcity. They explained that there were very few jobs out there hence picked skills development careers in order to be in self-employment. One participant said:

"Available jobs are few since the population of the world is increasing very fast and people that get jobs are few so I wanted to do a skills development course so that I can be making money on my own. Since there are no jobs in the Country, I wanted to do a skill development course so that I will be making money without waiting for Government to employ me even though I wanted to be a doctor" p02

Based on the findings through the discussions, the following themes emerged; association with peers (fraternization of choices), demographic divides and Compromise on entry (quality) requirements. The participants associated with the male counterparts and shared ideas that in the process helped the females develop interest in the study programmes that were said to be suitable for males only. The financial status of certain families made the females choose careers they didn't want at first as their families could not afford to pay for them. This separated them from those coming from families that were stable financially and went to institutions of their first choice. On the other hand, there were those who did not do well at secondary school not because they were slow learners but due to the fact that parents could not afford to take them to good schools for quality education. These had poor results and made the institution to lower the entry requirements so as to accommodate them.

4.5 PROPOSED CAREER GUIDANCE FRAMEWORK TO ASSIST STUDENTS IN CAREER CHOICES

This section is based on the study question five aimed at establishing the strategy frame work that can be used to assist students in making appropriate career choices. The participants were asked to give suggestions on how best girls can be assisted in schools so as for them to make appropriate career choices. They indicated the following issues; identification of interests by teachers and development of their talents, guidance of girls privately by trained experts, taking of female models who are influential in society to schools to talk to girls, formation of non-governmental organisation (NGO) for girls and exposing girls to knowledgeable institutions on career issues for proper instructive career guidance.

They indicated that in schools girls are supposed to be given career guidance privately away from boys by experts because many of them were shy such that they can't ask sensitive questions in the presence of their male counterparts. They also mentioned that this is the stage at which the girls' interests and talents could be identified followed by developing the same talents so that what is best for them could be known. To emphasize the point, one participant said:

“Teachers are supposed to identify the talents for girls and know what is best for them, then help them to develop the interest so that the girls can move with the career in their minds” p010

They also cited that school authorities should make it a policy to invite women models doing very well and influential in society to be talking to girls on regular basis. They indicated that the models can help in breaking the stereotype. To this effect one participant said:

“It's better to take role models to schools to talk to girls more especially those who have big positions in society and are doing very well. Those women can guide them on how to choose different careers and girls can take things seriously because of women role models. At school all they tell pupils is choosing of careers where each one fit without proper and detailed guidance on career choice. If women role models are taken to schools, girls will be motivated and seek for guidance on how to choose suitable careers. This will equip girls with the correct information on choosing right careers” p014

On the other hand, an issue that came out was that of exposure. They cited that the girls in schools were not exposed on different occupations. Further, the participants indicated that girls in schools should be exposed to Institutions where there are already professionals for further help in terms of career choice guidance. These Institutions on regular basis should be invited in schools to explain to girls on how to balance in subjects as they are choosing careers and explain what each career or job demands in terms of requirements. At this stage, one student said:

“Most of the pupils in schools including girls have a lot of problems in choosing suitable careers because there are no teachers to give them the needed guidance on career choice. Career guidance teachers should identify the girls' interest and approach different Institutions to help them develop their interests so that they are able to choose suitable careers.” p07

Further, they cited the formation of an organisation for girls only to make sure that proper information and guidance on career choice is given to them. To this effect, one student participant said:

“An organisation for girls only should be formed where professionals can equip them with the needed information on career choice so that suitable careers are always chosen by girls. At secondary school, both career guidance teachers and other teachers do not seriously guide pupils on career choice so as for them to be able to choose suitable careers as they only talk about career choice when passing jokes. So, girls are not given the information needed for career choice.” p05

Based on the findings, the following themes emerged, linking pupils with industry, personnel training, NGO formation for instructive guidance and planning of guidance activities. Linking pupils with industry was important as it enables them to be talked to by people that are already in those occupations pupils were interested in. These people will in turn give the first-hand information on the needed requirements for those occupations and what was expected of them. The career guidance team in schools need to be trained from time to time in order for them to be equipped with necessary and latest information on the world market of occupation. The trained personnel will find it easy to plan necessary guidance activities to help pupils choose careers. The girl child on the other hand needs to be handled with a lot of care as such, should receive career guidance with privacy.

4.6 SUMMARY

This chapter presented data collected from first year female students at an Institution accredited to TEVETA on contribution of career guidance received while at secondary school on choice of career. The findings indicate that the guidance services the female students received while at secondary school were show casing competences, instructive guidance and strategic decisions. On the other hand, the sources of career guidance the students had include family, peers, intermediary crafted sources and education institutions. Work motivation and work expectation motivated the female students in choice of career in form of property acquisition, provided stability, survival and social responsibility. Interestingly, gender role socialisation did not play any role to influence the female students choose careers as it brought about association with peers where both females and males were seen competing in same careers. On the other hand, structure of opportunity contributed to the choice of study programmes by female students as it brought about demographic divide and compromise on entry requirements. The proposed strategy framework to assist girls make career choices was also presented. The next chapter presents discussion of the study findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 OVERVIEW

This study sought to establish the contribution career guidance received at secondary school made on the choice of study programmes by female students in Institutions under TEVETA in Lusaka province, Zambia. This chapter presents a discussion of the findings which also covers the study programmes they were pursuing. The study findings are discussed under six subheadings. These are, study programmes, types of guidance and role, motivation and work expectation, gender socialisation and structure of opportunity and the proposed strategy framework to assist girls to choose appropriate careers. The discussion of the results is based on both local and international literature.

5.1 TYPES AND CONTRIBUTION OF CAREER GUIDANCE SERVICES

The first objective of the study was to establish the types of career guidance services received by female students in Institutions under TEVETA while at secondary school. This section discusses the types of career guidance services and their contribution on choice of career by the female students.

5.1.1 Show casing Competences

It emerged from the study that female students received career exhibition guidance while at secondary school. Career exhibitions are groups of activities involving people with diverse experiences and interests. They are organised by a group of career guidance teachers with a cluster of learners from a number of school participants through career exhibition. Such exhibitions are organised for the purpose of providing vocational information vital in career decision making of young people. Holding of career exhibitions is therefore critical as it provides timely, relevant and valuable information on career choices. This helps pupils make informed decisions on the careers they may pursue and also enables providers of training and employment to put in place effective career development programmes. The findings of this current study are in tandem with a previous study by Erica (2022) which purports that career exhibitions are important in the process of helping pupils to be able to choose suitable careers. Manyata et al (2020) in a study to establish views of stake holders on career guidance services provided to pupils in Kasama district revealed that the services were provided in groups and

through industrial visits by career guidance teachers among others. The study findings of this current study are in line with those of Mandyata and others (2020) as show casing competences was done through groups of pupils from different schools meeting where their career guidance teachers could tell them to show case their competences. This is very important as it acts as a catalyst list in the process of career choice to pupils who were undecided.

The exhibition may include showcases on what goes on in particular jobs as part of career information sharing. This type of career guidance was rated high (though not fully being utilized) in terms of it influencing career choices made by the students as it has the potential to greatly influence students' choice of study programmes due to its semi concrete nature. The underutilization of this type of career guidance in secondary schools might have been as a result of costs involved in its organisation such that schools did not utilize this type to the maximum. To have the exhibition take place involves a lot of money whereby pupils themselves are supposed to be transported to a place of exhibition and accompanying teachers be given allowances. In many cases schools without enough resources run away from offering this type of career guidance.

5.1.2 Strategic Decisions

It emerged from the current study that the female students received information on career choice. They indicated though not to a large extent the information given somehow enabled them to make career decisions. The study findings are in tandem with studies such as Roy (2016), Zafar (2019) in Saudi Arabia and Menon (2014) in Zambia which purports that information on career was important as it helps learners to be able to choose suitable careers. Information on career makes possible systems that support career development and processes such as career guidance and career education. Information on career is absolutely the one tool option which nearly every step in the process of making informed and considered career decisions result in improved matches between individuals and their work. Such matches manifest itself in improved utilisation of education and training resources, higher level of worker satisfaction, preferred patterns of employment stability and mobility, increased income and benefits and many attendant benefits to families and communities.

The findings of this study are in line with Mwanza (2021) who purports in his study on guidance and counselling services in boys' secondary schools in eastern province of Zambia that services provided include career talks, sensitisations and placement which were very

important in career guidance. It is during such types of career guidance services that the girls were exposed to positions of making strategic decisions in the process of making career choices. Studies in Zambia highlight the crucial role of school assemblies in providing career guidance, emphasizing their potential to inform students about career choices and prepare them for world of work, despite challenges in implementation and resource availability. Assemblies can serve as a platform to provide students with information about career paths, training opportunities, and job prospects, helping them make informed decisions about their future. School assemblies can also raise awareness about the importance of career planning and the need for skills development, encouraging students to take an active role in their career development. The MOE (2023) in a paper titled “Having an educated nation” revealed that headteachers and teachers through their verbal guidance (during assembly and lessons) play a vital role in fostering career guidance. Supporting this, the minister of education Mr Siakalima reiterated that it was for this reason that the Ministry has ensured that positions of coordinators are actualised and that guidance teachers work on full time basis to provide necessary guidance and counselling services to the learners.

Information on career is the intelligence that guides workers (and the professionals who advise them) in the analytical process of examining, comprehending and making decisions about the world of work. The above assertions are in line with literature of Erica et al, (2022) and the School of Education Development Bureau (2015) which purports that Information on career comprises occupational information, industry information, education and training information, financial aid information and career development process information. Information on career is an essential component of career information systems, career guidance and career education. Although the majority of the students indicated having received this type of career guidance, they cited it as not having highly influenced their career choice decisions. This could have been as a result of the ineffectiveness’ of career guidance in secondary schools due to lack of qualified personnel.

5.1.3 Instructive Guidance

The student participants revealed that while at secondary school they received intensive guidance on career choice. Thus, female students indicated that they used to have segments where they were educated on career choices. This is where individuals during the process of guidance were educated on different careers. This is the type of career guidance where individuals are guided in the development of knowledge, skills and attitudes through a planned

programme of learning experiences in education and training settings which will assist them in making informed decisions.

The study findings are consistent with studies such as Zafar (2019) in Saudi Arabia, the Sutton Trust (2022) in the United Kingdom, Abubakar (2019) in Nigeria which purports that high quality education on career, information advice and guidance is vital to ensure young people can access jobs that suit their talents and aspirations. It is recommended that pupils while at secondary school are given education on career as it helps pupils to be able to choose suitable careers.

5.1.4 Study Programmes

This section is focused on the study programmes the female students were pursuing. It gives a basis for a clear understanding of the study programmes for the participants. The study targeted 20 first year female students who revealed their study programmes as Automotive Engineering, Electrical Engineering, Automotive Electronics and Water Supply and Sanitation. These programmes are perceived to be male dominated as such the general public viewed them as only for the male gender. Gender disparities, Social and cultural biases that are widespread in many societies in Africa affect the utilization of half of the human resources in many countries. It is felt that these beliefs and practices in schools often discourages girls from learning and subsequently lower their aspirations and output in order to choose suitable careers.

Provision of effective career guidance might motivate the self-image and broaden their educational and occupational aspirations. Various sociologists have argued that girls should have an opportunity to participate fully in society without discrimination. All sex discrimination in education must be abolished. These female students probably chose these study programmes to break the stereotype as it has for long been thought that the woman's place is in the kitchen.

5.2 SOURCES OF CAREER GUIDANCE

5.2.1 Family (Bonding relations)

The study revealed that the immediately family where female students came from played a huge role in influencing their career choices. The majority of them went into their senior grades at secondary school with predetermined career choices which may have been as a result of

interaction with the immediate environment. In this case the parents being the immediate environment that motivated them to choose their careers. This current study findings on the family motivation or influence on female student's career choices is in line with previous literature. For instance, Marine et al (2016) in Romania, Balor, Ogunyewa (2015) in Nigeria, Amani (2016) in Tanzania and Sinkombo (2016) in Zambia revealed that family members as a major source of career guidance were influential on children's career choice. In his Study in Zambia, Chazangwe (2016) to investigate parental influence on choice of career revealed that parents especially those who were educated offered career guidance to children through interaction where they discussed the world of work and choosing careers which are currently workable in Zambia. Surely this is the more reason why family in this study was found to be a leading source of career guidance as children go to school with guidance on choice of career already done by their parents. This perhaps leaves the pupils with no option but to ignore the career guidance that takes place at school. Parents in Zambia guide children in career choices such as teaching, Business related courses, Army (soldiers), Zambia Air Force, Nursing, Computer Studies, Police Service as well as Agricultural related courses.

Mathatha & Ndhlovu (2018) in influence of parental education on career development of youths with intellectual disabilities in selected skills training institutions in Zambia indicate that parental education influences career development of youths. This was done through encouragements, explanations, warning and advice. The findings of the current study are also in tandem with findings of this study. This may be attributed to the fact that parents have a primary role as educators and facilitators of their children's career choices.

According to the socio psychological theory that informs this study, four constructs (work motivation, work expectation, socialisation and structure of opportunity) interact to influence the career choices of an individual. Astin (1984) in the socio psychological theory posited that when individuals share among themselves work expectations, they are likely to choose certain careers in order to fulfil certain basic needs such as survival, pleasure and contribution. In this case family members interacting and sharing information which later influences children to choose careers that were perceived to have money. In certain instances, the family members even give examples of others within the family in similar careers who may be doing except nary well. The interaction between children and family members together with parents influence and determine children's behaviour, skills and psychological wellbeing.

This study also revealed that fathers, siblings and mothers are the most influential and big source of career choice guidance as far as students' career choice was concerned. However, the mothers and father were cited to be high on the ranking ladder of sources of career guidance compared to siblings and other extended members of the family. The father and mother as sources of career choice guidance was expected as these two parents are considered models by their children (Bollu & Sanni, 2014). A study by Taylor & Horris (2014) also confirms that even if school had all the resources with which to meet and give career guidance to young people, neither teachers nor councillors can replace the guidance and influence a father has on their children.

Although children may have a say on a lot of issues concerning their life, it's almost unthinkable to overturn their fathers' opinion on career choice. In most cases parents consider their experience and knowledge of career as starting point in choosing suitable careers for their children. They are likely to influence their children to choose certain careers through discussions which are biased towards careers they feel are good for their children. The current study also confirms previous research findings that purported that parent have a strong influence on their children's career choice, for example, Bardick & Watko (2014) in Canada, Abiyo (2015) in Nigeria and Wambiyo & Aloka (2014) in Kenya.

It also emerged from the study that older siblings to the female students were a source of career guidance. This is so due to the fact that older siblings' experiences may have an effect on younger siblings. The findings are consistent with Abbasi (2014) in Pakistan who purported that sibling's influence student's choice of career.

This study also revealed that other family members like uncles, aunties' grandparents were likely to be identified as sources of career choice guidance and role models by female students. As children are growing in families, they are likely to identify family members who inspire them also in their choices of career. This particular assertion is in line with previous studies such as those of Amani (2014) in Tanzania and Ogunyewo (2015) in Nigeria where relatives were found to be influential sources of students' career choices.

Young ones hold their parents and other family members in high regards and are likely to see them as role models mainly those who are doing exceptionally well as well as other family members. Parents as sources of career guidance is in different forms like parental action, beliefs, excitations and connectedness. The way parents talk about careers is most likely to have a huge bearing on choice of career of their children. As parents are talking, they normally

tilt towards certain careers even in their language and emphasis on certain careers over others could lead children to choose certain careers. This is in line with Obiyo and Eze (2015) who stated that children's career decisions are modelled by family members through their actions and psychological support.

This current study also revealed that education level of parents has a positive motivation as a source of career choice guidance on children. This is consistent with a study carried out by Anovingo (2021) in America that purported that education and occupations of parents are associated with academic achievement and eventually career choice of children and also indicated that education of parents is a determining factor in choice of career for children. Other studies also consistent with this and purported that parental education has a positive influence on children's; career choice springs (2015) in Australia, Uka (2015) in Albania and Abiola (2014) in Nigeria.

The study also revealed that extended family members had a bearing on female student's choices of careers as indicated by the participants. These members include cousins, uncles, aunts and grandparents. The proximity to such individuals may have a bearing on student's choice of careers. This study finding is in line with Ogunyewo (2015) in Nigeria who found that other family members play a role in student's career choices.

5.2.2 Education Institutions

The current study revealed that school as an education Institution has the potential to highly influence the career choices of students and stand out as a huge source of career choice guidance but had a minimal bearing on career decisions made by the female students. The school environment has all what it takes to share career issues through career guidance and other school activities. The results are in line with the Socio Psychological theory which emphasises the influence the psychological and cultural environmental factors have on individual's career choice. In this case issues such as career guidance from both guidance teachers and subject teachers including head teachers and general workers at large. This finding is in tandem with early studies such as Zafar (2019) in India, Koech et al (2016) in Mexico that established the importance of schools in preparing pupils for choice of career. Schools instil career knowledge through career guidance services that are offered in school.

The findings on the school as a source of career guidance and having influence on student's career choices are in line with Bwali (2017) where school career guidance was found to be

significant and that it influences students' career choices. Career guidance positively widens the horizons of students in secondary schools, helps in career decision making and the quality of teaching and school policies were critical in career choices. These observations are consistent with previous literature, for example Santos (2017) Watts and Suttana (2014) in America which emphasised that the quality of career guidance systems in schools and teaching increases career horizons.

The study also revealed that career guidance in schools help students understand career issues such as the subjects to do in order to pursue certain careers. Career guidance in schools has the potential to communicate important career issues. The above findings concurred with previous studies for example Garcia et al (2018) in America, Edward and Mghhweno (2014) in Tanzania that established that career guidance in schools helps students gain knowledge about careers.

On the other hand, the study revealed that teachers and others mentors (school authorities including workers) have the potential to improve career guidance. This is in tandem with the Socio Psychological theory which emphasise that some of the indecisions that females were faced with are as a result of not being clear and that they need to be given necessary information to bring about clarity to make career decisions. This current study rated highly the career guidance teachers, head teachers and other mentors within the school setup as a very important source in assisting students to choose careers. This is in line with literature such as Ogunyewo (2015) in Nigeria, Kimit which supported the importance of teachers and other mentors in assisting students in their choices of career.

Female students' participants in this current study underrated the pivotal role and potential the guidance teachers, head teachers and other mentors poses in their career choices. That is they didn't strongly cite them as a source of career guidance. The possible reason as to why the participants didn't regard career guidance teachers, head teachers and other mentors as influential in career choice guidance could be that students didn't see seriousness in them spending and sparing time to guide them whilst at secondary school. According to the study findings, school authorities talked about career guidance as a by the way item where there were no activities taking place to really give career guidance to students. In this case, the students viewed career guidance as having no bearing on career choice. The students' perception about the influence of career guidance teachers is also consistent with a study by Durosaro (2014) in Nigeria that established that career guidance teachers had little influence on student's choice of career.

The study also revealed that student's former schoolmates and favourite subjects had a bearing on their career choices. Students are likely to follow other students from the same school if they found that those are doing well. And emulate those students by taking similar courses done by former school mates. Findings for this study are in line with those of Naz et al (2014) in Pakistan which established that former student's career were influential in choice of career. An issue worth mentioning in a school setup is that of field trips. Though not cited as a source of career choice guidance, have an influence on choice of career. This observation is in line with suggestions by the Education Bureau (2015) that field trips are critical to the students' choices of careers. The absence of field trips as a source of career guidance in the study came as a surprise given the influence field trips have in the literature. Possibly this is as a result that schools where the female student in the study were, poorly managed field trips to the extent that students found them unappealing with regards to the impact in career choice.

Career guidance teachers, head teachers and subject teachers were indicated by student participants as having little or no bearing on their career choices. These findings are contradictory to those of the earlier researchers like Aguado et al (2015) that cited the huge positive role career guidance teachers and class teachers' play. On the other hand, to explain this contradiction between literature and this current study findings, probably the way career guidance is executed in Zambia at secondary school level is not up to date. Another issue may be is that those intrusted to give career guidance have no technical knowhow. Teachers are supposed to exhibit knowledge of the subject area to the satisfaction of the students. In the absence of such knowledge, students are not inspired by the teachers.

5.2.3 Peers

It emerged from this study that peers are a source of career choice guidance. This is consistent with previous studies done by Bwalya (2017) in Zambia, Mtemberi (2020) in Zimbabwe, Otabong (2015) in Kenya which purports that peers are a source of career choice guidance as they have the great potential to influence each other. Young people are more prone to be affected by others' opinions or succumb to peer comparison when deciding on career choices if they lack a thorough understanding of their alternatives (Brown & Lent, 2019). This could lead them down an unsuitable route that is considered prestigious rather than one that suits them best. It becomes an advantage if they succumb to preferred advice on career choice that they are advised on picking a suitable career. Other students and friends were seen as providing

career education likely to influence their peers. This assertion is in line with earlier studies such as Otabang (2015) in Kenya who established that career education emanates from peers.

This current study found out that career education which comes from peers and friends had a bearing in the student's career choices. As interactions are going on among the peers, important information is shared on career choices. In addition, career advice from peers was influential to female students' career choices. This may be attributed to the fact that the female students may have seen and discussed with friends who were doing well in the same field. The finding is consistent with Naz et al (2015) in Pakistan and Otabong (2015) in Uganda that purported that friends and peers influence student's choices of careers. Student interactions with peers was a powerful tool in their quest to choosing of careers as they were likely to share important information during the interactions. The finding of this current study that student's interaction with peers was a powerful tool in career choice is in line with the previous studies such as Mushapha & Selvaraju (2015), Njeri (2015) in Kenya, and Embong (2015) that revealed that peer interaction influenced student's choice of careers.

Study findings in this study revealed that students rely on encouragements from each other as these encouragements may influence students to choose careers. These findings are in line with previous studies such as Mostepe (2024) in South Africa which purported that student in schools rely heavily on their peers' encouragements on career choice and likely to have a bearing on student's choice of career. The findings of this study revealed that peer advice on career choice was helpful in their choices of career. Students are more likely to accept career advice from peers they trust than any other sources. Peer advice may clarify certain issues regarding careers. The above revelations about peer advice confirms previous studies such as Motsepe (2024) in South Africa which revealed that students embrace career decisions that come from their friends.

Further findings in this study are that students may have chosen careers that are similar to those of their friends. On the other hand, entrepreneurship information is more influential if it comes from peers and the decision to become an entrepreneur most likely may be guided by expectations and wishes of peers. The above observation is consistent with Santos & Delaluze (2017) in Phillipines who purported that entrepreneurship action hinge on having access to information about entrepreneurial opportunities and influential peers enhance entrepreneurial roles by providing information to identify such opportunities. Peers encourage each other to choose entrepreneurship as their careers.

5.2.4 Intermediary Crafted Sources

Positive mind towards Computer plays a huge role on choice of career by female students as they get to search for information on occupations (Brown & Lent, 2019). On the other hand, Durosaro and Adebano (2014) in Nigeria revealed that the use of computer and internet equips female students with information that would make them to choose careers. The female students' participants in this current study rated lowly the use of all forms of intermediary crafted sources to have any influence on their choice of careers. The findings are in line with the study findings for Chipili (2018) in an investigation on access to career guidance through Information and Communication Technology in selected schools in Zambia. The result in this study indicate that pupils had little, to some extent no access to computer for them to benefit from guidance through internet. This may be attributed to the fact that most of them were coming from less privileged families where their parents could not afford laptops or phones with internet services.

It therefore emerged in this study that the above sources had no bearing on the female student's choice of study programmes. These findings are contradicting the findings of the earlier studies. The contradiction in findings from this study could emanate from the current use of social media where students use it for purposes such as tik tok games, watching pornographic movies, sending and receiving of nude pictures, group chatting and selling of different merchandise. This probably has brought about a paradigm shift from educational use in terms of advertisements and decent use to cybercrime associated ways of use.

5.3 WORK MOTIVATION AND WORK EXPECTATION

5.3.1 Property acquisition

It emerged from the study that the female students were motivated to choose the study programmes they were pursuing because they expected that they would be able to buy land, cars and houses as they start working. The study findings are consistent with Astins Socio Psychological theory which informs this study that four constructs namely work motivation, work expectation, socialisation and structure of opportunity interact to influence the career choice of an individual. These results of the current study on motivation and work expectation on career choice of female students are in line with previous literature. For example, Saveka (2019) in America, Ishola (2023) in Nigeria and Bogdan et al (2015) which revealed that

motivation and work expectations are a driving force of career decision making and that individuals are more likely to excel, overcome obstacles and create a path to personal fulfilment and success. In a study by Phiri & Mutepuka in Zambia it was revealed that local people in Isoka were motivated to be teachers as they observed the improved conditions of service of teachers in rural and remote areas. They saw the improved conditions in building of housing units which improved living conditions and other teachers probably buying bicycles. The same maybe can be applied to the female students in this study that they were motivated to choose the careers they were pursuing as they wanted to have improved living standards and be able to buy property.

The female participants also revealed that they would in turn be able to solve their accommodation problems they were faced with when they buy land and houses as money earnings would be on daily basis through private jobs and piece work on top of salaries using their skills. The findings are consistent with the Socio Psychological theory informing this study which emphasises that work as an activity directed to produce or accomplish something has the capacity to satisfy needs that are perceived to be important to an individual's career. Students are more likely to choose certain careers they feel will give them a lot of money so as for them to acquire assets that will help them solve problems they were faced with.

5.3.2 Provide Stability and Survival

This current study revealed that female students chose the study programmes they were pursuing because they wanted to be independent and stand on their own after being employed. The findings are consistent with previous studies such as Oyebanji (2020) in Nigeria who confirms that prestige and personal interest play a huge role in the choice of careers among female students as they wanted to stand on their own in society since days of them depending on men were long gone.

Further, it also emerged in this study that female students wanted to earn salaries and be able to survive in life. The findings are in line with Astin's Socio Psychological theory which informs this study purporting that work is important because it is a means to fulfilling certain basic needs such as survival, pleasure and contribution. The female students may have chosen the study programmes they were perusing to have security in life after resumption of work. With the rising divorce rates, proliferation of non-traditional lifestyles and changes in the nation's economy have had a negative impact on lives of women. In the past, women regarded

marriage as an answer to survival and stability which is no longer the case. The female students may have been driven into choosing their careers so that they are not dependant on men throughout their life who at times become abusive to them in homes.

The female students also revealed that they chose their skills development careers so that they can venture into entrepreneurship in the absence of formal employment. The findings are in line with previous studies such as Aslan et al (2013) in Pakistan and Kiplagat et al (2023) in Kenya which confirms that students choose entrepreneurship careers as advised by parents that they become independent. Parents who were in businesses that are doing exceptionally well may influence their children to select skills development careers. Thus, the female students may have chosen their careers due to motivation from their parents who wanted their children to be entrepreneurs.

It emerged from the study that female students will be able to satisfy the survival needs using the entrepreneurship skills. This is in tandem with Astin's (1984) Socio Psychological theory which informing this study which emphasises that work motivation in form of three primary needs (survival, pleasure and contribution) as an activity directed to produce or accomplish something has the capacity to satisfy needs that are perceived to be important to an individual's career. The female students indicated entrepreneurship as a source of income to satisfy their needs through extra income on top of their salaries.

5.3.3 Social Responsibility

The participants revealed that as they start working after training, they were going to help others as one way to plough back in their respective communities and society at large. They indicated that they felt duty bound to help the needy in society by contributing in some way to say thank you for raising them. They indicated that this can easily be done through both white collar and skills development jobs they are going to be involved in after training. However, these findings are not supported by any study previously. The non- availability of supporting literature maybe as a result of a paradigm shift in society where people just think of themselves without taking into account that others need help due to the hard economy. As the saying goes "each one for himself and God for us all".

5.4 GENDER SOCIALISATION AND STRUCTURE OF OPPORTUNITY

5.4.1 Association with Peers

Studies in Zambia reveal that gender role socialisation significantly impact career choices with traditional gender stereotypes influencing young people's career aspirations particularly women. The socialization often through family, education and societal norms, lead to choices in tradition female or male dominated fields. The impact of gender socialization is normally seen through stereotypes, fear of rejection and parental control (Brown & Rent, 2019). Gender stereotypes, reinforced through socialisation, lead to expectations about which careers are suitable for men and women. Parental control is seen through parental expectations and this control can restrict career choices particularly for women. When it comes to fear of rejection, young women's careers choices can be influenced by the fear of rejection or disapproval from family and peers for pursuing non-traditional paths.

Hamatuli (2017) established that gender role socialisation influences the career choice of students. These results are not in tandem with the findings of this current study. It emerged from the female students' participants in this study that gender role socialisation does not play a role in influencing career choices. The difference in the outcome may be attributed to different locations of studies as the current study was done in an urban set up while the other one was not. Most of the participants rated socialisation and type of play during childhood and secondary school as being insignificant in motivating individuals to choose certain careers and that boys always have higher ambitions when compared to girls. The findings for this study are in line with findings of earlier studies such as Malubay et al (2015) in the Philippines, Aka (2015) in Albania and Ottu & Nkecher (2014) in Nigeria which established that gender has no influence on career choices.

However, findings of this study are not consistent with previous literature, for example Morales et al (2016) in the Philippines, Jamabo et al (2014) and Durosaro & Adebanye (2014) in Nigeria which established that gender role socialisation plays a pivotal role to influence student's career choices. The contradiction in the findings of this current study and that of the previous studies may emanate from the current teachings in society and at school on gender parity. There is maybe some kind of paradigm shift from gender segregation in terms of careers as there is some movement by women from traditionally feminine careers to those that were previously dominated by men.

The current study established that the female students were competing with their male counterparts for same jobs. On the contrary, studies such as Simiyu (2015) in Kenya that found out that men and women traditionally have different roles and gender socialisation still had a huge role in determining the choice of careers. The female students didn't agree with the notion that women are considered to be home makers and men as bread winners. Migunde et al (2013) outlined how society distinguishes the role of women and men that females choose careers that corresponds with their traditional gender roles and males also choose careers that match those of their traditional gender roles. Females are interested in literacy clerical, artistic, musical and social activities while males have preferences for outdoor, mechanical, computational businesses and industrial professions.

It also emerged from this study that female role models influence student's career choices. When models of the same gender exhibit stylistic behaviours which are different from those shown by other gender role models, children pattern their behaviour after the same gender rather than the other gender model (School Development Education Bureau, 2014). This in line with study findings of Mishkin et al (2016) which established that female models were more influential than their male counterparts even though literature points to male role models being more influential than female role models. The shift from male models to female models could be as a result of sensitisation on gender equality in both academic environments and society at large. However, a study by Koech et al (2016) in Kenya showed that both male and female models influence student's choices of career.

5.4.2 Compromise on Quality

It emerged from the study that poor academic results at grade twelve level influenced the choice of careers by female students' participants. The study findings are in tandem with studies such as Manav Institute (2022) and Sinkombo (2016) in Zambia which purports that results students obtained at grade twelve level highly play a role on their career choices. The education system demands that only students who pass their grade twelve final examinations are allowed to proceed into tertiary institutions. This is a clear indication that those who are don't well are left out as they are deemed not to have space at any institution. There are some Tertiary institutions that have few students applying to be admitted and such institutions will in turn swallow all those that did not do well at grade 12 level therefore compromising on quality in education and lower entry requirements. Though the education system demand for academic excellence, the entry requirements were lowered in order to give tertiary education

admission to such students. Therefore, compromising on quality of education. Further findings revealed that due to poor results, they were stranded and had nowhere to go hence end up at a college they did not value highly as it was of compromised standards. The students revealed that they had to change the career decisions they had at first since their poor grade twelve results denied them entry into quality institutions. The students ended up choosing study programmes they didn't wish to from inception.

The female student's participants indicated that their career choices were as a result of poor grade twelve results such that they had nowhere to go and Lusaka Business & Technical College was the only option. The majority of the students rated highly the issue of poor results as that which influenced their choice of careers and that they had to change careers as they couldn't compete for entry elsewhere with those who had good results.

The current study findings revealed that world job scarcity influenced female students' career choices. This made them to choose entrepreneurship careers because they were sure of self-employment upon completion of their training. The study findings are consistent with previous studies such as Kiplagat et al (2023) in Kenya and Anivingo et al (2021) which purports that the parental expectations that choosing Vocational training Institute was a sure way of having self-employment as it attracted labour market all the way through to employment opportunities presented to them. To some parents, it could be that when their children are enrolled at any Vocational Training Institute they see self-employment. The above assertions are in line with Sakambo (2016) in Zambia who purports that student enrol in Technical Vocational Training Institutions as a last resort in the quest to find self-employment as they have nowhere to go due to poor academic results.

It also emerged from the study that female students rated lowly secondary school teacher models as having influenced their career choices. This is in line with Mishkin et al (2016) who purports that pupil choose careers while at secondary school by way of looking at who inspires them. The students cited their teachers of Physics as those that inspired and encouraged them. Some of these teachers were electricians and could take them along to have hands on experience as they went for private jobs. It could be from this that they decided to choose the careers they were pursuing. On the other hand, the teacher models could have helped the students to change their mind set and be positive on careers perceived to be male dominated.

5.4.3 Demographic divides

The study findings revealed that the female students were influenced by the financial status of their parents to choose their careers. They chose their careers in accordance with the financial capabilities of their families. The findings are in tandem with the Brain Wonders (2023) which purports that student choose careers that they can afford to pay for. The above findings are also in line with previous literature by Carrigall & Konrad (2017) that affordability determines the purchasing power of an individual who dare dream of careers. The right to education aims at ensuring education for all but fails to distribute the standard quality of education. One who can afford it can only receive the ace quality, training, knowledge and plum opportunities.

The majority of the students neglect their interest and choose a career that fit their pocket well. The above assertions are in line with literature by Aliyu (2020) who purports that career choice is affected by the financial status of an individual. This could mean that students from families that are well to do financially and can afford will choose careers basing on what parents can afford and select study programmes they don't qualify for depriving those that qualify but can't afford the fees involved. This could probably have influenced the student's career choices that they even changed since the fees for other career at other Tertiary Institutions were too high.

5.5 PROPOSED FRAMEWORK TO ASSIST PUPILS TO MAKE APPROPRIATE CAREER CHOICES

5.5.1 Personnel Training

In tandem with Zafar (2019), Eyo (2014) in Nigeria, Owino & Odundo (2016) in Kenya and Mghweno et al (2014) in Tanzania where career guidance teachers were found to be influential in the choice of careers among secondary school students, career personnel need to go through proper and genuine training to prepare them for proper and expertise execution of secondary school career guidance. All teachers who are involved in career guidance at secondary school should be given scholarship at the University by the government of the republic of Zambia or sponsored by respective schools to equip them with the first-degree career guidance knowledge. In turn, this may improve the quality of career choice guidance which is offered in these secondary schools.

To enhance efficiency, the career guidance teachers shouldn't be given subjects to teach so that they just concentrate on career guidance issues. In other words, we should have full time career guidance teachers. It is also important to have career guidance timetabled the way subjects are. Once this is done, it will enhance importance attachment to career guidance in secondary school. The low rating of school career guidance as being influential on career choices among female students in the current study may be as a result of career guidance not being properly organised and implemented in secondary schools.

The training of personnel is in line with the School Education Development Bureau (2014) which emphasises that career guidance teachers have to be equipped with necessary knowledge so as for them to be able to offer professional guidance to the students they are guiding.

5.5.2 Planning of Guidance Activities

The career guidance teachers in schools have a duty to facilitate in the planning and implementation of career guidance services in a comprehensive manner. These teachers should draw up programmes in form of career guidance activities. This should be done on termly basis just like other subjects are planned for. This is in tandem with the School Education Development Bureau (2014) where planning in career guidance was found to be critical.

The activities should be spearheaded by school authorities but organised by guidance teachers with the support of subject teachers in order to promote a sense of oneness and responsibility where everybody is involved. Such an initiative would enable the career guidance teachers to prepare for guidance activities during holidays without any disturbance such that errors can be minimized since there are no busy schedules and efficiency can be promoted.

This will provide girls with the conceptual tools needed to gain new knowledge and deal intelligently with the various situations they may encounter in their daily lives. According to Amoah et al (2015) in Ghana field trips were found to be beneficial to learners in career choices. The planning of career guidance activities should include field trips as planning is done in advance off course bearing in mind learners' needs.

It is very helpful to tell the learners reasons for such trips and consult them areas they want to be taken to. On the other hand, before embarking on such outings the officers where children are to be taken and are facilitators should be told well in advance so as for them to prepare adequately to make the visit by learners memorable and not a boring one. Otherwise, students may see no reason for them visiting which may even translate into them dislike such trips. The

trips should be for children to meet and be talked to by trained personnel that is already into practice.

It is also important to have school career days that are organised for learners to benefit not for schools to just collect moneys from pupils as it were currently as one of the fund-raising ventures. To ensure that activities were beneficial to the learners, they must be organised in collaboration with parents by school authorities and not guidance teachers who may take things in a business-as-usual mood. Different institutions that are beneficial in the education system should be invited during the career days to explain to pupils the careers offered in their institutions and the possible job markets. When such activities are planned very well, they may equip the girls with all the information about careers they intend to pursue. During these career days the girls should be accorded chance to ask as many questions as possible to seek clarity.

5.5.3 Linking Girls with Industry

Linking the girls in secondary schools may be very beneficial to them as they will obtain occupational information from experts. These are people who are well informed sources and this is very important for girls in their decision making. It is of extreme importance that girls are linked with individuals who are already engaged in industry and involved in careers they desire to pursue. The connection of girls to industry should be done by career guidance teachers by way of collecting contacts of where they are being linked and give them to girls according to the desired careers.

The idea behind connecting girls to such people is to have them as their mentors to prepare the minds for desired careers. These mentors may further link girls to other important people within the circles of career guidance tertiary institutions included. This is in tandem with the School Development Education Bureau (2014) which purports the importance of referrals in career guidance and counselling. It is therefore recommended that students be linked to professionals already employed in the same careers they wish to pursue.

5.5.4 Formation of an NGO for Instructive Guidance

Consistent with the Socio Psychological theory that informs this study which emphasises that cultural environmental and psychological factors motivate choice of careers, girls in secondary schools are supposed to be given guidance away from boys in a conducive and motivating environment. The girl child is delicate, shy and sensitive to handle as such need privacy and

care when dealing with. This is in line with the Forum for African Women Education in Zambia (FAWEZA) report (2015) which had emphasis on careful handling of the girl child.

Certain issues affecting them are too sensitive that they can't just open up in an environment full of the opposite sex and male career guidance teachers. Instructive guidance given by people of the same gender in a welcoming environment from a non-governmental organisation may attract an easy atmosphere where the girls can ask questions for direction and clarity on a lot of matters. Teenagers are very difficult and sensitive to handle and most of the time have sensitive and complicated issues to enquire about.

The formation of an NGO where highly knowledgeable people will be stationed to offer professional and quality instructive guidance may help the girls to have all the information needed on the desired careers. It is recommended that the girls under such arrangements were made to be free with the officers so that once they visit the offices, they even look forward to going back again to make further enquiries and off course under school supervision to make sure that they don't end up abusing the organisation.

5.6 SUMMARY

This chapter discussed the study findings presented in the previous chapter. The discussion of the findings has been done following the study questions. The discussed findings on career guidance services under question one includes show casing competences, instructive guidance and strategic decision. Under question two, family, peers, intermediary crafted sources and school were discussed as sources of career guidance. The contribution of work motivation and expectation on choice of career was discussed under property acquisition, provided stability, survival and social responsibility. Question four findings were discussed under association with peers, demographic divide and compromise on entry requirements. The discussion ended with the proposed strategy framework. The next chapter looks at the summary, conclusion and recommendation.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 OVERVIEW

The current study sought to establish contribution of career guidance received at secondary school on choice of career by female students in Institutions under TEVETA in Lusaka province, Zambia. The findings on each question are presented. Conclusions and recommendations for the study are also presented in this chapter ending with issues regarding areas for future studies.

6.1 Research Question 1: Types and contribution of guidance services on choice of careers

It emerged from the study that the types of guidance services female students received while at secondary school are Instructive guidance, highlighting competences guidance and Strategic Decision guidance which were given in diverse ways such as career education, career exhibition and career information. The contribution of career guidance as it is offered in Zambia's secondary schools among others on choice of career is for the purpose of creating awareness of occupations, work environment and developing capacity in career choices. It emerged from this current study that these types of career guidance had minimal bearing or influence on the female students under TEVETA accredited institution's choices of careers.

6.4.2 Question2: Sources of career guidance female students had while at secondary school

It emerged from the study that the female students had the following sources of career guidance; family (bonding relations), peers, education institutions and intermediary crafted sources. These were in the forms of family, peers, school career guidance and media. Among these, family was the leading source of career guidance on choice of career by the female students in TEVETA institutions in Zambia. The study revealed that mothers and fathers 'influenced their children in the choices of their careers. It was revealed that mothers and

fathers can create career interests in their children. Their father motivation on children comes in different ways as revealed in this current study such as actions and expectations.

6.4.3 Question 3: Work motivation and work expectations on Career Choice

The present study revealed that female students were motivated to choose the careers because of expectations that the types of work would enable them acquire properties, provide stability, and enable them to do social responsibility activities and survival in their lives. It also emerged from the study that its work that will make these female students satisfy their primary basic needs like survival, pleasure and contribution. The study also revealed that work motivation and work expectations played a pivotal role in influencing the female students to choose careers they were pursuing in institutions under TEVETA.

6.4.4 Question 4: Gender socialisation and structure of opportunity on career choice

It emerged from the current study that gender role socialisation did not play any role on choice of career by female students. Both male gender and female competed for the same careers. There is no difference between the programmes done by female students and the male ones which may lead them to choose different courses. It also emerged from the study that both male and female models had a bearing on students in their choice of careers. It emerged from the study that structure of opportunity played a role in female student's career choices as it brought about demographic divides.

It was revealed from the study findings that structure of opportunity influenced female students to choose skills development courses so that they could venture into entrepreneurship where it was affordable as their parents couldn't manage to pay for them in other colleges where fees were too high since the financial statuses of parents were low. It also emerged from the study findings that structure of opportunity had a bearing on choice of careers among female students in Zambia as it brings about stiff competition in accessing different jobs where students were made to change careers as a result of poor results, they had at grade 12 level. And this led to compromise in the quality of education as those who had poor results were admitted into tertiary institutions when they were not supposed to.

6.5 CONCLUSIONS

The aim of this study was to establish the contribution career guidance made on choice of careers by female students in institutions under TEVETA in Lusaka, Zambia. It can be concluded as reflected in the findings of the study that:

6.5.1: Career guidance services received while at secondary school

The career guidance services first year female students received while at secondary school were show casing competences, instructive guidance and strategic decisions. It was also established that these services had a minimal bearing on choice of study programmes by female students.

6.5.2 Sources of career guidance female students had while at secondary school

The sources of career guidance the female students had while at secondary school include family (bonding relations), peers, school (education institutions) and intermediary crafted sources. It has been established in this study that peers have significant role to play in female students' choice of careers through their advice and encouragements as reflected but did not play a significant role in the career decisions female students in TEVETA accredited institutions made.

And it was established that among the four, family was the leading source. Family especially mothers and fathers played a huge role in choices of careers among female students in these institutions. It is also concluded that career guidance female students received while at secondary school had an influence on their career decisions though not to a large extent. In other words, secondary school career guidance had a minimal bearing on motivating the female students at TEVETA accredited tertiary institutions in choosing their careers.

6.5.3 Work motivation and work expectation on choice of study programmes

It can be concluded as reflected from the study that work motivation and work expectations played a huge role in influencing choices of career by female students. They chose the study programmes as they expected to earn a living even without government employment which brings about self-employment. They were interested in going into entrepreneurship where income was to be earned on daily basis through private jobs.

6.5.4 Gender Role socialisation and structure of opportunity on choice of study programmes

It can be concluded that gender role socialisation did not play any role in motivating female students to choose careers. The current study findings are that both male and female students were competing in the same courses and had interest in the same careers.

It is also concluded that structure of opportunity influenced choices of career made by female students in institutions under TEVETA through compromise in quality of entry requirements into colleges whereby they were lowered in order to accommodate those that had poor results at grade 12 level in the first place. They chose the institutions under TEVETA because there was no competition as they had poor grade 12 results and could not withstand competition elsewhere. It is also concluded that the non-availability of jobs out there made students to choose entrepreneurship jobs as a way of earning a living because they had nowhere to go.

6.6 CONTRIBUTION OF THE STUDY

The study on contribution of career guidance received at secondary school on choice of career by female students in institutions under TEVETA in Lusaka, Zambia is latest. The study may make significant contribution to the body of knowledge as it gave insight on the contribution made by the psychological constructs (work motivation and work expectations) and cultural environmental factors (gender role socialisation and structure of opportunity) of career development of female students in institutions under TEVETA in Zambia. Policy makers like the Ministry of Education may benefit from the findings as they realise that motivation, work expectations, gender role socialisation and structure of opportunity played a role on choice of careers by females. Career guidance teachers in general may benefit by enriching their knowledge and skills in implementing career guidance issues. The study findings may also be used by other researchers within the field and those in similar ones as a base line or starting point to their studies.

The next section presents recommendations.

6.7 RECOMMENDATIONS

Based on the study findings on contribution of career guidance received while at secondary school on choice of career by female students, the following recommendations from both literature review and the findings from the study are made:

6.7.1 Policy

There is need to re look at the career guidance curriculum to consider factoring in components that really motivate the career choices of pupils in secondary schools. This should centre on the notion that only career guidance teachers should handle issues on career guidance in schools. It is therefore strongly recommended that policy should be clear on who handles career guidance issues and what should be the qualifications. Recommendations on what the policy must cover are:

- i) A first-degree training for individuals to give career guidance to pupils at secondary school level.
- ii) Mandatory introduction of career guidance as a subject in all schools that should be timetabled like any other subjects.
- iii) Specialisation of teachers to teach career guidance so that learners are given specialised information on career related issues.
- iv) Allocating resources to schools in form of both financial and material to make it possible for these schools to implement career guidance activities.

6.7.2 Practice

6.7.2.1 Career guidance teachers training

It is recommended that a vigorous training of career guidance teachers is carried out on regular basis to equip them with necessary skills that enhance professional provision of career guidance and counselling. Staff development of career guidance teachers should be prioritised to enhance competitiveness of teachers when executing their duties as career guidance practitioners.

6.7.3 The proposed career guidance Strategy Frame Work

To facilitate the implementation of the above recommendations and assist students in making appropriate career choices, a career guidance strategy frame work is proposed below.

Proposed Strategy Framework

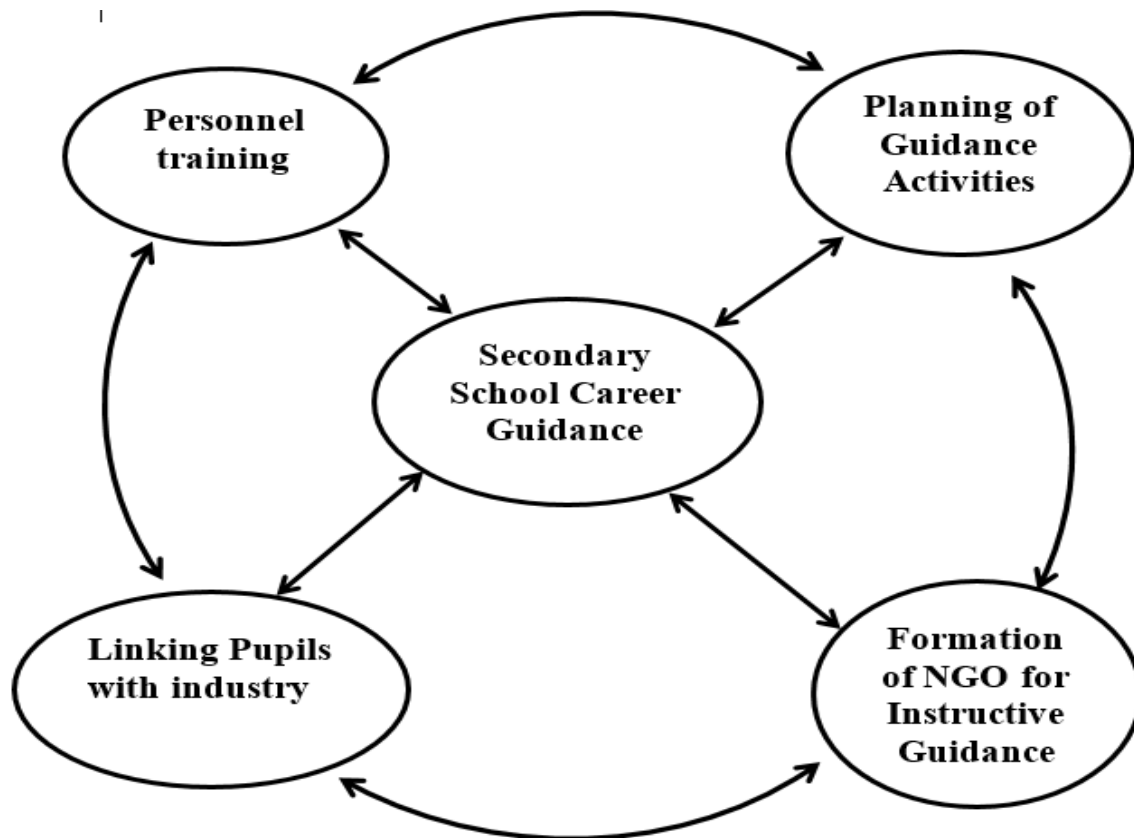


Figure 1: Proposed strategy frame work to assist students make appropriate career choices

6.7.3.1 Component 1: Personnel Training

In tandem with Zafar (2019), Eyo (2014) in Nigeria, Owino & Odundo (2016) in Kenya and Mghweno et al (2014) in Tanzania where career guidance teachers were found to be influential in the choice of careers by secondary school students, career personnel need to go through proper and genuine training to prepare them for proper and expertise execution of secondary school career guidance. All teachers who are involved in career guidance at secondary school should be given scholarship at university level by the government of the republic of Zambia or sponsored by respective schools to equip them with the first-degree career guidance knowledge. In turn, this may improve the quality of career choice guidance which is offered in these secondary schools.

To enhance efficiency, the career guidance teachers shouldn't be given subjects to teach so that they just concentrate on career guidance issues. In other words, we should have full time career guidance teachers. It is also important to have career guidance timetabled the way subjects are. Once this is done, it will enhance importance attachment to career guidance in

secondary school. The poor rating of school career guidance as being influential on career choices by female students in the current study may be as a result of career guidance not being properly organised and implemented in secondary schools.

The training of personnel is in line with the School Education Development Bureau (2014) which emphasises that career guidance teachers have to be equipped with necessary knowledge so as for them to be able to offer professional guidance to the students they are guiding.

6.7.3.2 Component 2: Planning of Guidance Activities

The career guidance teachers in schools have a duty to facilitate in the planning and implementation of career guidance services in a comprehensive manner. These teachers should draw up programmes in form of career guidance activities. This should be done on termly basis just like other subjects are planned for. This is in tandem with the School Education Development Bureau (2014) where planning in career guidance was found to be critical.

The activities should be spearheaded by school authorities but organised by guidance teachers with the support of subject teachers in order to promote a sense of oneness and responsibility where everybody is involved. Such an initiative would enable the career guidance teachers to prepare for guidance activities during holidays without any disturbance such that errors can be minimized since there are no busy schedules and efficiency can be promoted.

This will provide girls with the conceptual tools needed to gain new knowledge and deal intelligently with the various situations they may encounter in their daily lives. According to Higgins (2013) in the United Kingdom, Shaki et al (2013) in America and Amoah et al (2015) in Ghana field trips were found to be beneficial to learners in career choices. The planning of career guidance activities should include field trips as planning is done in advance off course bearing in mind learners' needs.

It is very helpful to tell the learners reasons for such trips and consult them areas they want to be taken to. On the other hand, before embarking on such outings the officers where children are to be taken and are facilitators should be told well in advance so as for them to prepare adequately to make the visit by learners memorable and not a boring one. Otherwise, students may see no reason for them visiting which may even translate into them dislike such trips. The trips should be for children to meet and be talked to by trained personnel that is already into practice.

It is also important to have school career days that are organised for learners to benefit not for schools to just collect moneys from pupils as it were currently as one of the fund-raising ventures. To ensure that activities were beneficial to the learners, they must be organised in collaboration with parents by school authorities and not guidance teachers who may take things in a business-as-usual mood. Different institutions that are beneficial in the education system should be invited during the career days to explain to pupils the careers offered in their institutions and the possible job markets. When such activities are planned very well, they may equip the girls with all the information about careers they intend to pursue. During these career days the girls should be accorded chance to ask as many questions as possible to seek clarity.

6. 7.3.3 Component 3; Linking Girls with Industry

Linking the girls in secondary schools may be very beneficial to them as they will obtain occupational information from experts. These are people who are well informed sources and this is very important for girls in their decision making. It is of extreme importance that girls are linked with individuals who are already engaged in industry and involved in careers they desire to pursue. The connection of girls to industry should be done by career guidance teachers by way of collecting contacts of where they are being linked and give them to girls according to the desired careers. The idea behind connecting girls to such people is to have them as their mentors to prepare the minds for desired careers. These mentors may further link girls to other important people within the circles of career guidance, tertiary institutions included. This is in tandem with the School Development Education Bureau (2014) which purports the importance of referrals in career guidance and counselling. It is therefore recommended that students be linked to professionals already employed in the same careers they wish to pursue.

6.7. 3.4 Component 4: Formation of an NGO for Instructive Guidance

Consistent with the Socio Psychological theory that informs this study which emphasises that cultural environmental and psychological factors motivate choice of careers, girls in secondary schools are supposed to be given guidance away from boys in a conducive and motivating environment. The girl child is delicate, shy and sensitive to handle as such need privacy and care when dealing with. This is in line with the FAWEZA report (2015) which had emphasis on careful handling of the girl child.

Certain issues affecting them are too sensitive that they can't just open up in an environment full of the opposite sex and male career guidance teachers. Instructive guidance given by

people of the same gender in a welcoming environment from a non-governmental organisation may attract an easy atmosphere where the girls can ask questions for direction and clarity on a lot of matters. Teenagers are very difficult and sensitive to handle and are most of the time have sensitive and complicated issues to enquire about.

The formation of an NGO where highly knowledgeable people will be stationed to offer professional and quality instructive guidance may help the girls to have all the information needed on the desired careers. It is recommended that the girls under such arrangements were made to be free with the officers so that once they visit the offices, they even look forward to going back again to make further enquiries and off course under school supervision to make sure that they don't end up abusing the organisation.

6.7.4 RECOMMENDATIONS FOR FUTURE STUDY

The following are the recommendations from the current study as informed by the findings of the study:

The current study concentrated only on one out of the ten provinces in the republic of Zambia. It is recommended that future studies include all the ten provinces of Zambia as this would enable the findings to be more representational for the whole country. It also permits policy makers to implement the findings at national level other than acting on study findings involving a small region which is not a representative of the nation at large.

The study focused on the contribution of career guidance on female student's choice of careers only by those in tertiary institutions under TEVETA in Zambia. Other studies can be carried out to establish the role career guidance received at secondary school on choice of careers by male students as well and in other Institutions.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR FIRST YEAR FEMALE STUDENTS AT LUSAKA TECHNICAL BUSINESS COLLEGE

This Semi Structured Interview Guide seeks to assess the role of career guidance received at secondary school on choice of career by female students in TEVET institutions in Lusaka, Zambia. The study is part of the researcher's Doctor of Philosophy Degree in Guidance and Counselling at the University of Zambia (UNZA). In addition, the data collected may influence policy and how career guidance should be provided to girls at secondary school. You do not need to reveal your identity. There are no correct or wrong answers. The researcher is only interested in your opinion. You are therefore kindly requested to help in this study through giving responses to the questions as honest as possible.

Questions related to type of career programmes the female students are pursuing.

1. What programme of study are you pursuing?

.....

B. Questions related to types of career guidance services received at secondary school.

2. What type of career guidance services did you receive at secondary school?

.....
.....

3. How did these types of career guidance services play a role in your career choice?

.....
.....

C. Questions related to sources of career guidance services received at secondary school.

4. State the sources of the career guidance you received at secondary school.

.....
.....

5. How did these sources play a role in your career choice?

.....
.....

D. Questions related to how work motivation played a role in the choice of career among female students in training under TEVETA institution.

6. Mention three main needs that motivated you to work.

.....
.....
7. How shall the career you have chosen satisfy your need for survival?

.....
.....
8. How shall the career you have chosen satisfy your needs for pleasure?

.....
.....
9. How shall the career you have chosen satisfy your needs for contribution?

E. Questions related to how work expectation played a role in the choice of career among female students in training under TEVETA institution.

10. What type of jobs are available for the career you have chosen?

.....
.....
11. How does accessibility of the available jobs play a role in your career choice?

.....
.....
12. What type of job can best satisfy your need for survival?

.....
.....
13. What type of job can best satisfy your need for pleasure?

.....
.....
14. What type of job can best satisfy your need for contribution?

F. Questions related to how gender role socialisation played a role in the choice of career among female students in training under TEVETA institution.

15. What type of play did you most participate in your childhood?

16. What type of play did you most participate at secondary school?

.....
.....

17. How did the participation in the type of play contribute to your career choice?

.....
.....

18. How did your family (parents and other members) play a role in your career choice?

.....
.....

19. How did secondary school play a role in your career choice? Give examples of specific experiences that played a role in your career choice.

.....
.....

G. Questions related to how structure of opportunity played a role in the choice of career among female students in training under TEVETA institution.

20. How did job requirements in the job advertisement play a role in your career choice?

.....
.....

21. How did the change of economy play a role in your career choice?

.....
.....

22. How does the changing family structure play a role in career choice?

.....
.....

23. Opportunities of jobs are ever changing, so how does this play a role in your career choice?

.....
.....

H. Question related to models that can best help female students to choose a career.

24. Suggest how best girls can be helped to choose their careers.

.....
.....

Thank you for participating in the study

APPENDIX II: NON-PARTICIPANT OBSERVATION GUIDE FOR FIRST YEAR FEMALE STUDENTS AT THE TRAINING INSTITUTION UNDER TEVETA.

The purpose of this guide was to help verify the data that the interview guide brought.

1. Observe the participants to verify the career programmes the participants are pursuing.
2. Observe for gender role socialisation in terms of clubs they have affiliated to, career interests of their friends and favourite courses in the programme.
3. Observe to verify the interest of the female students in the programmes they are involved in through their academic performance and class attendance.

APPENDIX III: ARTICLE ON SOURCES OF CAREER GUIDANCE ON CHOICE OF STUDY PROGRAMMES



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Sources of Career Guidance on Choice of Study Programmes by Female Students in Institutions Under TEVETA in Lusaka Province, Zambia

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ABSTRACT

This paper is an extract from an ongoing doctoral study aimed at exploring sources of career guidance on the choices of study programmes by Female students in Institutions under TEVETA in Lusaka province, Zambia. The study used an intrinsic case study research design. The population of the study was all first-year female students at one of the TEVETA accredited institutions in Lusaka province. Typical case purposive sampling was used to select one institution out of the four in the province. A sample of 20 first year female students was used in the study and was selected using the typical case purposive sampling procedure. Semi structured interview and non-participant observation guides were used to collect data. Trustworthiness of the data collected was assured through rigorous adherence to credibility, transferability, dependability, confirm ability, and flexibility quality criteria of qualitative study. The findings indicate that the sources of career guidance on the choices of study programmes by female students at the TEVETA accredited institution included family, school and peers. Among the three, family was the leading source of career guidance in choices of study programmes by the first year female students. This was attributed to the fact that most of the students went into their senior grades at secondary school with predetermined career choices from interactions with their family members. The results imply that while schools are sources of career guidance for students in tertiary institutions, there are other sources including family. It is therefore recommended that apart from school career guidance, families and peers must be considered as sources of career guidance in students

Keywords: Sources of Career guidance, School career guidance, TEVETA

BACKGROUND TO THE STUDY

The purpose of the study was to explore the sources of career guidance on choice of study programmes by female students at a public TEVETA accredited institution in Lusaka province, Zambia. These sources include family (bonding relations), school (education institution and peers).

Ndhlovu, (2015) indicates that career guidance aims at helping an individual to understand himself or herself and the environment. This is a clear indication that an individual is helped to understand his or her strength and weaknesses. Lapen (2014) discusses the purpose of career guidance as having significant influence on improving discipline problems, enhancing pupils' grades, strengthening school skills, helping pupils make wise decisions on career development and College choices and developing positive study habits and study skills. Pavel (2015) also discusses that career guidance is designed to promote the development of pupils and assist them move towards a realization of sound wholesome adjustment and maximum accomplishment according to their potentialities. Failure to give proper and sound career guidance to girls while at secondary school can lead to them facing numerous challenges regarding choosing of study programmes. In explaining the need for career guidance, Ndhlovu (2015) indicates that it helps learners choose, prepare, enter and make progress in a career. Career guidance therefore must be provided to assist learners so that they don't face challenges selecting careers in a highly complex and rapidly changing world of work, where job requirements continuously keep on changing and this makes selection of careers and other labor market trends complex.

Among the study programmes available in TEVETA accredited institutions are Automotive Electronics, Automotive Engineering, Water Supply and Sanitation and Electrical Engineering. According to Houtte (2014) females view such courses as suitable for males only. This is evident from the 2017 TEVETA annual report which shows that out of the 21645 candidates who enrolled in the TEVET system, only 6610 were females giving a proportion of 30.5 percent. It therefore became important to understand what motivated the first-year female students who are currently enrolled in the TEVETA institutions to choose the study programmes. The sources of career guidance on choice of study programmes by female students in institutions under TEVETA in Lusaka province were not known therefore necessitating this study.

Sources of career guidance either print, verbal or/and on line are necessary in order to help learners to keep focused on their careers. In the United States of America vast majority of schools stock comprised and non-comprised career guidance sources (Hughes & Karp, 2014). In many African countries the situation is different mainly due to lack of government policy and commitment (Rukwara, 2012). In many secondary schools for instance Kenya, even a newspaper is hard to come by. This is not different from Zambian scenario too. Watts (2010) commenting on this situation states that relevant reading materials on career guidance for both teachers and learners is lacking. Pupils therefore need to be guided in order to choose study programmes that are commensurate with their abilities and interest.

As outlined in the Paradigm used in the study, ontologically it is believed by authors that knowledge as reality is subjective. Further, authors also believe that knowledge is epistemologically constructed by respondents. In this case, to know the sources of career guidance on choice of study programmes by first-year female students, there was need to get out lived experiences of the respondents themselves since they were the ones that experienced it which were highly valued. All this was done by obtaining clearance from the University of Zambia under whose umbrella authors operate. To achieve the purpose of this study, qualitative methods were used. The study used the Intrinsic case study design which is in tandem with Yi-Hui (2013) to have an in depth knowledge and understanding of sources of career guidance on choice of study programmes by female students in their subjective experiences in their lives at secondary school.

In Zambia, career guidance is formally provided through guidance and counselling in secondary schools. The Ministry of Education has the mandate to provide career guidance. The Ministry is guided by the vision to provide quality lifelong education for all which is accessible, inclusive and relevant to each individual, national and global needs and value systems. Its mission is to facilitate the provision of career guidance for all Zambians so that they are able to pursue careers that are suitable and skills, manifest excellence in performance and moral up rightness.

However, the Ministry of Education has not had documents on career guidance provision in schools until recently in 2004 when it developed two modules one and two on the same. Under the guidelines, career guidance is not to be considered a subject with a specifically allocated slot on the time table, it is rather a comprehensive program meant to be integrated into the total school program and part of the curriculum. The Head Teacher is entrusted with the overall responsibility for making sure that career guidance program is established and two teachers designed as career guidance teachers depending on size of the school. It should however be noted that these career guidance teachers must also assume full responsibility of their own slots on the school time table (MOE, 2011). This has created negligence where provision of career guidance is concerned. Furthermore the Ministry of Education has suggested some methods to be used to provide career guidance to learners. These include: hosting career exhibitions, establishing career corners, conducting education tours, holding career talks and providing reading materials (MOE, 2011). Whether these methods have been implemented or have helped in the provision of career guidance is highly debatable or there are other sources of career guidance learners receive at secondary school.

Therefore, authors of this article strongly believed that apart from the school career guidance program which exist in secondary schools there were other sources of career guidance. It was therefore cardinal to explore the sources of career guidance on choice of study programmes by first-year female students at the TEVETA accredited institution in Lusaka province.

METHODOLOGY

The study used the Constructivist paradigm to explore the sources of career guidance on choice of study programmes by first-year female students at Lusaka Business and Technical College a TEVETA accredited institution in Lusaka province. The Intrinsic case study design was used to collect data. The use of an intrinsic case study design emanated from the conviction that it enables the researcher obtain an in-depth understanding of the phenomenon. An Intrinsic case study design enables the researcher to typically learn about a unique phenomenon (Yin, 2019). Case study can be used to explain desirable or explore events or phenomenon in the everyday contexts in which they occur (Yi-Hui, 2014). The study population was 20 first year female students from a public TEVET Institution in Lusaka province who had a five years secondary school out lived experience on career guidance. These were selected using a typical purposive sampling technique. Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objectives of the study. Typical Purposive sampling was used to select the institution and the female students. The procedure for data generation in this study involved semi- structured interviews and non-participant observation. Lung, (2016) explains that Semi-structured interview enables and ensures obtaining responses either on the facts related to the respondents or the opinions of the respondents regarding the subjective or even the subjective matters. The collected data was analyzed thematically following steps by Braun & Clark (2006). This involved categorization of data following the six steps based on; familiarization, generation of initial codes, searching of themes, theme reviewing, defining and naming the themes and finally writing of the report under the subheadings of the themes..

FINDINGS

Sources of Career Guidance female students received while at secondary school.

The female participants were asked to state the sources of career guidance which led them to select study programmes they were pursuing. The findings indicate that the participants had similar sources of career guidance. The study established that the female students at the selected TEVETA accredited institution had family (bonding relations), school (education institutions) and peers as sources of career guidance.

The female participants were advised to choose study programmes by their parents and other family members. They indicated that both the nuclear family members which comprise the father, mother and other siblings were their sources. The extended family members were also mentioned. These include aunts, uncles, grandparents and other related family members. The immediate family members like father and mother were found to be a leading source of career guidance on choice of study programmes by female students at an Institution under TEVETA. The female students respected career choice advice coming from parents than any other source. Some verbatim were extracted to show support of the findings. One of the student female participant # 06 had this to say: *" My father played a very big role for me to choose the career because he used to take me to the garage as he was repairing cars with his friends and this made me to develop interest in Auto mechanics "*

School (Education Institutions): Findings from other participants indicate that school is one of the sources of career guidance the first-year female students had on their choice of study programmes. This is evident from one participant # 012 who said: *"During career days, pupils dramatized on the careers they wanted to choose and imitated on what is expected on the job. It is one of the days when pupils are allowed to dress according to what goes on in a particular occupations they wanted to join and others will admire, then decide on career to choose"*.

However, some participants cited that although school has the potential to give reliable career guidance, they do not due to lack of seriousness and of teachers to do it. In support of this. One participant # 014 said: *"Career guidance is not taken seriously at secondary school as teachers are only interested in teaching other subjects as such, it didn't help me to choose a career because I was not given career guidance. As a result, secondary school career guidance had no effect on me to choose a career."*

Peers: Further findings from the participants indicate that peers were a source of career guidance on choice of study programmes by female students. They revealed that during their interactions, they used to advise one

another on careers to choose. They availed to each other information necessary for particular occupations and advised each other on needed requirements for each career. Another issue that came out during the interviews was that they identified some role models that they could follow. In support of this, one participant #001 said: *“My friends encouraged me a lot to choose this career more especially after seeing some applying while others doing well in the same field. This made me realize that I can break stereotype.”*

DISCUSSION

Family (Bonding relations)

The study revealed that the immediate family where female students came from was a leading source of career guidance on choice of study programmes by first-year female students. This may be attributed to the fact the female students went into their senior grades at secondary school with predetermined career choices which may have been as a result of interaction with the immediate environment. In this case the parents that motivated them to choose their careers. The study findings on the family motivation or influence on female student's career choices is in line with previous literature. For instance, Tilliman (2015) in America, Marine et al (2016) in Romania, Balor (2014) in Pakistan, Uka (2015) in Albania, Ogunyewa (2015) in Nigeria, Fatoke (2014) in South Africa, Amani (2016) in Tanzania and Sinkombo (2016) in Zambia which revealed that family members as a major source of career guidance are influential on children's career choice.

Although children may have a say on a lot of issues concerning their life, it's almost unthinkable to overturn their parents' opinion on career choice. In most cases parents consider their experience and knowledge of career as starting point in choosing suitable careers for their children. They are likely to influence their children to choose certain careers through discussions which are biased towards careers they feel are good for their children. The study also confirms previous research findings that purported that parents have a strong influence on their children's career choice, for example, Bardick & Watko (2014) in Canada, Abiyo (2015) in Nigeria and Wambiyo & Aloka (2014) in Kenya.

This study also revealed that other family members like uncles, aunties' grandparents' were likely to be identified as sources of career guidance and role models by female students. As children are growing in families, they are likely to identify family members who inspire them also in their choices of career. This particular assertion is in line with previous studies such as those of Amani (2014) in Tanzania and Ogunyewa (2015) in Nigeria where relatives were found to be influential sources of students' career choices.

Young ones hold their parents and other family members in high regards and are likely to see them as role models mainly those who are doing exceptional well as well as other family members. Parents as sources of career guidance is in different forms like parental action, beliefs, excitations and connectedness. The way parents talk about careers is most likely to have a huge bearing on choice of career of their children. As parents are talking, they normally tilt towards certain careers even in their language and emphasis on certain careers over others could lead children to choose certain careers. This is in line with O'Shear and Kirrane (2012) who stated that children's career decisions are modelled by family members through their actions and psychological support.

This study also revealed that education level of parents has a positive motivation as a source of career guidance on children. This is consistent with a study carried out by Anovingo (2021) in America that revealed that education and occupations of parents are associated with academic achievement and eventually career choice of children and also indicated that education of parents is a determining factor in choice of career for children. Other studies also consistent with this and purported that parental education has a positive influence on children's career choice are Pfingsst (2015) in Australia, Uka (2015) in Albania and Abiola (2014) in Nigeria.

School (Education Institutions)

The study revealed that school as an education Institution has the potential to highly influence the career choices of students and stand out as a huge source of career guidance but had a minimum bearing on career decisions made by the female students. The school environment has all what it takes to share career issues

through career guidance and other school activities. Issues such as career guidance from both guidance teachers and subject teachers including head teachers and general workers at large. This finding is in tandem with early studies such as Zafar (2019) in India, Koech et al (2016) in Mexico and Eyo (2014) in Nigeria that established the importance of schools in preparing pupils for choice of career. Schools instil career knowledge through career guidance services that are offered in school.

The findings of this study show that school is a source of career guidance. Similar explanations of school as a source of career guidance were recorded in a study by Feller (2012) where school career guidance was found to influence students' career choices. Career guidance positively widens the horizons of students in secondary schools, helps in career decision making and the quality of teaching and school policies were critical in career choices. These observations are consistent with previous literature, for example Shumba and Naong (2013) in South Africa, Watts and Suttana (2014) in America which emphasised that the quality of teaching increases career horizons.

The study also revealed that career guidance in schools help students understand career issues such as the subjects to do in order to pursue certain careers. Career guidance in schools has the potential to communicate important career issues. The above findings concurred with previous studies for example Faiter and Faiter(2013) in America, Edward and Quiter (2013) in Kenya, Mghhweno (2014) in Tanzania and Shumba & Naong in South Africa that established that career guidance in schools helps students gain knowledge about careers.

Female students participants in this study underrated the pivotal role and potential the guidance teachers, head teachers and other mentors poses in their career choices. They didn't strongly indicate school as a source of career guidance. The possible reason as to why the participants didn't regard career guidance teachers, head teachers and other mentors as influential in career choice guidance could be that students didn't see seriousness in them spending and sparing time to guide them whilst at secondary school. According to the study findings, school authorities talked about career guidance as a by the way item where there were no activities taking place to really give career guidance to students. In this case, the students viewed career guidance as having no bearing on career choice. The students' perception about the influence of career guidance teachers is also consistent with a study by Durosaro (2014) in Nigeria that established that career guidance teachers had little influence on student's choice of career.

The study also revealed that student's former schoolmates and favourite subjects had a bearing on their career choices. Students are likely to follow other students from the same school if they find that those are doing well. And emulate those students by taking similar courses done by former school mates. Findings for this study are in line with those of Naz et al (2014) in Pakistan which established that former students career were influential in choice of career. An issue worth mentioning in a school setup is that of field trips. Though not cited as a source of career choice guidance, have an influence on choice of career. This observation is in line with a study by Higgins et al (2013) in the United States of America which found that field trips are critical to the students' choices of careers. The absence of field trips as a source in the study came as a surprise given the influence field trips have in the literature. Possibly this is as a result that schools where the female student in the study were, poorly managed field trips to the extent that students found them unappealing with regards to the impact in career choice.

Career guidance teachers, head teachers and subject teachers were indicated by student participants as having little or no bearing on their career choices. These findings are contradictory to those of the earlier researchers like Aguado et al (2015) and Kimiti & Mwovu (2013) that cited the huge positive role career guidance teachers and class teachers' play. This contradiction between literature and this study findings may be attributed to the way career guidance is executed in Zambia at secondary school is not up to date. Another issue may be is that those entrusted to give career guidance have no technical knowhow. Teachers are supposed to exhibit knowledge of the subject area to the satisfaction of the students. In the absence of such knowledge, students are not inspired by the teachers.

Peers

This study that peers are a source of career guidance. This is consistent with previous studies done by Faiter &

Faiter (2014) in America, Mtemberi (2020) in Zimbabwe, Otabong (2015) in Kenya which purports that peers are a source of career choice guidance as they have the great potential to influence each other. Other students and friends were seen as providing career education likely to influence their peers. This assertion is in line with earlier studies such as Kiuru (2013) in America and Kimiti (2013) who established that career education emanates from peers.

The study findings indicate that career education which comes from peers and friends had a bearing in the student's career choices. As interaction are going on among the peers, important information is shared on career choices. In addition, career advice from peers was influential to female students' career choices. The finding is consistent with Naz et al (2015) in Pakistan and Otabong (2015) in Uganda that purported that friends and peers influence students' choices of careers.

Student interactions with peers was a powerful tool in their quest to choosing of careers as they were likely to share important information during the interactions. The study findings that student's interaction with peers was a powerful tool in career choice is in line with the previous studies such as Mushapha & Selvaraju (2015), Njeri (2015) in Kenya, Kiuru (2013) and Embong (2015) that revealed that peer interaction influenced student's choice of careers.

Study findings in this study also revealed that students rely on encouragements from each other as these encouragements may influence students to choose careers. These findings are in line with previous studies such as Shumba & Naong (2013) in South Africa which purported that students in schools rely heavily on their peers' encouragements on career choice and likely to have a bearing on student's choice of career. The findings of this study revealed that peer advice on career guidance was helpful in their choices of career. Students are more likely to accept career advice from peers they trust than any other sources. Peer advice may clarify certain issues regarding careers. The above revelations about peer advice confirms previous studies such as Faiter & Faiter (2014) in America and Shumba & Naong (2014) in South Africa which revealed that students embrace career decisions that come from their friends.

Further findings in this study were that students may have chosen careers that are similar to those of their friends. On the other hand, entrepreneurship information is more influential if it comes from peers and the decision to become an entrepreneur most likely may be guided by expectations and wishes of peers. The above observation is consistent with Kacperexky (2013) in America who purported that entrepreneurship action hinge on having access to information about entrepreneurial opportunities and influential peers enhance entrepreneurial roles by providing information to identify such opportunities. Peers encourage each other to choose entrepreneurship as their careers

CONCLUSION

The study established that the first-year female students at Lusaka Business & Technical College had three sources of career guidance on choice of their study programmes. These are family (bonding relations), school and peers. Among these three, family was the leading source. This may be attributed to the fact that they went into senior grades with some predetermined career choices after interaction with their family members. The study has shown how influential family members are in the choice of career by children. Parents play a huge role in career decision making of their children.

RECOMMENDATIONS

Based on the study findings, the following recommendations have been developed:

- i) Vigorous training of career guidance teachers on regular basis to equip them with necessary skills that enhance professional provision of career guidance.
- ii) There is need to give at least first degree training for individuals to give career guidance to pupils at secondary school level.
- iii) Families and peers to be considered as sources of career guidance for students.

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APPENDIX IV: ARTICLE ON ROLE OF WORK MOTIVATION AND EXPECTATION ON CHOICE OF STUDY PROGRAMMES



Role of Work Motivation and Expectations on Female Students' Choice of Study Programmes in TEVET Institutions in Lusaka Province, Zambia

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ABSTRACT

This paper is an extract from an ongoing doctoral study aimed at exploring how work motivation and work expectation played a role on the choices of study programmes by Female students in Institutions under TEVETA in Lusaka province, Zambia. The study used an intrinsic case study research design. The population of the study was all first-year female students at one of the TEVETA accredited institutions in Lusaka province. Typical case purposive sampling was used to select one institution out of the four in the province. A sample of 20 first year female students was used in the study and was selected using the typical case purposive sampling procedure. Semi structured interview and non-participant observation guides were used to collect data. Trustworthiness of the data collected was assured through rigorous adherence to credibility, transferability, dependability, confirm ability, and flexibility quality criteria of qualitative study. The findings indicate that motivation and work expectation played a huge role in the choices of study programmes by female students at the TEVETA accredited institution. The female students were convinced that through the chosen study programmes, they would acquire property, attain stability and survive as they would be earning enough money as salaries. The female students indicated that through the chosen study programmes they were going to acquire property, be stable, perform some social responsibility duties and be able to survive. This was attributed to the fact that work is important as it is a means to fulfilling basic needs such as survival, pleasure and contribution. The results imply that work motivation and work expectation play a huge role in career decision making by female students as they strive to fully fulfil the basic needs. It is therefore recommended that work motivation and expectations should be considered as constructs that interact to influence career decision making by female students in addition to family, peers and school career guidance.

Keywords: Work Motivation, Work expectation, TEVETA

BACKGROUND TO THE STUDY

The purpose of the study was to explore how work motivation and work expectation played a role on choice of study programmes by female students at a public TEVETA accredited institution in Lusaka province, Zambia. Motivation and work expectation influenced the female students to choose the study programmes they were pursuing as they anticipated to have income that would enable them to acquire property, attain stability, survive and perform social responsibility roles. Astin, (1984) explains that when individuals share among themselves work expectations, they are likely to choose certain careers in order to fulfil certain basic needs. Further, Astin (1984) indicates that work is important because it is a means to fulfilling certain basic needs such as pleasure, survival and contribution. Individuals share common set of work motivation which in turn make them choose certain careers. Lent, et al (2002) indicates that work expectations is an individual's perception of their capabilities and strengths, the options available and the kind of work which can best fulfil their needs. What differentiates individuals' work expectations and career outcomes is the mediating effects of other constructs. According to Astin (1984), work motivation and work expectation constructs interact to influence the career choice of an individual. Individuals choose study programmes depending on how

attractive they are in terms of income. The driving force of any career is income as it motivates individuals to select particular careers. Further, Astin (1984) explains that the work motivation factors which looks at all human as motivated to expend energy to satisfy three primary needs survival, (ie primarily physiological), pleasure (intrinsic satisfactions from work) and contribution (need to be useful to society and be recognized for one's contribution). These three needs are the same for both male and females though they can be satisfied in different ways. Work expectation is concerned with the individual's perceptions. For instance, kind of work that are possible and that the person is capable of doing. Savickas (2019) discusses that by recognizing and harnessing the power of motivation, individuals can embark on career paths that bring them joy, fulfilment and a sense of purpose. When motivation drives career decisions, individuals are more likely to excel, overcome obstacles and create a path to personal fulfilment and success.

Bogdan et al (2015) discusses that motivation and work expectation empowers individuals to follow their passions, align with their values and maintain a long term commitment to their chosen career paths. Work directed to produce or accomplish something has the capacity to satisfy needs that are perceived to be important to an individual's career. work motivation and work expectations drives females to choose certain careers in order to meet the three basic needs (survival, pleasure and contribution) of life. For instance, survival needs at work are perceived as important because their satisfaction results in money to pay for food and shelter whereas pleasure needs are perceived as important because of fulfilment gained from work activity itself and contribution needs are perceived as important because of the knowledge that one's work can benefit others. This therefore indicates that there is some connection between choosing a career and motivation in that it is a foundation of choosing the right career by females.

The first-year female students at Lusaka Business and Technical College chose to pursue studies in Automotive Electronics, Automotive Engineering, Water Supply and Sanitation and Electrical Engineering. According to Houtte (2014) females view such courses as suitable for males only. This is evident from the 2017 TEVETA annual report which shows that out of the 21645 candidates who enrolled in the TEVET system, only 6610 were females giving a proportion of 30.5 percent. It therefore became important to understand how motivation and work expectation played a role for the first-year female students to choose the study programmes they were pursuing at the TEVETA accredited institution. How motivation and work expectation played a role on choice of study programmes by female students in institutions under TEVETA in Lusaka province was not known therefore necessitating this study.

According to Hite & Mc Donald (2013) as women enter the work force, they are continually engaged in the negotiation between their personal lives at work. Durvin (2020) discusses that Women also endorse career barriers within their specific careers including difficulty in securing adequate mentoring experiences, sexual harassment, inadequate pay, difficulties with advancement and pressure to compromise career for family which may have implications for realistic perception of the own ability. England et al (2020) discusses why women may choose and stay in a given career in the face of these barriers saying research has pointed to an assessment of work place climate as an important predictor of work place satisfaction, access to decent work and overall career choice and persistence. In other words, to some extent work place climate may predict choice of career but not necessarily wellbeing for women in a particular occupation. Some women during adolescence and college may prepare for managing a family when making career decisions. If women do become mothers, evidence suggests their patterns' work preferences may play an important role in making point childhood career decision.

Authors of this study believe that in order to come up with reality, knowledge is constructed by participants. Therefore the Ontological position about knowledge as reality is that it is subjective. Further, authors also believe that knowledge is epistemologically constructed by respondents. In this case, to know how work motivation and work expectation played a role on choice of study programmes by first-year female students, there was need to get views of of the respondents themselves. The views of the participants were highly valued. This was done by obtaining clearance from the University of Zambia under whose umbrella authors operate. To achieve the purpose of this study, qualitative methods were used. The study used the Intrinsic case study design which is in line with Yin (2019) to have an in depth knowledge and understanding of a unique

phenomenon on how work motivation and work expectation played a role on choice of study programmes by female students in institutions under TEVETA in Lusaka province.

Authors of this article believe that work motivation and work expectation played a role apart from school career guidance and family in influencing female students to choose study programmes. It was therefore important to explore how motivation and work expectation played a role on choice of study programmes by first-year female students at the TEVETA accredited institution in Lusaka province.

METHODOLOGY

The study used the Constructivist paradigm to explore how motivation and work expectation played a role on choice of study programmes by first-year female students at Lusaka Business and Technical College a TEVETA accredited public institution in Lusaka province. The Intrinsic case study design was used to collect data. The use of an intrinsic case study design emanated from the conviction that it enables the researcher obtain an in-depth understanding of the phenomenon. An Intrinsic case study design enables the researcher to typically learn about a unique phenomenon (Yin, 2019). Case study can be used to explain desirable or explore events or phenomenon in the everyday contexts in which they occur (Yi-Hui, 2014). The study population was 20 first year female students from a public TEVET Institution in Lusaka province. These were selected using a typical purposive sampling technique. Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objectives of the study. Typical

Purposive sampling was used to select the institution and the female students. The procedure for data generation in this study involved semi-structured interviews and non-participant observation. Lung, (2016) explains that Semi-structured interview enables and ensures obtaining responses either on the facts related to the respondents or the opinions of the respondents regarding the subjective or even the subjective matters. The collected data was analyzed thematically following steps by Braun & Clark (2006). This involved categorization of data following the six steps based on; familiarization, generation of initial codes, searching of themes, theme reviewing, defining and naming the themes and finally writing of the report under the subheadings of the themes.

FINDINGS

Respondent's knowledge on the three basic needs in life.

The female participants were asked to mention needs they wanted to satisfy for them to choose the study programmes they were pursuing. The study findings reveal that generally the participants were aware of the three basic needs to be satisfied as need for pleasure, survival and contribution. The participants indicated that there was need for them to choose careers that would enable them satisfy the three basic needs through earning a salary. The findings indicate that they were motivated to choose their study programmes as they wanted to satisfy similar needs. The study established that the female students at the selected TEVETA accredited institution were motivated to choose the study programmes they were pursuing as they wanted to satisfy the three basic needs through property acquisition, provided stability, survival and social responsibility.

Property acquisition: The female participants indicated that as soon as they start working, they were going to ensure that they buy land, houses and vehicles in order to deal with the accommodation and transport problems they were faced with. And this was going to be possible through earnings from use of their skills. This therefore means that they expected to make a lot of money which would enable them acquire property. The female students were motivated to work as they really wanted to acquire property. Some verbatim were extracted to show support of the findings. One of the student female participant # 04 had this to say: "When I start working after completion of my studies, the first thing I will do is buying a plot where to build a very good house for my parents and I to stay. We are tired of renting and houses for rent are expensive and difficult to find even in shanty compounds where there are a lot of junkies. I will also buy a car to sort out our transport problems"

Provided Stability: Further, findings from other participants indicate that the female students were motivated to choose study programmes in order to have stability in life. They indicated the issue of individual accomplishment in terms of earning a living. And cited that they wanted to be able to look after or take care of themselves in life. The female participants cited that they chose the study programmes they were pursuing because they wanted to be employed and be counted as they had information that their career was associated with a lot of money. To this effect, one participant # 016 said: "I had nowhere to go as the results I obtained at grade 12 level are not good and I was happy when I heard that they only needed grade 9 results at this College. The income from a Salary will be enough to satisfy the other needs for me to be stable in life."

Survival: Findings from other participants indicate that students were motivated to choose study programmes they were pursuing as they wanted to be able to survive in life. They revealed that they wanted to attain financial independence in order to be stable in life. This stability in the long run could lead to opening of Businesses so as to satisfy life basic needs. To support this, one participant #013 had this to say: "The career I have chosen will satisfy all my needs in a sense that it is a skill whereby I will not wait for Government to employ me. I'm going to use my skill to make money on daily basis by doing different pieces of work and private jobs. I will be self-employed and my own boss without anyone supervising me and will have no knock off time. It will be 24 hours of work every day of the week (24/7) for me."

Social responsibility: Further findings show that students were motivated to choose the study programmes as they wanted to plough back to the community. They indicated that they felt duty bound to help the less privileged within their communities. They indicated that they wanted to be counted upon in their communities that they have done something to help those in need. In support of this, one participant # 015 said: "When I get the skill from here (Lusaka Business and Technical College), I will make my own Company and employ others and pay them enough so that they will help their families. Because I know that I will have a Salary, I will help my family and siblings. At this College (LUBTC) it's not expensive that I can also pay for some children so that they can train and have the skill to earn a living. There are a lot of people out there who need help even street kids I'm going to give them money when they beg in town so that they buy food"

DISCUSSION

Property acquisition.

The findings of the study indicated that the first-year female students were motivated to choose the study programmes they were pursuing because they expected to be paid a lot of money in form of a salary that would enable them buy land, houses and vehicles. This may be attributed to the fact work is important as it is a means to fulfilling basic needs such as pleasure, survival and contribution. The female students choose the study programmes they were pursuing because they were sure of being employed so as for them to be able to acquire the needed property. The study findings on motivation and work expectation point out that these are determining factors on female student's career choices and in line with Astin (1984) who explains that work motivation and work expectation constructs interact to influence the career choice of an individual. The female participants also revealed that their study programmes would enable them solve their accommodation and transport problems they were faced with when they buy land, cars and houses as money earnings will be on daily basis through private jobs in addition to salaries using their skills. These results of the study on work motivation and work expectation on career choice of female students are in line with previous literature. For example Saveka (2019) in America, Ishola (2023) in Nigeria and Bogdan et al (2015) which revealed that motivation and work expectations are a driving force of career decision making and individuals are more likely to excel, overcome obstacles and create a path to personal fulfilment and success.

Astin (1984) explains that work as an activity directed to produce or accomplish something has the capacity to satisfy needs that are perceived to be important to an individual's career. Students are more likely to choose certain careers they feel will give them a lot of money so as for them to acquire assets that will help them solve problems they were faced with.

Provided Stability.

The findings of the study revealed that the female students chose the study programmes they were pursuing because they wanted to be independent and be able to stand on their own as they got employed. The study findings are consistent with previous studies such as Oyebanji (2020) in Nigeria who confirms that prestige and personal interest play a huge role in the choice of careers by female students as they wanted to stand on their own in society since days of them depending on men were long gone. The findings also show that the female students chose their study programmes which are skills development careers so that they can venture into entrepreneurship in the absence of formal employment. The students saw informal employment on their side instead of waiting for formal employment from Government as a means of earning some income to provide stability in their lives. The findings are in line with previous studies such as Aslan et al (2013) in Pakistan and Kiplagat et al (2023) in Kenya which confirms that students choose entrepreneurship careers as advised by parents that they become independent. Parents who were in businesses that are doing exceptionally well may influence their children to select skills development careers. Thus the female students may have chosen their study programmes due to motivation from their parents who wanted their children to be entrepreneurs.

Survival

The study findings show that the first-year female students chose the study programmes they were involved in as a means of earning salaries so as to survive in life. The findings are in line with Astin (1984) who indicated that work is important because it is a means to fulfilling certain basic needs such as survival, pleasure and contribution. The female students may have chosen the study programmes they were pursuing to have security in life after resumption of work. With the rising divorce rates, proliferation of non-traditional life styles and changes in the nation's economy have had a negative impact on lives of women. In the past, women regarded marriage as an answer to survival and stability which is no longer the case. The female students may have been driven into choosing their study programmes so that they avoid depending on men throughout their life who at times become abusive to them in homes.

Social Responsibility

Findings of the study further indicate that students selected their study programmes so that they can plough back to their communities once they were employed. The students revealed that they wanted to go and help others as a way of ploughing back to their communities and society at large. They indicated that they felt duty bound to help the needy in society by contributing in some way to say thank you for raising them. They indicated that this would easily be done through skills development jobs they were going to be involved in after training. However, these findings are not supported by any study previously. The non-availability of supporting literature may be attributed to the fact that there is a paradigm shift in society where people just think of themselves without taking into account that others need help due to economic hardships. This is further explained through the saying "each one for himself and God for us all".

CONCLUSION

The study established that work motivation and work expectation played a huge role in influencing the first-year female students at Lusaka Business & Technical College to choose their study programmes. The students were hopeful that once they complete their training and start working their earnings were going to satisfy the three basic needs through property acquisition, provided stability, survival and social responsibility. This may be attributed to the fact that work is important as it is a means to fulfilling basic needs such as survival, pleasure and contribution. The study has shown how motivation and work motivation played a role on choice of study programmes by first-year female students at an institution under TEVETA. Motivation and work motivation play a huge role in career decision making of female students.

RECOMMENDATIONS

Based on the study findings, the following recommendations have been developed:

1. There is need to look at the career guidance curriculum to consider factoring in components that motivate career choices of girls in secondary schools.
2. There is need to give at least first degree training for individuals to give career guidance to pupils at secondary school level.
3. Motivation and work motivation should be considered as constructs that play a huge role in influencing choice of careers by female students.

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APPENDIX V INTERNATIONAL CONFERENCE PRESENTATION INVITATION



THE EDUCATIONAL RESEARCH ASSOCIATION OF ZAMBIA

OFFICE OF THE PRESIDENT

E-mail: erazassociation@gmail.com; Mobile: +260-977-982785/ 0968165291

8th October 2024

Dear Malambo Phillip, Munyati and Prof. Daniel Ndhlovu,

Congratulations! Your abstract (**Sources of Career Guidance on choices of Study Programmes by Female Students in Institutions under TEVETA in Lusaka Province, Zambia**) was accepted to the third ERAZ Annual International Conference to be held in Lusaka-Zambia from 6th to 8th November 2024 at M'kango Golfview Hotel. Therefore, we invite you to this conference to present your paper. Remember to register for the conference by Friday 31st October 2024. Payment details are in the conference call attached.

The Educational Research Association of Zambia Journal (JERAZ) will be publishing Volume 2 issues before November 2025. Should you wish to publish with us, please send your manuscript by 20th October 2024.

You will be expected to prepare a comprehensive PowerPoint presentation for 15 minutes and send it to erazassociation@gmail.com in readiness for presentations.

Looking forward to seeing you in Lusaka.

Yours Faithfully

President

Sitwe Benson Mkandawire (PhD)

Email: bmsitwe@gmail.com

APPENDIX VI: APPROVAL OF STUDY



**THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 358/291 777
 Fax: (+260)-211-290 258/253 952 | E-mail: director.ugr@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 9005376
HSSREC IRB No. 00006464
REF NO. HSSREC-2024-MAY-007

14th May, 2024

Mr. Philip Malambo Muryati
 The University of Zambia
 P.O. Box 32379
LUSAKA

Dear Mr. Muryati:

RE: "ROLE OF CAREER GUIDANCE RECEIVED AT SECONDARY SCHOOL ON CHOICE OF CAREER AMONG FEMALE STUDENTS IN INSTITUTIONS UNDER TEVETA IN LUSAKA PROVINCE, ZAMBIA."

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2024-MAY-007
Approval and Expiry Date	Approval Date: 14 th May, 2024	Expiry Date: 13 th May, 2025
Protocol Version and Date	Version - Nil.	13 th May, 2025
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa
DR. J. I. Ziwa

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

APPENDIX VII: INTRODUCTORY LETTER

0979661811



**THE UNIVERSITY OF ZAMBIA
OFFICE OF THE ASSISTANT DEAN (POSTGRADUATE)
SCHOOL OF EDUCATION**

Telephone	291777/291381	P.O. Box 32379
Telegram	UNZA, LUSAKA	Lusaka, Zambia
Telex	UNZALU ZA 44370	Fax:-260-1-25395

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

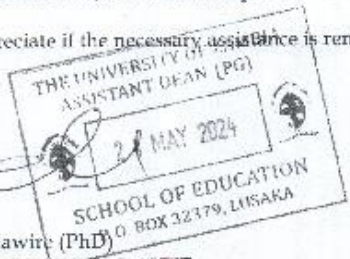
RE: FIELD WORK FOR ~~MASTERS~~/PHD STUDENTS

The bearer of this letter Mr. Ms. MUNYATI MALAMBOD PHILLIP computer number 2019097630.....is a duly registered student at the University of Zambia, School of Education.

He/~~She~~ is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully,



Sitwe Benson Mbandawire (PhD)
ASSISTANT DEAN- POSTGRADUATE

c.c. Dean, Education
Director, DRCS