

**AN ASSESSMENT OF TEACHERS' COMPETENCES IN
CAREER GUIDANCE IN SELECTED SCHOOLS IN
SOLWEZI DISTRICT, ZAMBIA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF
ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS
OF THE DEGREE OF MASTER OF EDUCATION IN GUIDANCE
AND COUNSELLING**

UNIVERSITY OF ZAMBIA

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DECLARATION

I, Christopher Banda, hereby declare that this dissertation represents my work, has not been submitted for any degree at this or any other University. All published work or materials from sources that have been incorporated have been duly acknowledged and adequate reference has been made.

Signature of Researcher

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Date

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CERTIFICATE OF APPROVAL

This dissertation by Christopher Banda is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Guidance and Counselling at the University of Zambia.

EXAMINER

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DEDICATION

This dissertation is dedicated to the Almighty God who empowered me with the Spirit of excellence and diligence to accomplish this feat and to my wife Gertrude K. Banda and our children, David, Joshua and Faith who faithfully stood by my side throughout my study period.

ABSTRACT

The purpose of the study was to assess the competences of teachers in Career Guidance in selected secondary schools of Solwezi District in North Western province of Zambia. The objectives of the study were; to establish evidence that teachers were providing Career Guidance to learners, determine knowledge levels of teachers who provide Career Guidance, establish competences such as; counselling skills, ability to relate school subjects to careers and employment requirements and attitude of teachers who provide Career Guidance, assess what motivated teachers to provide Career Guidance and to find out the extent to which learners were satisfied with the Career Guidance Services they were receiving in schools. The study followed a survey design using a mixture of quantitative and qualitative methods. Data was collected from a sample of 133 respondents and participants from seven Secondary schools disaggregated as; 70 subject teachers, 49 learners, 7 Head teachers and 7 Guidance teachers. Simple random sampling technique was used to select subject teachers and learners while Purposive sampling technique was used to select Head teachers and Guidance teachers. A Questionnaire, Focus Group Discussion guide and Interview guide were used to collect data from subject teachers, learners and Head teachers and Guidance teachers respectively. Quantitative data were analysed using descriptive statistics using Microsoft Excel while qualitative data was analysed using thematic analysis. The research findings revealed that: there was evidence that some teachers were providing Career Guidance to learners which included Career guidance appearing on the school time table in some schools, reports on career talks, conferences, and visits to work places. Concerning knowledge levels subject teachers and some Guidance teachers had less knowledge in Career guidance as most of them were not trained in Guidance and Counselling. As regards competence, most teachers did not have much knowledge and skills in Career guidance as a result they were unable to link some school subjects to careers and employment. However, love to help learners motivated them to provide Career Guidance. Some teachers felt it was their duty to help learners to choose, plan and enter into their chosen careers. Concerning the extent of satisfaction, 53% of the pupils were not satisfied by the career guidance services they received from their teachers because they were not able to easily make career choices, prepare for their career choices and enter them. The study therefore, recommended that Ministry of General Education should scale up capacity building of teachers in Career Guidance.

Key words: Assessment, Competences, Career Guidance, Subject teachers.

ACKNOWLEDGEMENTS

I am greatly grateful to my supervisor, Dr Daniel Ndhlovu whose efforts, patience, tireless guidance, and parental approach to academics made this work to come to a fruitful conclusion. I'm also greatly thankful to all the lecturers who took me in various courses in the course of my studies. My gratitude also go to my employer, Ministry of General Education for sponsoring me on this program. Last but not the least, I wish to appreciate all my classmates especially Mr Augustus Musenge for their support and encouragement.

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ACRONYMS AND ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
CEIAG:	Career Education Information, Advice and Guidance
CPD:	Continuing Professional Development
EU:	European Union
ICT:	Information Communication Technology
MESVTEE:	Ministry of Science, Vocational Training and Early Education
NISTCO:	National In Service Teachers' College
NOUN:	National Open University of Nigeria
OECD:	Organisation for Economic Cooperation and Development
REPSSI:	Regional Psychosocial Support Initiative
SGS:	School Guidance Services
TVTC:	Technical and Vocational Teachers College
UK:	United Kingdom
ZOU:	Zambian Open University

CHAPTER ONE

INTRODUCTION

Overview

This chapter covers the background to the study, the statement of the problem, the objectives of the study, the research questions, and significance of the study, the limitations of the study, and the definitions of the key terms used in the.

1.1. Background to the Study

In Zambia as is the case in other countries world over, the education system is intended to promote the full and well-rounded development of the physical, intellectual, social, emotional, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her fulfilment as well as for the good of society and the economy (Ministry of Education, Science, Vocational Training and Early Education, 2013). School Guidance and Counselling is acknowledged worldwide to be a key strategy in realising the foregoing aim of education (Barki, 1986; Kochhar, 2013; Makinde, 1984).

While traditional Guidance and Counselling is as old as humanity, its professional aspect has its roots in the work of Frank Parson who in 1905, founded a Vocational Bureau in Boston, United States of America as an agency to address the problem of unemployed youths, (Kochhar, 2013). The purpose of Parson's Vocational Bureau was to assist young men to make vocational choices based upon their occupational interests and abilities. This marked the genesis of what has come to be known as Vocational or career guidance which is a major component of School Guidance and counselling today. After 1905, career guidance gained momentum and was expanded in scope to include educational guidance and training in preparation of a career (Kochhar, 2013). It was therefore from America that the guidance movement spread to other parts of the world; Europe, Asia and finally Africa.

In Zambia, the provision of Guidance services started in 1967 when career guidance was initiated under the auspices of the Psychological Services of the Ministry of Education to provide guidance to pupils to help them get into occupations according to their abilities (Tuchili, 2008). This responsibility was placed on Careers Masters

who today are referred to as School Counsellors or Guidance teachers. By 1970 all existing secondary schools were directed to appoint Careers Masters. The Psychological Services Unit and its successor, the Guidance Unit had the responsibility of monitoring the provision of Career guidance by the Careers Masters in Secondary Schools (Ministry of Education, 2003). Between 1971 and 1990, several significant steps were taken in the development of Guidance and Counselling Services in Zambia culminating in the introduction of the School Guidance Services Unit in the Directorate of Teacher Education and Specialised Services of the Ministry of Education. This new unit was given a broader mandate of taking care of the cross cutting issues such as HIV and AIDS, career guidance, Psychosocial life skills and counselling as an integral part of its operations. (Ministry of Education, 2003).

The resolve of the Zambian Government to ensure that learners in all schools receive adequate Career Guidance is reflected in its Education Act of 2011 which compels all schools to provide Career guidance and Counselling services to learners. For example the Education Act 2011: states that “counselling and career guidance shall be an essential component of the learners welfare at all levels of the Education system and shall be part of the overall management and administration of the education system,”

As a result, the Zambia Education Curriculum Framework of 2013 has embraced career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum. In this regard, subject teachers are required to teach or provide careers guidance to learners in relation to their subject areas. The Zambia Education Curriculum Framework also provides for a two career pathways to be followed by learners in secondary schools namely: the Academic Career pathway and the Vocational Career pathway. This provision requires teachers in secondary schools to place pupils in either of the two 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, interest and abilities to careers. Additionally, school leavers today end up on the streets without being aware of their career paths. It was not clear whether the teachers whether teachers' competences in career guidance were adequate, hence the need for this study.

Some studies have been carried out to investigate such aspects as the relevance or the impact or the effectiveness of the Guidance and Counselling Programme in Zambian secondary schools (Chilala, 2000; Ndhlovu, Kasonde-Ng'andu and Phiri, 2010; & Tuchili, 2008). These studies established that whereas, career guidance is offered in schools, a number of learners still leave school without knowing their careers as they still fail to make informed career choices. This creates a knowledge gap as we do not know whether our teachers have the competence to provide career guidance to pupils.

1.2. Statement of the Problem The Education Act of 2011 requires every school in Zambia to provide career guidance to all learners and the Zambia Education Curriculum Frame Work of 2013 has prescribed a duo career pathway system; the Academic pathway and the Vocational pathway. It has further prescribed that career guidance be integrated in all subjects. This implies that all teachers must play an active role in providing career guidance (MESVTEE, 2013). This development raises a question; How competent are subject teachers in career guidance? Since we do not know how competent subject teachers are in offering career guidance to learners, this study intended to answer the question and fill the knowledge gap.

1.3. Purpose of the study

The purpose of this study was to assess the competences of teachers in providing career guidance to learners in selected Secondary Schools in Solwezi District.

1.4. Objectives of the study

This study was guided by the following specific objectives:

1. To find out whether teachers were providing career guidance to learners.
2. To determine knowledge levels in career guidance of the teachers who provide career guidance services.
3. To establish the competences of teachers who provide career guidance services.
4. To assess the teachers' motivation in providing career guidance services.
5. To find out the extent to which learners are satisfied with the quality of career guidance they are receiving in school.

1.5. Research Questions

In line with the objectives, the study sought to answer the following questions:

1. What is the evidence that teachers are providing career guidance to learners?
2. What are the knowledge levels of teachers in career guidance?
3. What are the competences of the teachers who are providing career guidance services?
4. What factors motivate teachers to provide career guidance?
5. To what extent are learners satisfied with the quality of the career guidance they are receiving?

1.6. Significance of the study

The findings of the study may inform teachers, school administrators and policy makers on the competence of teachers in providing career guidance in schools and whether using teachers to provide career guidance to learners is yielding desired results or not, thereby influencing policy direction.

1.7. Theoretical Framework

The study used the Social Cognitive Career Theory which explains the process through which people form interest, make choices and achieve varying levels of success in education and occupational pursuits (Lent, Brown and Hackett, 1994) . Anchored in Bandura's (1986) Social Cognitive Theory, this theory was advanced by Lent, Brown and Hackett (1994) and it attempts to use social cognitive mechanisms to explain why people become interested in different academic and vocational domains, why they experience success or failure and why they eventually choose academic or career behaviours (Mills, 2009). The social cognitive career theory focuses on several cognitive –person variables such as self-efficacy beliefs (one's beliefs about his or her abilities), outcome expectations (consequences of succeeding or failing at a particular task) and goals or intentions and how these variables relates with other aspects of the person and his or her environment.

The principal assumption of this theory is based on the interconnection between the personal cognitive and environmental parameters. Therefore behaviour is considered to be a function of an individual's personal factors, learning experiences, self-efficacy beliefs, outcome expectations, interest, environmental norms and intentions (Rojabi et al, 2012). In this theory, it is propounded that self- efficacy beliefs and outcome expectations have a direct influence on intention or goal, which therefore can be changed due to the effects of self –efficacy beliefs and outcome expectation (Gainor and Lent, 1998).

It is important that teachers understand the process through which people form interests, make choices and achieve varying levels of success in education and occupational pursuits for them to competently provide career guidance. Understanding the Social Cognitive Career Theory process therefore helped this study to assess what it takes to provide career guidance to learners.

1.8. Delimitation

The study was conducted in seven Secondary Schools in Solwezi District. These Secondary schools were chosen on the basis that they were easily accessible and all had classes running from Grade 8 to 12.

1.9. Limitation of the study

The study was focused on seven selected Secondary Schools in Solwezi district. At the time of collecting data Grade 12 pupils were writing their final examinations. This posed a challenge in accessing them. Consequently the perspective and experiences of this group of pupils who had been in school longer than compared to other pupils could not be captured. However data was captured from Grade 11 pupils. Since this study was conducted only in Solwezi, its findings may not be generalised to the whole country.

1.10. Operational Definitions of terms

For the purpose of this study the terms below will be understood as defined below:

Assessment: An examination to ascertain the status or value of something.

Competence: Ability or Capacity to do work or a task well

Career Guidance: Services provided to help a learner to choose a career or occupation, plan for and enter it and progress in it.

Subject teacher: One who provides knowledge and information to learners in a particular academic discipline.

Guidance teacher: A teacher who is in charge of the Guidance and Counselling program in a school.

1.11. Ethical Considerations

Before undertaking this study due consideration was given to ethical concerns. The researcher obtained written consent from the University Zambia to conduct this study. The researcher also got written permission from the Provincial Education Officer- North Western Province to conduct the study in selected schools in Solwezi district and further permission was sought from the District Education Board Secretary and Head teachers of the selected schools in Solwezi district. Consent was obtained from the participants and respondents before they participated in the study by way of them reading and signing a consent form. They were assured of the right to understand what the research was about and that the researcher would share the findings with them for their reactions.

1.12. Organisation of the study

This dissertation comprises six chapters. The first chapter gives an overview of the study covering; the background to the study, the statement of the problem, purpose of the study, objectives, research questions, significance of the study, theoretical framework, delimitation of the study and operational definition of terms. Furthermore, the first chapter also includes the organisation of the study and a summary of the chapter.

The second chapter is a review of literature related to the study. The related literature is presented according to the research objectives. A summary of the literature reviewed is also reviewed in which the knowledge gap is highlighted.

The third chapter presents the methodology used in the study and includes the following: research design, study population, study sample, sampling techniques, research instruments, data collection and data analysis

The fourth chapter presents the research findings while the fifth chapter discusses the findings of the study. Chapter six presents the conclusion and recommendation of the study while the references and appendices make up the last part of this report,

1.13. Summary of the chapter

This chapter has dealt with the background to the study by briefly discussing the factors that necessitated the study and outlined the problem statement, study objectives, research questions, research questions, significance of the study, theoretical framework, delimitation and limitation of the study, operational definitions of terms organisation of the Dissertation. The next chapter looks at the review of literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

Overview

The previous chapter provided the introduction to this study. This chapter presents a review of related literature to the study so as to appreciate what the findings of the earlier studies that had been done on the same subject (Cresswell, 2009; Hart, 1998; Kombo and Tromp, 2014; & Ritchie and Lewis, 2011). This helps to deepen the researchers' understanding of the topic at hand and to delimit the scope of the study by identifying the knowledge gaps that need to be filled. Searches of literature related to the study indicate that not many studies have been carried out to interrogate the competence of teachers in career guidance. However several studies have been done on the periphery of this subject in many countries including Zambia (Chilala, 2000; Nyamwaka, 2013; Ogunsami, 2011; Orenge, 2011; Tuchili, 2008 & Wong, 2004). Hence the need for this study. The literature review is presented according to the following sub themes: the concept of Career Guidance, the historical perspective of career guidance and according to the specific objectives of the study.

2.1 The Concept of Career Guidance

Schools world-wide have a duty to provide Career Guidance to their learners throughout their stay in school as part of their Guidance and Counselling programs. Hughes and Karp (2004) hold the view that giving young people the tools and knowledge to realistically plan for their future is a primary goal of education. In most countries including Zambia the duty of providing Career Guidance is mandatory. (Government of the Republic of Zambia, 2011; and United Kingdom Government, 2011). Career Guidance is a major component of the school Guidance and Counselling programme and is therefore an integral part of the education system worldwide (Kochhar, 2013; Makinde, 1986 & Ndhlovu, 2015).

The concept of Career Guidance is generally replacing the concept of Vocational Guidance which is focused upon the choice of occupation and is distinguished from Education Guidance which focuses upon choice of study. Ndhlovu (2015) has observed that Career Guidance is synonymous with Vocational Guidance. This perhaps explains why in most literature on Guidance and Counselling the two terms

are often used interchangeably. The field of Vocational Guidance emerged during the late part of the 19th Century and the early 20th Century in the United States of America as part of the Guidance and Counselling Movement. According to National Open University of Nigeria (2015), the concept of Vocational Guidance has changed over some time. Kolo (1999) in Tor – Anyiin (2008) posits that “by the late 19th Century and the beginning of the 20th Century the term Vocational Guidance was in use but with time it has been replaced by the term Career Guidance which is more contemporary and also agrees with the recent trends in the field that career is a life process.”

As a terminology, Career Guidance is a derivative of two words namely; career and guidance. Defining both terms separately gives a clear picture of what Career Guidance is all about. In its broader sense, the word career is used to refer to a person’s total life pattern which includes both work and non-work factors (Hayes and Hopson, 1972). The term Guidance as observed by National Open University of Nigeria (2014), has been defined in diverse ways by various scholars but pointing to the same thing. Shertzer and Stone (1976) define it as a process of helping individuals to understand themselves and their world. This definition is premised on the understanding that when individuals understand themselves and their environment, positive adjustment will take place. Thus Guidance is seen as an umbrella term that covers all the means whereby an institution identifies and responds to the individual’s needs to help the client develop his or her maximum potential and be able to face life. Hughes and Karp (2004) supports the foregoing by stating that Guidance is an umbrella term encompassing many services aimed at students personal and career development. In Zambia it is not yet known whether teachers have the competences to provide the diverse services aimed at learners’ personal and career development encompassed in guidance hence the need for this study.

Bulus (1990) define guidance as the assistance made available to an individual of any age to help him or her own life, activities, develop own point of view, make own decision and carry his or her own burden. Denga (1983) in Mallum (2000) also define Guidance as a cluster of services aimed at helping a person to understand “self” and to take appropriate steps in educational, occupational and life planning generally. Akinade (2002) also adds his voice by defining Guidance as a term used

to cover a number of specialised services in schools. Such services include the information service, testing method, placement service; follow up service and counselling service. However looking at the trends in the world today, the provision of these specialist services are no longer limited to the school but include the community in general.

From the definitions of Guidance, it can be concluded that there is a consensus among scholars and professionals that Guidance is a professionally planned programme purposively designed to help handle problems of individuals' adjustment in school, home, industries and society to maximise human performance (NOUN, 2014). Guidance is thus a cognitive educational service provided within or outside the school system that helps people to understand themselves, provided they reveal accurate, reliable and valid information about themselves and their environment. The teachers providing career guidance must have the competence to deliver the service effectively hence the need for this study to ascertain their competences.

The term Career Guidance may therefore be defined as a process that is intended to help people and individuals to cope with and solve problems relating to occupational choices, plans and adjustments with due regard to individual characteristics or differences and their relation to occupational choices. The Organisation for Economic Cooperation and Development(2004) has defined Career Guidance as the services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training, and occupational choices to manage their careers. Put differently Career Guidance can be seen as the process of helping individuals learners or students to make career decisions based on evidence of abilities, interests, skills attitudes and available job openings. This definition include making information about the labour market and educational and employment opportunities more accessible by organising it, systemising it and having it available when and where people need it. The definition also include assisting people on their aspirations, interests, competence, personal attributes, qualifications and abilities to match these with available training and employment opportunities. In Zambia, the competences of teachers who provide career guidance as defined above were not known and this knowledge gap motivated this study.

Career Guidance services or activities may be found in schools, Colleges, Universities, Employment Agencies (both public and private) and in the work place. These activities may take place on individual or group basis and may be face to face or at a distance using Information and Communication Technology (ICT) such as phone lines and Web- based services. They include Career Information provision (in print, electronic and other forms), Assessment and Assessment tools, counselling Interviews, Careers Education (helping learners to develop Self- awareness, opportunity awareness and career management skills), work search programs and transitional services (OECD, 2004). It was not known whether teachers had the competence to provide this specialised service. It was that knowledge gap that motivated this study.

Equipping pupils with the tools and knowledge to realistically plan for the future is the principal goal of education world-wide. Career Guidance is therefore of great importance to modern day pupils who are more than ever ‘motivated but directionless’(Schneider and Stevenson, 1999). The National Centre for Educational Statistics (2001) reported that pupils in the United States of America (USA) had high ambitions expecting to be highly educated with career choices already made, yet studies have shown that many do not develop coherent plans for achieving their goals. Almost two- thirds of high school graduates enter Universities immediately after high school; however more than a third of these leave within two years without earning any degree because they were not properly guided. A similar situation obtains in Zambia. However, it was not clear whether this was a result of teachers having questionable competences in career guidance making this study necessary.

Career Guidance can provide pupils with the necessary tools for setting career goals and getting an understanding of the pre-requisite education and skills they need to achieve their set goals. Career Guidance therefore plays a key role in helping the labour market work and the education systems meet their goals. It is the process of helping a person to choose an occupation, prepare for it, enter into it and make progress in it. (Kochhar, 2013) Thus the primary concern of Career Guidance is to help individuals to make decisions relating to planning, choosing and adjusting in a career.

It is worth noting that in the ever changing world of today emphasis is no longer put on the concept and content of Vocational Guidance as the choice of an occupation based on information about jobs and the characteristics of an individual but on the concept of Career Guidance which emphasises the fact that the probability of success in any vocation or career is determined by personality and motivational factors operating through the vocational pattern if the minimum job requirements are met. Career Guidance therefore, brings Vocational Guidance and Education Guidance together and stresses the interaction between learning and work. Career Guidance has been identified as a key focus in addressing the mismatch between the needs of the labour market and the products of the educational and training systems thereby dealing with unemployment and improving labour mobility (Ajufo, 2013). This calls for teachers to be abreast with these changes in focus and emphasis on career guidance hence the necessity of this study.

Writing about Career Guidance in the context of the education or school system, Kochhar (2013) defines Career Guidance as a process that is intended to help learners cope with problems relating to occupational or career choices, plans and adjustments. In other words, Career Guidance in the context of the school refers to the constellation of related functions or services that are provided in order to assist individual learners in solving problems pertaining to career choices, plans and adjustment with due regard to individual characteristics and needs and their relations to occupational opportunities (Barki, 1986; Ndhlovu, 2015). In its guidelines on the administration of Guidance and Counselling, MESVTEE (2014) has defined Career Guidance as the process of helping a learner to choose an occupation or a career, prepare for it, enter into it and progress in it and also to relate personal skills, interests and abilities to his or her career. This study intended to assess whether teachers had competences to provide career guidance in line with the prescribed guide lines.

2.2. The historical perspective of Career Guidance

2.2.1. Global Perspective

Career Guidance is an integral part of Guidance and Counselling services being offered in schools and other institutions of learning such as Universities and Colleges. The counter parts of career guidance are Educational guidance and

Personal- Social Guidance. Informally we can say that career guidance is as old as Guidance and Counselling and indeed as old as humanity itself. (Kochhar, 2013) In traditional society guidance was offered to the young people by the elders in the family such as grandparents, uncles and aunts to help them grow well and develop into responsible people in their communities. The clergy as well as the traditional doctors provided guidance and counselling to people in distress. (Ndhlovu, 2015). Prior to 1905, guidance in the education systems of the western world (United States of America and Europe) was offered in unorganised and informal way in spite of it being an important aspect of education the education process. This guidance was offered by teachers who were interested in helping pupils to overcome problems of learning and adjusting to school demand. It was informal and incidental taking the form of advice giving, ordering and prescribing. (Hayes and Hopson, 1972; Ndhlovu, 2015). This study therefore intended to establish whether this was still the situation obtaining in Zambia by assessing the competence of teachers in career guidance.

The concept and practice of formal career guidance trace its origin back to 1905 and to the work of Frank Parsons of Boston, Massachusetts in the United States of America who is credited as the father of Vocational Guidance. Parson worked in the Boston Housing Settlement where he worked directly with young who were struggling to find work in order to find a living. Super (1983) describes Parsons as a Boston Lawyer- engineer – social reformer who become interested in unemployed school leavers and set up a counselling service or vocational bureau. This achievement as well as the posthumous publication of his classic book ‘Choosing a Vocation’ signalled the emergence of vocation guidance and the Guidance movement in America making Parson the pioneer of the Guidance movement.

Gysbers, Drier and Moore (1973) identifies vocational or career guidance as a reform movement or movement dedicated to helping individuals meet the challenges of the social economic changes taking place during those days. Parsons (1909) defined Vocational Guidance as an aid to young people in choosing an occupation preparing, preparing for it, finding an opening in it and building up a career of efficiency and success. Parsons work stimulated interest in other scholars such as Jesse. B. Davis, Anne Read and Eli Weaver who advocated social reforms and stressed the necessity for schools to prepare youngsters to meet the challenges of a competitive and materialistic world (Jayasinghe, 2001; Ndhlovu, 2015).

Several factors combined to necessitate the development of Career Guidance. Makinde (1988) cites the need for Vocational Guidance, need for Mental Health Clinic, need for the development of Standardised Tests, and Personnel work in Industry and Technological development during the Industrial Revolution as some of the factors that necessitated the development of Career Guidance. During the late 19th Century, America and Europe were experiencing the Industrial Revolution which saw economies transforming from predominantly agriculture to industries such as manufacturing, and mining which required new skills in workers to run production. People now needed to understand themselves and the world of work leading to the need for Vocational Guidance.

There was need or a strong desire to come up with ways of preventing mental illness resulting from psychological trauma and stress due to joblessness among the youth who migrated into the Industrial towns of America from the rural areas. This gave rise to Mental Health Clinics. There was also need for the development of standardised Tests in order to help people with mental retardation or intellectual disabilities in terms of assessing their mental capacity or intelligence quotient. This resulted in the development of the testing movement and the work of Alfred Binet gave impetus to other scholars to delve into the field of Psychological testing. Ndhlovu (2015), posit that Binet's Intelligence scale of 1905 was a big step in the development of the psychological measurement techniques that gave a greater degree of objectivity to the process of educational planning for children and young adults. During both the first and the second World Wars, there was increasing demand for Standardised Tests to help the American Army place its recruits or draftees in appropriate units. This gave further impetus to the testing movement and several types of tests were developed.

Personnel Work in Industry was another influence leading to the evolution of the present day guidance movement. Dr Leta (1908) is credited as the pioneer of the job analysis, job satisfaction and the recruitment and assessment techniques which gave rise to the need of Personnel Officers and Managers in industries. Technological advancement or development brought in issues of division of labour and specialisation which required people to be guided in areas of work to specialise in. The foregoing developments were some of the key factors that gave rise to the Vocational Guidance movement in America which has transformed over time

into Career Guidance. From America, the Vocational Guidance movement spread to Europe, Australia and New Zealand and later in the 1950s to Africa. With all these developments it was still not clear class teachers Solwezi, Zambia were competent to provide career guidance to learners thereby making this study necessary.

2.2.2. African Perspective

Though it has been argued in some quarters that Guidance and Counselling which encompasses Career Guidance has always been part of the African heritage, integration of Guidance and Counselling services into the education system began only in the late 1950s as Winsome (2000) notes that the beginning of Guidance in some African countries such as Nigeria could be dated in the fifties.

2.2.3. Zambian Perspective

The history of career guidance services in Zambia can be traced back to 1967 when the Ministry of Education initiated the idea of establishing careers guidance in Schools. However it was only in 1970 that the Ministry of Education directed all Secondary Schools by way of a Circular to appoint teachers from among their staff to serve as Careers Masters (Ministry of Education, 2003; Ndhlovu , 2015). The work of these newly appointed Careers Masters was to provide career guidance to help pupils especially those in Form V to make career choices in terms of tertiary education and careers or jobs to pursue upon completion of secondary education (Tuchili, 2008; Wood, 1974). The year 1971 has a special place in the history of Guidance Services in Zambia because a Careers Guidance Unit was established and a Career Guidance Officer was appointed to co-ordinate, organise and inspire the work of Careers teachers in all secondary schools. This office was placed under the administration of the Psychological Services Unit at Ministry Headquarters (Ministry of Education, 2003).

In 1981, the Psychological Services Unit was transferred to the Examination Council of Zambia and was later abolished. This development gave rise to the establishment of the Guidance Unit in the Ministry of Education which operated as a separate entity

and had restricted responsibility for careers guidance. While the Ministry of Education was at work promoting career guidance in Secondary schools, some individuals were equally at work to champion the agenda of Career Guidance. To this end Ndhlovu (2015:4) asserts that “in the early 1980s, the Lusaka Province Careers Masters Association was formed in Lusaka by Mr Penius Penyani, Mr Lewis Sauti, Mr Daniel Ndhlovu, Mrs Angela Chombolola and others. With this development a careers radio program was introduced.”

In order to provide trained man power to provide career guidance in schools, formal training in Guidance, Counselling and Placement began at the Technical and Vocational Teachers College (TVTC) in Luanshya. In 1990, the Guidance Unit was renamed the School Guidance Services Unit and given a broader mandate or expanded functions to include those of counselling and to ensure that all aspects of Guidance and Counselling were effectively covered in the School Guidance Curriculum including HIV and AIDS, Family life Education and Girl- Child Education. (Ministry of Education, 2003). In 1992, the Ministry of Education issued a Circular directing all schools (both primary and secondary) to appoint Guidance teachers to be in charge of Guidance and Counselling Services. Thus the title Guidance teacher replaced the term Careers teacher by the authority of this directive. In 1996, the Ministry of Education acknowledged the existence and role of Guidance and Counselling Services in the 1996 Education Policy, ‘Educating Our Future’ (Ministry of Education, 1996).

In 1997, the Ministry of Education appointed Senior Education Officers (Guidance) to co-ordinate the provision of Guidance and Counselling Services in all the 9 provinces. When the Ministry of Education was restructured, in 2002, the position of Principal Education Officer (SGS) and Senior Education Officer (Career Guidance) in the School Guidance Services Unit at the Ministry Headquarters to co-ordinate and supervise the provision of Guidance and Counselling Services in the country. Later this Unit was placed under Teacher Education and Specialised Services. Later on in 2003, a position of District Guidance Co-ordinator was created and Officers were seconded to all District Education Offices though this position is not yet in the establishment of the Ministry of Education. However efforts are being made to ensure that these positions are on the establishment and the Officers are substantively appointed (Ndhlovu, 2015).

Other significant milestones in the historical development of Career Guidance in Zambia include the enacting by Parliament of the revised Education Act No. 23 of 2011 which further amplifies the need for Career Guidance in Article 30 as it states that “Counselling and Career guidance shall be an essential component of the learners welfare at all levels of the Education system and shall be part of the overall management and administration of the education system,” This has legally placed a duty on every school in Zambia to provide Guidance Services to learners. The Revised Zambia Education Curriculum Framework of 2013 has also embraced Career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum requiring subject teachers or teachers in general to teach or provide careers guidance to learners in relation to their subject areas. The Zambia Education Curriculum Framework also provides for a two career pathways to be followed by learners in secondary schools namely: the Academic Career pathway and the Vocational Career pathway. This provision requires teachers in secondary schools to place pupils in either of the two Career pathways.

In 2014, several Guidance and Counselling reference materials were approved for use in schools and Colleges of Education. These documents includes; the Careers Guide for learners, Guidance and Counselling: Teachers Guide, Guidance and Counselling: Lecturer’s Guide and the Handbook for the Implementation and Administration of Guidance and Counselling in the Education Sector. The resolve of the Zambian Government to ensure that learners in all schools receive adequate career guidance is reflected in its Education Act of 2011 which compels all schools to provide Career guidance and Counselling services to learners. For example the Education Act 2011: states that “ Counselling and Career guidance shall be an essential component of the learners welfare at all levels of the Education system and shall be part of the overall management and administration of the education system,”

As a result, the Zambia Education Curriculum Framework of 2013 has embraced Career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum. In this regard, subject teachers are required to teach or provide careers guidance to learners in relation to their subject areas. The Zambia Education Curriculum Framework also provides for a two career pathways to be followed by learners in secondary schools namely: the Academic Career pathway and the Vocational Career pathway. This provision requires teachers in secondary schools

to place pupils in either of the two 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, interest and abilities to careers. Additionally, school leavers today end up on the streets without being aware of their career paths.

Some studies have been carried out to investigate such aspects as the relevance or the impact or the effectiveness of the Guidance and Counselling Program in Zambian secondary schools (Chilala, 2002; Ndhlovu, Kasonde-Ng'andu and Phiri, 2010 & Tuchili, 2008). These studies established that whereas, Career guidance is offered in schools, a number of learners' still leave school without knowing their careers as they still fail to make informed career choices. However, these studies did not interrogate the competences of teachers in career guidance therefore, the competence of teachers in this specialised field remained unknown. This gap in knowledge necessitated this study.

2.3. Evidence that Teachers are providing Career Guidance in Schools

All the studies reviewed have indicated that career guidance services are important for today's youths who are more than ever motivated but ever directionless. Most of the literature reviewed showed that career guidance services were offered in most of the schools, though the mode of delivery differed from one country to another. Ombaba et al (2014) observed that student in secondary schools need career guidance services to make informed career choices which will contribute to the skilled man power needs of the economy. They contend that School Guidance programs provide professional services to students to enable them make appropriate decisions on future careers. Career guidance services are an organised set of specific services established as an integral part of the school programme. These services assist learners to understand themselves, accept themselves and utilise their abilities, aptitudes and interests to acquire skills will make them useful members of society. The Government of Hong Kong (2010) guides that career guidance services are an inclusive term which usually is a range of interventions including career education and counselling that help students to develop and use knowledge, skills, and right attitudes in making decision on their study or work options and life roles. These

definitions of career guidance services are consistent with the perspective of this study as it defines career guidance services as, the services provided to help learners to choose a career or occupation, plan for it, enter it and progress in it. This understanding is key in assessing teacher's competence in providing career guidance to learners.

Evidence of teachers providing career guidance in schools may be adduced from the availability of certain activities and indications of students participating in those activities. According to National Centre for Educational Statistics (2003), the most commonly available career guidance activities in public high schools in America in 2002 were; use of college catalogues, individual counselling sessions, computerised career information sources, testing and having tests interpreted for career planning purposes, use of non-computerised career information sources, occupational information units in subject matter courses, exploratory work experience programs, careers days, vocational orientation assemblies, speakers in class, job site tours, tours of post-secondary school institutions, job shadowing, group guidance / counselling sessions, training in job seeking skills and courses in career decision making.

Furthermore student participation regardless of whether an activity is offered provides another indicator of the prevalence of career guidance activities. Most of these activities require certain knowledge skills and attitude on the part of the guidance providers for them to be effectively carried out. However it was not known whether teachers had the required competences to carry them out. This gap necessitated this study.

Research evidence also demonstrates clearly that careers services and careers support activities can and do make a significant difference in terms of learning outcomes such as increased self-confidence, self-esteem, motivation, and enhance decision making. There is also strong evidence that Careers Education Information, Advice and Guidance (CEIAG) support significant participation in learning and educational attainment (Hughes and Gratton, 2009). Learners who are availed career services and career support are assertive, motivated and make informed decisions.

In addition, there is considerable research which suggests that young people frequently seek out career support from a trusted adult within their immediate social network and that teachers are a likely source of this support, particularly where career

aspirations are connected to interest in academic subjects (Munro and Elsom, 2000; Hutchinson and Bentley, 2011; Nugent et al., 2014). Given that young people are likely to turn to their teachers for career support, it is impossible and also undesirable to discount teachers altogether. As has already been argued, there are also many international examples of teachers being integrally involved in the delivery of career support. However, this raises the question of the appropriate roles teachers might adopt in this area and how they should relate both to careers professionals and to employers. In trying to answer the question, the current study sought to assess teachers' competence in career guidance.

Some teachers may argue that a focus on careers is not part of their role. They may contend that their specialism is in the development of subject-based knowledge, and that they do not have the skills or knowledge to support young people's career development; they may also take the view that the school system should not be about preparing young people for work. Harris (1999) highlights a range of different rationales for this area, noting that it is possible to see it as being about matching talents, finding jobs, producing workers or developing citizens. The final rationale for these conceptions is the most expansive, linking to a range of ethical concerns, to commitment to lifelong learning and to the realisation of the potential of the individual. Such broad conceptions about the nature of the activity link more easily to subject-based learning and to core concepts in teachers' professionalism. Every teacher however has a duty to make his or her subject relevant to learners. This is done by appropriately linking one's subject to life after school.

In some places especially in the United States of America, Canada, Europe Australia and New Zealand only trained and certified personnel provide Career Guidance Services in the schools (National Centre for Educational Statistics, 2003; OECD, 2004 & Watts, 2000). In some countries however, career guidance is integrated in the curriculum and all teachers are required to play a key role in delivering these services to the learners as part of their teaching while specific Guidance teachers or School Counsellors coordinate the Guidance programmes in the schools. This is the case in Zambia hence the current study sought to assess the teachers competence in career guidance.

The Literature reviewed also indicated that the mode of delivery of career guidance in a school notwithstanding, teachers are key in its success. In their study to explore the role of teachers in career guidance in Pakistan, Khan et al. (2012) found that teachers were playing a vital role in guiding learners for their careers. The study established that the teachers act as informal counsellors guiding learners in the choices of subjects and careers. The study further revealed that learners saw their teachers as role models and attached high value to their advice. The same study also established that in Pakistan Parents mostly relied on teachers for their children's guidance and career counselling. Against this background it goes without saying that teachers need background knowledge in career guidance hence the significance of this study.

In South Africa, the common practice in most schools where career guidance services are available has been the emphasis on secondary school learners especially the Grade twelve learners but the revised National Curriculum Policy Statement of 2002 of the Department of Education has made provision provisions for Career Guidance from Grade one to Grade 9. Furthermore since 2006 Career Guidance in South Africa was given the status of a fundamental subject from Grades ten to Grade twelve (Mahlangu 2011). In their study to assess the implementation level of Guidance and Counselling in Kenya, Nyamwaka et al. (2013) found that Career Guidance is offered in most schools but not sufficiently due to inadequate resources allocated to it such as time, financial, material and human resources. Orange (2011)'s findings were consistent with the foregoing as she also established that in Kenyan schools Career Guidance teachers were available but not adequately empowered with Guidance skills, knowledge and facilities to carry out Career Guidance services. However it was clear in the reviewed literature that subject teachers were not considered as part of the providers of career guidance to learners. To fill this gap, the current study included class teachers as participants as they are also required to provide career guidance.

In Zambia like other countries such as Japan, Career Guidance is integrated within the academic curriculum and is required to be delivered by all teachers instead of only Guidance teachers (GRZ, 2011; MESVTEE, 2013 & Tuchili, 2008). In his study Hamatuli (2010) posited that career guidance should be integrated into the subjects taught in the schools because it would help relate the subjects to the careers students

would join in future. When Subject teachers and Guidance teachers work as a team, student stand to gain in their ability to understand themselves and make career choices. Hamatuli (2010) argued in his study that careers information need to be provided and accessed by all pupils starting from early Secondary school grades in order for them to make smooth transition from school to higher institution of learning, from school to work and from school to lifelong learning in this 21st Century. Zunker (1998) reports that a survey conducted by Holyt and Lester in 1995 strongly suggested that schools should give more attention to the following: career planning and developing job skills in pupils, finding jobs and helping job bound pupils to develop work skills. Hooley et al. (2011) report that career guidance is most effective when it is integrated within the academic curricular and begin in early grades. They further report that a key finding in their study was that curriculum led approaches in which careers activities are linked to the curriculum are the most effective.

Studies by various researchers have established that whereas, career guidance is offered in schools, a number of learners, still leave school without knowing their careers as they still fail to make informed career choices (European Commission, 2013; Perkins, 1999 & Ndhlovu, Kasonde – N’gandu and Phiri, 2012). Various reasons including lack of Guidance materials in schools, heavy teaching load of the guidance teachers and lack of support from the administrators have been advanced as some of the reasons for this state of affairs. What is not known is whether the competences of teachers in career guidance have a bearing on the provision of career guidance Services, a gap that the current study sought to fill.

2.4. Knowledge Levels of Teachers in Career Guidance

In order to effectively provide career guidance to learners, teachers need to have sufficient knowledge in the field of career guidance. The Oxford Advanced Learners Dictionary (2010) defines knowledge as the information, understanding and skills that one gains through education or experience. The term Knowledge level therefore implies the amount of information, understanding and skill a person has in a particular field. Teachers need to be knowledgeable in their responsibilities towards their students inside and outside the class room. One important teacher role inside and outside the classroom is to provide career guidance to learners (Lai-Yeung,

2014). Choosing a profession is an important and complex process for each student and the quality of this process depends on the individual's entire existence with implication on personal social and professional levels.

According to Gorghius et al. (2013) career planning or the process of choosing a career involves a series of related aspects; pedagogical knowledge, educational guidance, counselling and career guidance. These cannot be done only in the special offices, for pedagogical assistance or in tutoring classes. Within each discipline or subject, through valorising various pedagogical contents, teachers must envisage the fulfilment of specific objectives that target areas of counselling and career guidance. Regardless of the discipline they teach, teachers constitute an important factor in career guidance everywhere in the education system, so during their lessons, the objectives of career guidance are realised though not always in an explicit manner. Studies have shown that the preference for an educational discipline triggers the choice of a certain professional category and vice versa, in the student's interests in disciplines close to it (Gorghius et al. 2013). It follows therefore that teachers who teach subjects from the domain of sciences for instance, can contribute to career guidance of the pupils aimed at; a good psycho-knowledge of every pupil, highlighting each pupil's dominant features of personality, interests motivation attitude and skills, informing pupils about professions related to the discipline taught (Physicist, Chemist, Biologist etc), training and developing the specific theoretical and methodological skills needed to exercise the profession, counselling, advising and guiding pupils in the process of choosing a career or a profession.

In education systems where career guidance is integrated in the curriculum, all staff members need to work collaboratively at school, with parents and the community at large to help students achieve all round development and lifelong learning. Since all teachers are involved in career guidance at school to varying degrees, there is a definite and important need for Guidance and Counselling training for all teachers (Yuen, 2000). Globally, there are a number of changes in the work place that are relevant to teachers and counsellors as they facilitate career guidance activities and counsel pupils in making career decisions. Hughey and Hughey (1999) posits that becoming aware of and staying current about the changing work place is important as teachers and counsellors seek to help pupils to be informed and become knowledgeable about the changing work place and the implications of these changes.

Feller and Dally (1992) observes that with the changes taking place in the work place, students require to be helped by teachers to develop skills that will enhance their opportunities for success. They have summarised these skills as:

- i. Learning to Learn; reading, writing and mathematics.
- ii. Communication;
- iii. Adaptability; (creative and critical thinking, problem-solving.
- iv. Personal management; (self-esteem, goal setting / motivation, personal /career development)
- v. Group effectiveness; (interpersonal skills, negotiation and team work)
- vi. Influence; (organisational effectiveness and leadership)

The challenges posed by the changes in the work place make it essential that every effort be made to enhance the career development of pupils through the career guidance programs in schools. The challenge therefore to teachers and counsellors is to be knowledgeable of the changes and to understand the implications of the changes to the students preparing for their future.

However, some countries in Europe such as the United Kingdom have a school of thought that teachers are not better placed to provide career guidance to learners. The OECD (2008) reports that across the UK and further afield: Academically trained teachers have often spent most of their lives in education. Their experience of the wider work environment can be limited and their formal or informal advice to students may be biased towards general education and university pathways. They may be reluctant to recommend vocational courses, particularly to bright students. In the weakest provision, teachers were often required to deliver careers guidance in tutorials and assemblies but they had not had sufficient training or briefing on the range of career options available. As a result, students do not have opportunities to explore their ideas thoroughly or have access to enough information. The current study sought to assess the competence of teachers in career guidance so as to establish whether the learners were receiving adequate career guidance services in school.

A study done by Howieson and Semple (1996) revealed that some members of staff acknowledged that that they found it difficult to keep up to date with the rapidly changing range of post school options and were sometimes uncertain about the

relative merits of possible curricular choices and different post school opportunities. Fuller et al (2014), in their study to explore teachers' experiences of delivering post compulsory education and career education and the knowledge and confidence to do so found that teachers lacked confidence in delivering information, advice and guidance outside their specialisation and experience. In particular they found that teachers knew little about local provision of post-16 education and lacked knowledge of the less traditional vocational routes.

In Malta, the Career Guidance Task Force (2007), reports that Career Guidance is generally delivered by teachers who are distant from the labour market and thus are not knowledgeable enough to offer adequate guidance that reflects the changing trends in the labour market. It is not known whether the same can be said of the Zambian situation. To answer the question, the current study to assess the teachers' competence in career guidance became necessary.

Where the teachers' knowledge levels in career guidance are high, learners tend to be satisfied with career guidance services they receive in school. Ombaba et al (2014) established in their study in Kenya that learners were satisfied with the time allocated for career guidance in their schools and that their teachers and counsellors were well informed in their work in career guidance and students liked the arrangements schools had made. It was not known whether in Zambia, learners were satisfied with the career guidance services they received hence this study became necessary.

Challenges exist even in schools with career guidance specialists. Students may have limited access to these school staff members, who are often charged with serving several hundred students. Also, it is difficult for these professionals to meet all student needs and keep them informed of the rapidly changing array of career options. In such environments, science teachers play an increasingly important role in encouraging students to explore science-related career options.

Although students may not have access to career educators, all high school students have contact with at least one science teacher (Cohen and Patterson, 2015). This access to a knowledgeable science professional that can potentially provide career information and connect students with science-related opportunities may be especially significant for students from populations underrepresented in science careers. Also, due to the rapid evolution in the types of science-related occupations,

science teachers may be best positioned to understand and keep abreast of career information. However, even science educators face challenges in supporting student awareness of science professions. For example, job definitions in biology are evolving rapidly, particularly with the integration of informatics into biology careers, making it difficult for teachers to keep abreast of prospective career descriptions and the new skills necessary to enter these fields. It was for this reason that the current study sought to assess the competences of teachers in career guidance.

2.5. Teacher Competence

The term competence refers to a potential ability or capability to function in a given situation. It is not synonymous with the term competency which focuses on one's actual performance in a situation (Schroeter, 2008). Guichard and Dauwalder (2011) defines competence as the state of being adequately qualified by virtue of possessing a specific range of skills, knowledge or abilities and attitude. This range of skills, knowledge or abilities and attitude is referred to as intervention competencies. The development of intervention competencies is grounded in theoretical knowledge (notably in social, developmental, vocational and counselling psychologies, in work sociology and psychology, in employment economy etc) and in how- knows developed during supervised training. This means that competence is required before one can expect to achieve competency. Thus, competence makes one capable of fulfilling his or her job. For teachers (School counsellors, Guidance teachers, subject teachers, class teachers etc) to effectively provide career guidance in schools, they must have certain competences.

Strong and Morris (1964) posited that Guidance is an integral part of the teacher's many responsibilities which are interrelated. They are all part of the teacher's central task to guide children's learning. Thus for the career guidance programme to be successful teachers need to have competence in the discipline of career guidance. OECD (2011) reported that a recent world summit on teaching noted that teachers need to help students acquire not only the skills that are easiest to teach and easiest to test but more importantly ways of thinking (creativity, critical thinking, problem solving, decision making and learning); ways of working (communication and collaboration); tools for working (including information and communication technology); and skills around citizenship, life and career and personal and social

responsibility for success in modern democracies. It is against this background that the current study sought to assess the teachers' competences in career guidance.

2.5.1. Competence and training of Career Guidance and Counselling Teachers

In America, Europe, Australia and other western countries a guidance teacher is required to have specific qualifications to practice or provide Career Guidance. In Malta for example in order to practice career guidance, one needs to be adequately qualified and experienced. Qualifications in related fields (such as education or psychology) are not regarded as necessarily sufficient for career guidance practitioners (Sultana, 2011). As a result there are undergraduate and postgraduate training courses available for career guidance practitioners. These courses are based on clear objectives and competences. Guidance providers are granted permission to attend related short training courses within their hours of employment. Experts are asked to fill up lacunae in skills and knowledge of career practitioners (for example, on career guidance issues related to students with disabilities). The Government ensures that career guidance training at Masters level of education is available for guidance practitioners. Governments and professional bodies regulating career guidance have prescribed the competences that teachers and other practitioners need to have for them to qualify as career guidance providers. In Zambia this is not the case hence this study to ascertain the competence of teachers in career guidance.

2.5.2. Competences for Career Guidance Practitioners

According to OECD (2004) career guidance practitioners are expected to possess and demonstrate the following 12 core competences:

- i. Appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities;
- ii. Advocacy and leadership in advancing clients' learning, career development and personal concerns;
- iii. Awareness and appreciation of clients' cultural differences to interact effectively with all populations;
- iv. Integration of theory and research into career guidance practice;
- v. Ability to design, implement and evaluate career guidance programs and interventions;

- vi. Awareness of his/her own capacity and limitations;
- vii. Skills to communicate effectively with colleagues or clients, using the appropriate level of language;
- viii. Knowledge of updated information on educational, training, employment trends, labour market, and social issues;
- ix. Sensitivity towards social and cross-cultural issues;
- x. Skills to cooperate effectively in a team of professionals;
- xi. Knowledge of lifelong career development processes.
- xii. Professional development

Furthermore, OECD (2004) observed that Career guidance practitioners are required to demonstrate a commitment in continuing professional development (CPD). CPD activities should be carried out regularly and should involve, among others, updating of skills, the use of new technology and opportunity for networking. Practitioners who repeatedly demonstrate lack of interest in CPD should not be left working in the field.

Guilchard and Dauwalder (2011) observes that in France, a team of Lausanne University scholars categorised twelve competences of which five are key competences, five are supplementary and two are transversal competences .

The key competences are ability to:

- Counsel
- Interview
- Diagnose/ assess
- Inform
- Train /teach

The supplementary competences are seen in the ability to:

- Guide /coach
- Plan and deliver educational and training modules
- Do research
- Inform on issues related to life and career development
- Lead a project

The two transversal technique competences are also characterised by ability to:

- Work as a team (Networking)
- Control quality

Each of these twelve competences enables Career Guidance practitioners to perform operational tasks. They also imply acquisition of certain social and personal skills.

A study by OECD (2004) in Europe (EU States) outlined some of the difficulties involved in trying to assess the size of the career guidance workforce in different countries. They found that the non-specialised basis upon which career guidance was often delivered, the weak training and qualification arrangements that existed in most countries, and the fragmented nature of practitioner representative organisations indicated that career guidance workers or providers were still undergoing the process of becoming full professionals. In many countries, insufficient training, inappropriate training, or both, constitute significant barriers to the capacity of career guidance services to contribute to the implementation of lifelong learning and active labour market policies. The study argued for a stronger role for governments in setting training standards and content. The study's key policy conclusions were that:

Using the standard criteria for a profession, career guidance was weakly professionalised in most countries. In the largest settings in which it was typically provided (schools and public employment services) it was commonly provided by people who were also expected to do other things (teach, place people in jobs, help people with personal and study problems) and who normally did not have specialised tertiary-level qualifications and training for their career guidance work. This situation applies to Zambia and hence the study to assess the teachers' competence in career guidance.

Career guidance practitioners in many countries received either insufficient or inappropriate training. Available training programmes generally had major gaps in a number of areas that were important for the capacity of career guidance to meet the types of policy challenges.. In particular they were weak in: developing skills in ICT use in career guidance; training for support workers; providing an understanding of labour market changes; developing skills for curriculum-based delivery; teaching practitioners how to develop clients' career self-management skills; and teaching

practitioners how to organize and manage career guidance resources, as opposed to direct personal service delivery. The Zambian situation is the same as the situation described above hence the need to ascertain the teachers' competence in career guidance to policy direction in teacher education.

Governments needed to play a more direct role in reshaping the nature of the career guidance workforce and its qualification and training arrangements. A priority in most countries should have been to create separate, and appropriate, occupational and organisational structures through which career guidance could be delivered, including more differentiated occupational structures. This needed to be combined with significant improvements to the level of training required of career guidance practitioners, and with more deliberate interventions to shape the content and nature of career guidance training.

2.5.3 Training for Career Guidance and Counselling teachers in Zambia

Ministry of Education, Science and Vocational Training (2014) prescribes the competences or qualities that are desirable in teachers involved in the provision of Guidance in schools. These competences or qualities include the following:

- Being knowledgeable- this requires extensive reading and research in the area of Guidance and Counselling
- Having genuine interest in Guidance programs
- Having interest in the welfare of the learners
- Being self- disciplined
- Being honest and trustworthy
- Being non- judgemental
- Having the ability to relate and get along with others (learners, teachers and the administration staff)
- Being patient and accommodating
- Being tolerant and emotionally stable

Though there is no formal regulation requiring only the trained people to provide career guidance in Zambian schools, efforts have been made to train man power in this field. According to Ndhlovu (2015) formal training for Guidance personnel in Zambia began in 1987 when the Technical and Vocational Teachers College (TVTC)

in Luanshya started offering a two year Diploma program in Guidance, Counselling and Placement. In 2005 the National In-Service Teachers College (NISTICO) in Chalimbana also introduced a similar program to the one at TVTC. In 2006 the Zambian Open University (ZAOU) introduced a degree program in Guidance and Counselling. In 2013, in effort to increase capacity in teachers providing Guidance, the Ministry of General Education in conjunction with the Regional Psychosocial Support Initiative (REPSSI), launched a Teachers' Diploma course in Psychosocial Care, Support and Protection targeting 1000 teachers and Head teachers. This program was to run by Distance learning mode. By 2014, the University of Zambia started a Master's degree program in Guidance and Counselling. However, it is still not known whether our teachers have the competencies to provide career guidance as a research has been done to assess the teachers competencies in Career Guidance.

2.6. Teachers' motivation in providing Career Guidance to learners

Many factors have been examined in attempt to find which ones promote teacher motivation. Pay incentives alone have been found to be unsuccessful in increasing motivation, schemes such as merit pay were predicted to be counterproductive; true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs. Sylvia and Hutchinson (1985) confirmed that teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, competences, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and competencies occur when one feels effective in one's behaviour (Filak and Sheldon, 2003).

The term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003; Rosenfeld & Wilson, 1999). Motivation has been defined in several ways. It can be described as the need or drive that incites a person to some action or

behaviour, the verb “motivate” means to provide reasons for action. Motivation is crucial and important in everything we do, especially at the work place. If we do not feel driven to do our job then the work will not be successfully accomplished. Hoy and Miskel (1987) demonstrated that employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Dessler (2001) defined motivation as the intensity of a person’s desire to engage in some activity. A great number of theories, models and concepts tackle the issue and it has been discussed in various articles and books.

Motivation is a frequently disputed topic and viewed as a critical subject within the field of organizational behaviour. Having employees that are motivated when performing their work, is a prime objective for managers (Alvesson, 2004). Humans are motivated to work by different things; it can be everything from money to a flexible schedule; our life situation and external circumstances are the main decisive factors. This indicates that motivation is extremely personal; even if two individuals are exposed to the same situation they would still react in various ways and be motivated by totally different factors

Saeed and Muneer (2012) indicated that female teachers were found to be more motivated to their work than male teachers. Gupta and Gehlawat (2013) reported that no significant difference in the work motivation of male and female teachers, teachers working in private schools possessed significantly higher work motivation than those working in government schools, less experienced teachers possessed significantly higher work motivation than the more experienced teachers. Teachers’ graduate qualifications possessed significantly higher work motivation than the post-graduate qualifications. Gupta, Pasrija and Bansal (2012) reported that female teachers were more motivated in their jobs than male teachers. Kaur and Sidana (2011) found that level of work motivation of male teachers was greater than their female counterparts.

Srivastava and Krishna (1994) indicated that the ‘need for achievement’ and ‘self-control’ were the most dominant motivating forces for male as well as female teachers whereas the ‘monetary gain’ was the least effective motivator for them. Christian and Torsten (2012) findings showed that age was positively associated with

motivation for generatively related, but not growth-related tasks. Kumar, Udayasuriyan and Vimala (2008) reported significant differences in work motivation based on the demographic variables such as age, gender, teaching experience in the present organization, marital status and monthly income.

Laura et al. (2012) examined the effects of two types of motivation, driven to work and enjoyment of work. The authors also tested the effects of self-esteem on the two motives. They found that the enjoyment motive was positively related to career satisfaction and performance and negatively related to strain. Driven to work had no main effects but appeared to interact with enjoyment of work to influence performance and strain. When enjoyment of work was high, driven to work was unrelated to performance or strain. When enjoyment of work was low, increases in driven to work were associated with increases in both performance and strain. Self-esteem was positively related to enjoyment of work and negatively related to driven to work. Overall, the authors' findings suggest that being motivated by enjoyment of work facilitates both effectiveness and wellbeing.

Rachita and Piyali (2012) indicated that public employees are motivated by achievement and self-control, whereas in the private sector, employees value job involvement, pride in work, upward striving, and activity preference. Samina et al. (2011) suggested that the same types of factors of extrinsic and intrinsic rewards are not equally applicable in both the public and private sector organizations to increase the work motivation. Shiraz et al. (2011) pointed that variables such as work content, working conditions and career growth were found as key predictors to employee motivation.

Comparatively career growth was found as the most parsimonious variable in explaining employees' work motivation. Studies show that improvement in teacher motivation has benefits for students as well as teachers; however it is likely that high levels of teacher social interaction on the job are linked to high motivation levels; thus, the possibility that enhanced levels of teacher motivation will lead to superior student achievement cannot be dismissed. Rothman (1981) suggests that this association exists because teachers serve as more than just educators; they are role models. Similarly, the roles and contexts of educations' motivational methods and

tools cannot be under emphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2005).

2.7. Learner Satisfaction with provision of Career Guidance services in schools

Student satisfaction refers to the attraction, pride, or positive feeling that the students develop toward the program or institution (Danielson, 1998; Hatcher, et al. 1992). Strike (1984) indicated that the level of students' positive feeling or satisfaction is associated with students' being able to find adequate resources to meet their academic and social interests. The students' ability to project and implement their self-concepts as a students or viewing themselves as part of the institution is also related to their positive feeling of satisfaction (Sedlacek, 1987; Stikes, 1984). The students' positive feeling and satisfaction is also contingent to the students' academic and social experiences obtained at the particular institution (Aitken, 1982; Betz, Menne, Starr, & Klingensmith, 1971; Danielson, 1998; Hatcher, et al., 1992; Stikes 1984; Tinto, 1993).

The academic and social experiences of students are the vehicles that drive students into the life of the institution (Tinto, 1993). In his Interaction theory Tinto argues that student persistence can be predicted by their degree of integration. He refers to two kinds of integration; academic and social integration. Academic integration refers to how students perform academically (grades) and social integration is how the students interact with faculty (Suhre, Jansen, and Harskamp, 2006). Previous studies have shown that students who report positive academic and social experiences expressed greater satisfaction with their overall college experience (Bailey, et al., 1998; Danielson, 1998; Tinto, 1993).

Other key determinants of student satisfaction include academic performance, quality of curriculum, quality of instruction, quality of academic advising, student satisfaction with majors, and the level of isolation felt by the student (Aitken, 1982). Interaction between faculty members and students is also a factor affecting student satisfaction in their academic experiences (Allen, 1987; Betz, et al., 1971; Love, 1993; Tinto, 1993). This implies that sufficient and positive faculty-student interaction will contribute to overall student satisfaction (Danielson, 1998; Tinto, 1993). Interaction with fellow students is also associated with student satisfaction (Aitken, 1982).

Recent research has demonstrated concern that students were leaving high school unprepared for their postsecondary plans (Alexitch, Kobussen, & Stookey, 2004; Code, Bernes, & Gunn, 2006). Alexitch et al. (2004) cited students reporting inadequate preparation for higher education. Magnifico (2007) noted employers believing high schools do not teach relevant information and skills needed by the workplace, and students do not link course work beyond high school. These problems elicited advocacy for career education in high schools because students need to be postsecondary ready (Gullekson, 1995). However in Zambia it was not clear whether teacher had the necessary competences to provide career guidance hence this study became necessary.

According to Herr (1997), career counselling helps individuals to achieve greater self-awareness, develop a life/work direction, increase their understanding of learning and work opportunities and become more self-directed in managing learning, work and transitions. Furthermore, career counselling facilitates the acquisition of skills, interests, beliefs, values, work habits and personal qualities enabling each participant to create a satisfying life in constantly changing cultural, social and work environments.

High school counsellors have indicated little time to fulfil their responsibilities satisfactorily while balancing administrative duties and traditional counselling roles (Balcombe, 1995; Wintermute, 2004). Studies have also shown high student-to-counsellor ratios in North American schools (Balcombe, 1995; “Counseling Trends Survey”, 2004; Gullekson, 1995; Helwig, 2004; Lee & Ekstrom, 1987). Counsellors involved with the demands of educational policies and managing large student numbers have less time devoted to individual student counselling.

Gordon, Guez and Allen (2000) asserts that the problem of providing Career Guidance Services in Africa was that the Guidance program was in the hands of people that had no training in the field. They argued that it was highly probable that learners were not satisfied with the services rendered as they realised that the providers of Guidance had little or nothing special to offer. In Kenya a study by Orange (2011), found that shortage of trained teachers in Career Guidance militated against the teachers competence in the field leading to dissatisfaction among the learners in relation to Guidance Services. She further observed that the learners were

dissatisfied with the services on account that they were receiving inadequate career information from the teachers.

In Zambia however research has revealed a mixture of satisfaction and dissatisfaction with the Career Guidance services among the pupils. Kasonde-N'gandu, Ndhlovu and Phiri (2012) reported that in most schools pupils received sufficient guidance on career path ways and career choices. Nkhata (2010) also found that pupils from Boarding schools where there was a comprehensive guidance program, were satisfied with the services rendered. On the other hand lack of trained teachers in career guidance, limited or inadequate Guidance and Counselling resource materials and limited time for career guidance rendered provision of Career Guidance unsatisfactory to both pupils as well as to the teachers (Chilala, 2000; Tuchili, 2008). From the available literature it is evident that subject teachers were not considered as part of the providers of career guidance to learners,

2.8. Summary of the chapter

The literature review has looked at both global and local literature related to this study. The review covered the concept of Career Guidance, its history and significance to the learners. It also looked at literature relating to the availability of Career Guidance Services in Schools, the Knowledge levels and competence of the teachers in Career Guidance as well as the motivation behind the provision of Career Guidance by teachers and lastly pupils' satisfaction with the Career Guidance Services in schools. It is clear from the literature reviewed that very little is known concerning the competence of teachers in Career Guidance in Zambia as such there is still a knowledge gap on the competences of teachers who were the providers of career guidance in selected schools in North- Western Province of Zambia. The next chapter looks at the methodology used in the study.

CHAPTER THREE

METHODOLOGY

Overview

This chapter discusses the methodology used in this study. It includes the; research design, study population, study sample, sampling techniques, data collection instruments, data collection procedure and data analysis.

3.1. Research Design

The study employed the descriptive survey design in the assessment of the teacher's competence in Career Guidance in selected Secondary schools in Solwezi district. Lokesh (1984) posited that descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. This design was deemed appropriate as it enabled the researcher to collect primary data on the competence of teachers in Career Guidance.

3.2. Study Population

A study population is a group of individuals, objects or items from which samples are drawn for study with the purpose to draw inference about them. (Kasonde- Ng'andu, 2013) The population comprised all the subject teachers, all the learners, all the Guidance teachers and all the Head teachers in the seven selected Secondary schools in Solwezi district. The subject teachers were chosen for the study because they taught various subject to learners and were required to provide career guidance as they taught linking the subjects to careers. Their perspective was critical to the study. The learners (Grade Eleven pupils) participated in the study on account that they were the recipients of the career guidance services hence their experience and perspective of career guidance as senior pupils was important to the study. By virtue of their positions as Chief Executives of schools, Head teachers were responsible for ensuring that career guidance services are provided in schools. Hence their perspective on the subject of this study was essential to this study. Guidance teachers were also included in the study population to give insights on the topic under study as they were the coordinators of the career guidance programmes in schools.

3.3. Study Sample

A study sample is a small proportion of the population that is selected for investigation and analysis (Sidhu, 2014). The sample of this study was made up of 133 respondents / participants disaggregated as follows: 70 Subject teachers, 7 Head teachers, 7 Guidance teachers and 49 pupils. This sample was drawn from the participating schools. Each school provided 10 Subject teachers, 7 pupils, 1 Head teacher and 1 Guidance teacher. A sample size of 133 was representative of the study population given that it was drawn from only seven secondary schools and included all the key informants.

3.4. Sampling Techniques

Sampling techniques are procedures for selecting a number of individuals or objects from a population. The selected group contains elements representative of the characteristics found in the entire group (Kasonde- Ngandu, 2013). This study used simple random sampling as well as purposive sampling to select the participants. Random sampling was used to select subject teachers and pupils from the Grade 11 classes. The researcher wrote the names of each subject teacher in each school on small pieces of paper which were later placed in a small carton box. After shaking the box, a draw was then made for the first ten names. The same process was used to select the pupils. This gave each one of them an equal chance to be selected. Purposive sampling was used to select the Head teachers and Guidance teachers because each school had only one Head teacher and one Guidance teacher,

3.5. Data Collection Instruments

The researcher used self-administered questionnaires to collect data from the Subject teachers. Questionnaires were used because they help the researcher to collect objective data from a larger number of respondents (Kasonde- N'gandu, 2013). Semi-structured interview guides were used to collect data from the Head teachers and the Guidance teachers. Interview guides provide for collection of data directly in a face to face contact thereby availing the interviewer room for in- depth gathering of information in addition to probing for clarity. (Kasonde- N'gandu 2013; Sidhu, 2014). Using interview guides enables the researcher to create rapport with the participants thereby creating an enabling environment necessary for openness and

frank discussions. Similarly, participants have an opportunity to seek clarifications from the interviewer where they are not clear.

A focused group discussion guide was used to collect data from the learners to get in-depth information. A total of 7 focused group discussions were conducted. The focus group discussion guide was used in order to get the opinions, ideas and experiences of the learners on the topic under study. Furthermore, focus group discussion guides have an advantage over questionnaires and interview guides in that they yield more information in a short period of time and that this information can be used to cross check the data obtained from questionnaire and interviews.

3.6. Data Collection Procedure

The data was collected between November and December 2015. The researcher obtained written permission from the Provincial Education Officer – North Western Province to conduct the study in the selected secondary schools in Solwezi. Questionnaires were employed to generate desired information from subject teachers. The questionnaires were distributed and collected after two weeks. In depth interview guides were used to generate desired data from Head teachers and Guidance teachers while focused group discussions were conducted with the pupils within the schools. The use of focus group discussion was meant to obtain learners' perspectives and experiences with regard to their awareness of the availability of teachers to provide career guidance services in their schools and their satisfaction with the career guidance services received.

3.7. Data Analysis Instruments and Procedures

The quantitative data from the questionnaires were analysed using Microsoft excel to generate descriptive statistics. Descriptive statistics include graphs, charts and tables (Mugenda and Mugenda, 2003). Microsoft Excel was used to generate graphs and charts while qualitative data from interviews and Focus Group Discussion were tape recorded, transcribed according to emerging themes and thus analysed using thematic analysis

3.8. Summary of the Chapter

This chapter has outlined the methods that were used in the study. The descriptive survey design was used to guide the study. The study population comprised all subject teachers, learners, Guidance teachers and Head teachers in the selected secondary schools in Solwezi district. The study sample was made up of 70 subject teachers, 49 learners, 7 Guidance teachers and 7 Head teachers. Random sampling was used to select the 70 subject teachers and the 49 pupils while purposive sampling was employed to select Head teachers and Guidance teachers. Questionnaires, semi-structured interview guide and focus group discussion guide were used to collect data from subject teachers, learners, Guidance teachers and Head teachers respectively. Data analysis was done using Microsoft Excel to generate descriptive statistics and while for qualitative data, thematic analysis was used. The next chapter will present the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

The previous chapter dealt with the methodology that was used in this study. Data was collected from subject teachers, learners, Guidance teachers and Head teachers. This chapter presents the findings of the study conducted in Solwezi District aimed at assessing the competences of teachers in career guidance. The findings are presented according to the research questions. The research questions were:

1. What is the evidence that teachers are providing career guidance to learners?
2. What are the knowledge levels of teachers in career guidance?,
3. What are the competences of the teachers who are providing career guidance services?
4. What factors motivate teachers to provide career guidance?
5. To what extent are learners satisfied with the quality of career guidance services they are receiving?

4.1. Findings from the teachers

In order to assess the competences of teachers in Career Guidance data was collected from Subject teachers using a questionnaire. The findings are as presented below.

4.1.1 Evidence of teachers providing career guidance services to learners.

Teachers were asked to indicate whether they provided career guidance services to all learners in their schools. Their responses were as shown in figure 1

Figure 1 Teachers providing career guidance services to all learners (n =70)

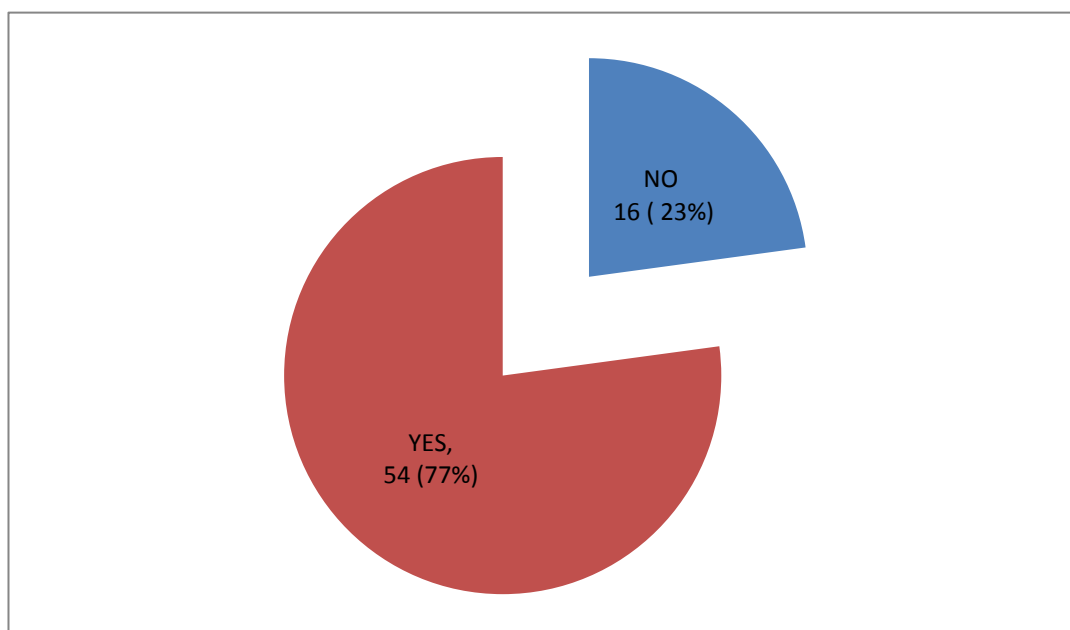


Figure 1 shows that out of 70 Subject teachers who participated in the study 54 (77%) provided career guidance to learners while 16 (23%) did not provide career guidance to learners.

Teachers who were providing career guidance were asked to show evidence that careers guidance was provided to all learners. Table 1 below presents the findings.

Table 1. Evidence that Guidance is provided in Schools (n = 54)

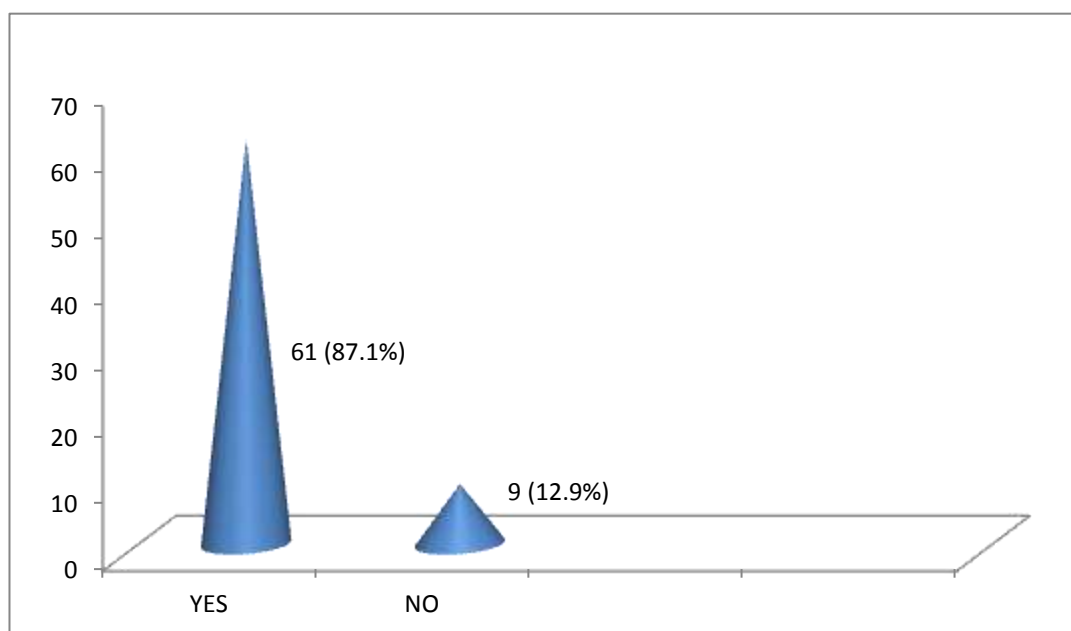
Response	Frequency	Percentage
It is time tabled	20	37.0
It is integrated in subjects	30	55.6
It is provided by Guidance teachers	34	63.0
Through Careers Days / Careers Conferences	16	29.6

From table 1, most of the teachers (34) indicated that the most common mode of providing career guidance in schools was by the Guidance teachers in the Guidance offices. This was followed by Subject teachers (30) integrating career guidance in their academic subjects. Providing career guidance through being time tabled came third (20). This was followed by Careers days / Careers conferences (16).

For the respondents who indicated that they were not providing career guidance to learners in their schools, a further question was asked as to why they were not providing career guidance to learners in their schools. Among the reasons they gave for not providing career guidance to their pupils was that they lacked Career Guidance skills while some of them felt they were not paid for that job.

On the same objective teachers were asked whether it was their duty to link their subjects to careers and the world of work during their lessons. Their responses were as presented in figure 2 .

Figure 2 Teachers linking their subject to careers and the world of work during lessons (n=70)



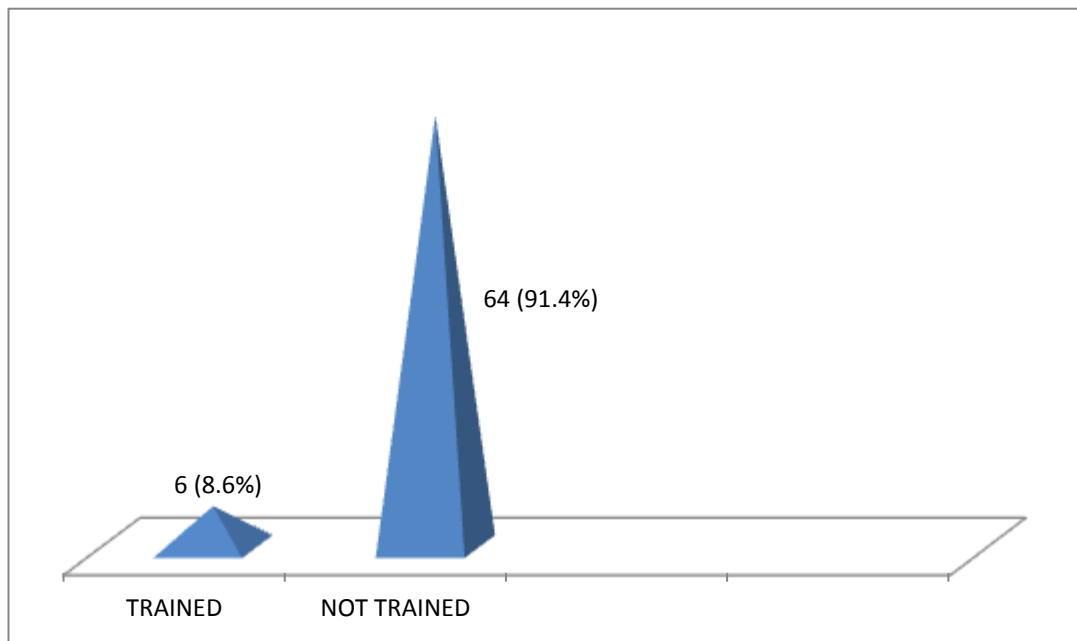
From figure 2, out of the 70 teachers who participated in the study, 61 teachers representing 87.1 percent agreed that it was their duty to link their subjects to careers

and the world of work, nine teachers representing 12.9 percent indicated that it was not their duty to do so.

4.1.2. Knowledge levels of teachers in career guidance

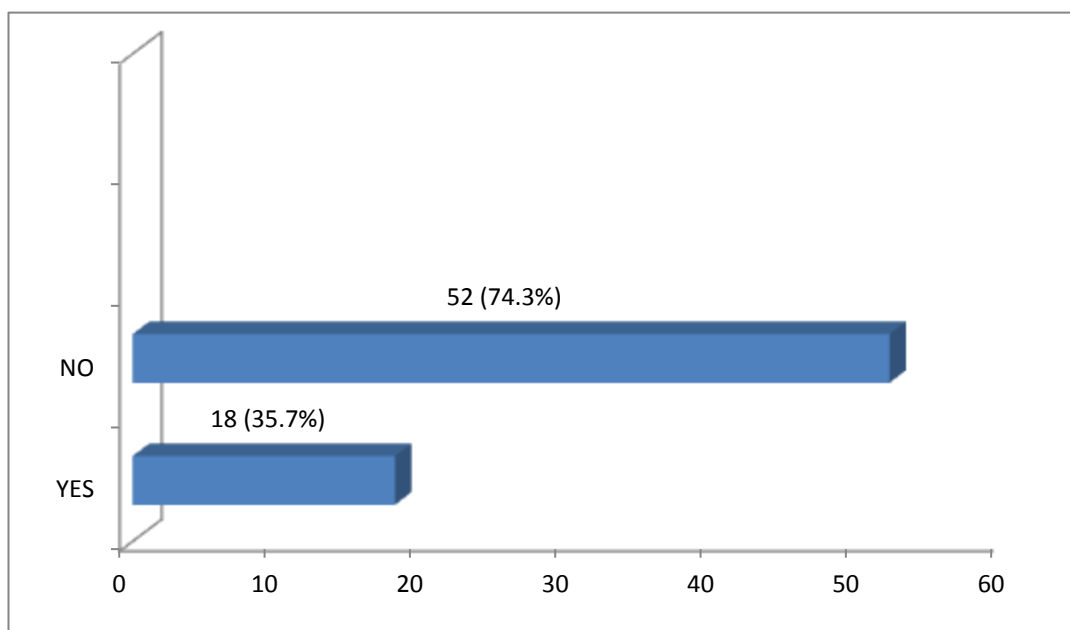
Subject teachers were asked if they had any formal training in Guidance and Counselling. Their responses were as presented in figure 3

Figure 3 Subject teachers trained and not trained in Guidance and Counselling. (n =70)



From figure 3, only six teachers had received some training in Guidance and Counselling while 64 teachers representing 91.4 percent did not have any training in Guidance. Teachers were also asked to rate their levels of knowledge about career guidance. Their responses were as presented in figure 4.

Figure 4. Teachers' Knowledge levels about career guidance (n=70)



From figure 4 , it can be deduced that, out of the 70 teachers who participated in the study, 52 (74.3 percent) indicated that their knowledge level was low as initial teacher they did not have sufficient knowledge and skills in , 18 (25.7 percent) were of the view that they had sufficient knowledge and skills in career guidance.

4.1.3. The competence of teachers who provide career guidance to learners

Teachers were asked whether they were confident that they were providing adequate career guidance to their pupils because they had sufficient knowledge and skills in career guidance. Their responses were as presented in figure 5..

Figure 5. Whether teachers were confident that they provided adequate career guidance to learners because they had sufficient knowledge and skills

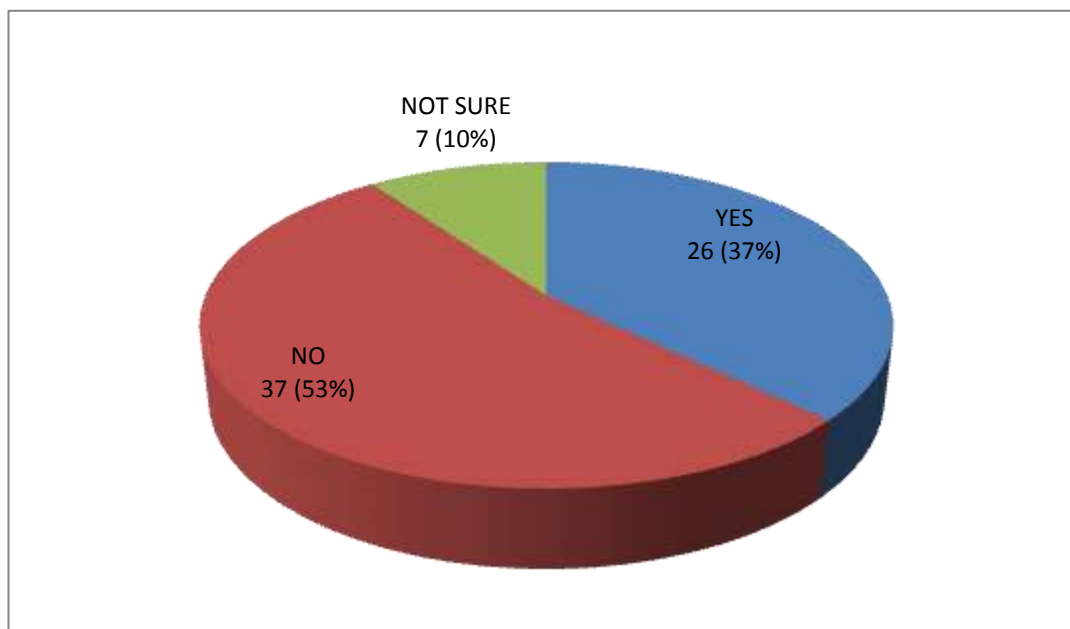


Figure 5 shows that, 26 teachers representing 37 percent were confident that they provided adequate career guidance to their pupils because they had sufficient knowledge and skills in career guidance. 37 teachers representing 53 percent on the other hand responded that they did not provide adequate career guidance to their pupils because they did not possess sufficient knowledge and skills in career guidance while seven teachers or 10 percent were not sure. Teachers who indicated that they were confident that they provided adequate career guidance to their pupils because they had sufficient knowledge and skills in Career Guidance were asked to give examples of knowledge and skills they had in career guidance. The responses included; mentoring, counselling, advising, knowledge of study skills and subject combinations. Teachers were further asked whether it would be easier for them to integrate career guidance in their lessons if they were given some training or orientation in Guidance and Counselling. 54 teachers representing 77.1 percent gave yes as their answer while 13 teachers (18.6 percent) gave no as their answer and three teachers (four point three) were not sure.

4.1.4. Teachers' motivation in providing career guidance

Teachers were asked to indicate some factors that motivated them to provide career guidance to learners. Their responses were as presented in table 2.

Table 2. Factors motivating teacher to provide career guidance to learners

MOTIVATING FACTOR	FREQUENCY	PERCENTAGE
Extra Duty Allowance	9	12.8
Attending Workshops	11	15.7
Love to help pupils	43	61.5
Job requirement	7	10.5
TOTAL	70	100

From Table 2.above, nine out of 70 teachers representing 12.8 percent reported that they were motivated to provide career guidance because of Extra Duty Allowance attached to the work while 11 teachers representing 15.7 percent were motivated because of the workshops they were attending in career guidance. 43teachers representing 61.5 percent reported that they were motivated by the love to help the pupils excel in life and seven teachers were motivated to provide career guidance because it was one of the requirements for their jobs.

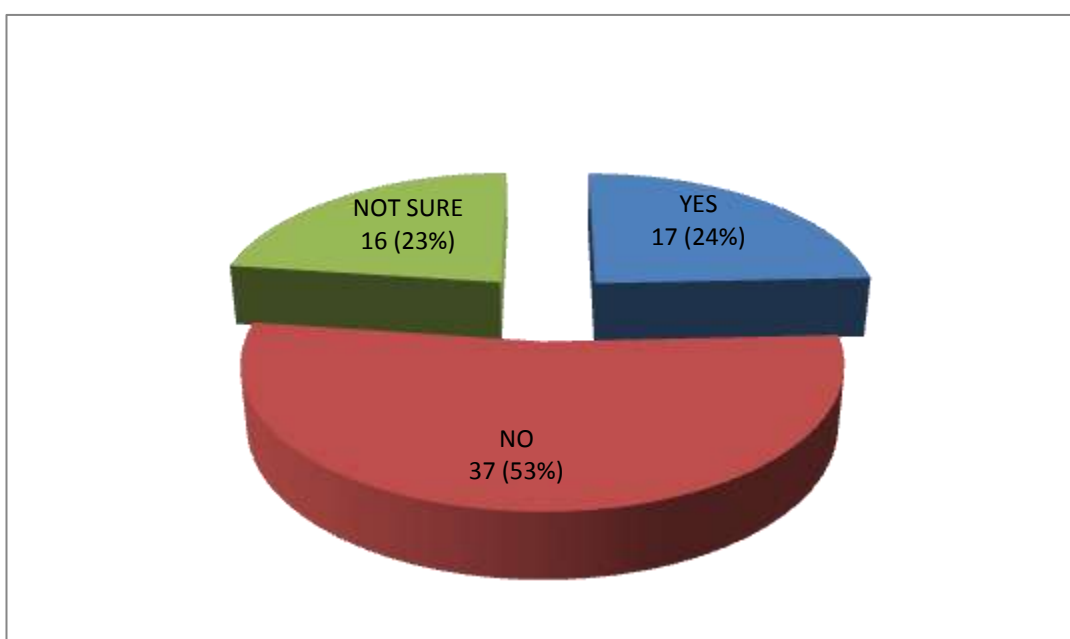
Teachers were also asked whether they were not interested in career guidance because they were not Guidance teachers. In response, 56 out of 70 teachers representing 80 per cent indicated that they were interested in career guidance even though they were not Guidance teachers and 14 of them (20 per cent) responded that they were not interested in career guidance as they were not Guidance teachers. Furthermore 65 teachers representing 92.8 per cent were of the view that providing career guidance to learners was not a waste of learning time though it was not

examinable and five teachers (seven point two per cent) believed that providing career guidance was a waste of learning time as it was not examinable.

4.1.5. The extent to which learners were satisfied with the career guidance they were receiving in school

Teachers were asked whether their learners were satisfied with the career guidance they were receiving in their schools. Their responses are presented as shown in figure 6 .

Figure 6. Learner Satisfaction with career guidance in Schools (n = 70)

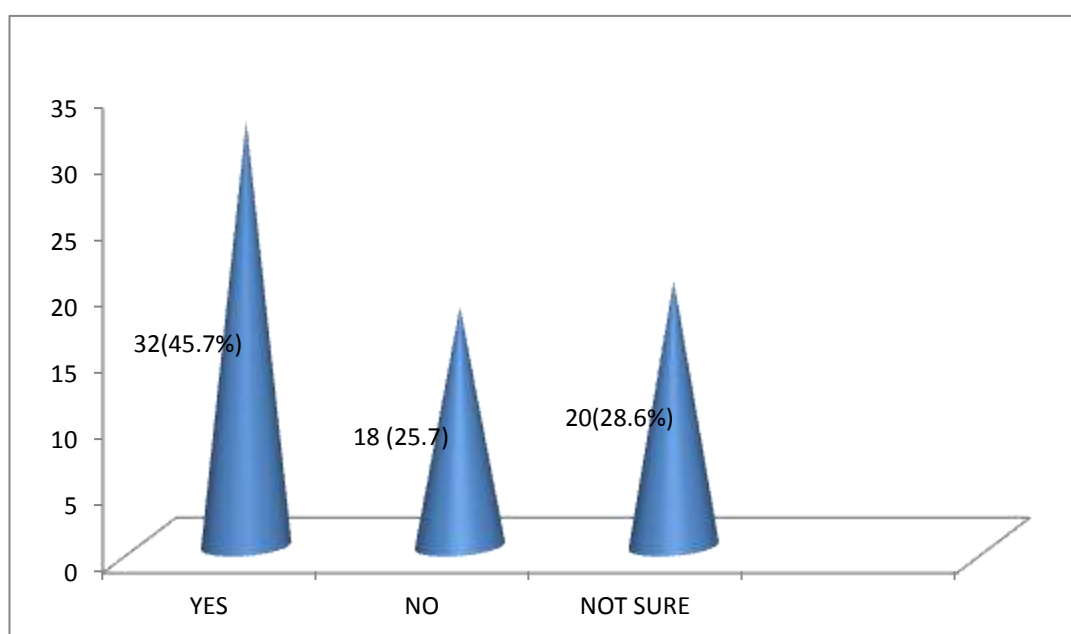


Out of the 70 teachers who participated in this study, only 17 or 24 per cent were positive that their pupils were satisfied with the career guidance they were receiving in schools, 37 teachers (53 per cent) indicated that their pupils were not satisfied with the career guidance they were receiving in their schools and 16 teachers (23 per cent) were not sure. The teachers who indicated that their pupils were satisfied with the career guidance they were receiving in schools were asked to show evidence that their pupils were satisfied. Most of the responses given by the teachers bordered on behaviour change in pupils in terms of character rather than career awareness and readiness.

On the other hand there were some teachers, who gave evidence regarding career guidance influencing the vocational development of their pupils hence concluding that they were satisfied with the career guidance they received,

Teachers were also asked whether their pupils were aware that they were entitled to access to career guidance as part of their education. Their responses are represented in figure7.

Figure 7. Teachers responses on learners' awareness of their entitlement to career guidance (n=70)



From figure 7, 32 teachers representing 45.7 per cent of the teachers who participated in the study indicated that their pupils were aware of their entitlement to career guidance. 18 teachers representing 25.7 per cent were of the view that their pupils were not aware that they were entitled to career guidance as part of their education while 20 teachers (28.6 per cent) indicated that they were not sure.

When asked whether the provision of career guidance to learners should be left to School Counsellors or Guidance teachers who have undergone formal training in Guidance and Counselling? 53 teachers (75.7 per cent) were not in agreement while 17(24.3 per cent) teachers agreed to the proposition.

4.2. Findings from Head teachers

In order to establish the competences of teachers in career guidance in schools data was collected from Head teachers. The findings were as presented below.

4.2.1 Whether schools were providing career guidance to learners.

All the seven Head teachers who participated in the study were of the view that schools were providing career guidance to some learners in form careers talks, careers exhibitions and in some cases time tabled lessons in career guidance. They also indicated that career guidance was yet to be practically integrated in the school curriculum as Head teacher A made the following observation;

“Yes, career guidance is being provided though we are challenged with the providers who are ill equipped except for two. So the service is not of high quality.”

These sentiments were echoed by Head teacher B who said;

“Yes, career guidance is provided but not to the extent it should be. It is not compulsory for teachers to offer it. Those who are offering it, do it may be because they want to promote their subjects. So far the school has not made efforts to make every teacher emphasise career guidance.”

Head teachers were further asked to indicate who on their staff were responsible for providing career guidance in schools. Their responses were as presented below. All the Head teachers interviewed indicated that teachers in the Guidance department were the ones responsible for providing career guidance. They further said that in some cases, Grade teachers and Subject teachers were helping as evidenced by what Head teacher C had to say;

“ We have the Guidance department with a full time officer and a committee is in place. Grade teachers and subject teachers are playing a role but it is not much.”

Head teachers were further asked to explain how they were integrating career guidance in their schools? Almost all the Head teachers indicated that career guidance is yet to be practically integrated in the subjects and awareness is yet to be created among the subject teachers to embrace it. Head teacher D had this to say;

“career guidance is not integrated and so far the school has not made efforts to make every teacher embrace it. In fact teachers lack awareness that career guidance is supposed to be integrated. There hasn’t been meaningful sensitisation on the subject even during the sensitisation workshops on the revised curriculum. Some teachers feel it is their responsibility to mould the child. After this interaction we shall make efforts to bring all teachers on board.”

While Head teacher E said;

“It is a presupposed fact at this school that we have emphasised this responsibility to teachers. However the initial training of teachers did not give adequate capacity to enable them provide this service. We would really want to integrate career guidance.”

4.2.2. Knowledge level of teachers in career guidance

When asked whether the teachers who were providing career guidance in their schools had been trained in the field of Guidance. Most Head teachers if not all indicated that very few if any of their teachers were trained in the field of career guidance hence their knowledge was limited. Head teacher F had this to say;

“None of my members of staff is trained in this field. Initial teacher training is inadequate in as far as career guidance is concerned as it is a professional field. What we do is trial and error.”

Head teachers were further asked whether they believed their teachers were providing quality career guidance. All the Head teachers responded in the negative. To that effect teacher H had this to say;

“May be we are not doing enough. As management we might need to drive the teachers but the teachers may be lacking capacity, hence the quality is not of high standard”.

4.2.3. Competences of teachers in career guidance.

Head teachers were asked to indicate whether they were convinced that the subject teachers were competent to provide career guidance to learners? Most of the Head teachers if not all were of the view that very few of the subject teachers were competent enough to provide this service as they lacked specialised training in Guidance though some had the zeal to do it.

4.2.4. Learner Satisfaction with the Career Guidance they received in schools

Head teachers were asked whether their learners were satisfied with the career guidance they were receiving in schools. Their responses were that that not all the learners were satisfied with the career guidance they received at school. Out of the seven Head teachers, two indicated that the learners were satisfied, three reported that not all the pupils were satisfied where two Head teachers were of the view that the pupils were not satisfied with the career guidance they received in school. Head teacher F had this to say;

“we believe the learners are satisfied as indicated by positive behaviour change and improved academic performance.”

Head teacher E concurred with her counterpart as she said;

“learners are not satisfied, we need to do more to satisfy them. We need to build capacity of the teachers in career guidance and have trained manpower.”

4.3. Findings from Guidance teachers.

4.4.1. Evidence of teachers providing career guidance to learners.

Guidance teachers were asked in an interview to indicate whether their schools were already providing career guidance to all learners.. The general position was that while

schools were providing career Guidance, it was not provided to all learners as evidenced by what Guidance teacher B said;

“No not to all pupils, we do it especially to the Grade 10 and Grade 8 when they come. We orient them and later on we talk to them regularly in their classes.”

Guidance teachers were further asked to indicate the people or officers who were responsible for providing Career Guidance in schools. All the seven Guidance teachers indicated that, Guidance teachers and the Guidance committees spearheaded the provision of career guidance though a few other teachers were assisting. For instance Guidance teacher C had this to say,

“It is the members of the Guidance team. Other teachers see career guidance as the preserve of the Guidance teacher. We’ve talked about it in meetings encouraging others to play their roles but only very few are doing so.”

4.3.2. Knowledge levels of teachers in career guidance

When asked to indicate whether the teachers who were providing career guidance were trained in that field, generally, the responses pointed to the fact that there were very few teachers with formal training in Guidance and Counselling. To this effect, Guidance teacher F had this to say;

“No only one Guidance teacher is trained. The rest only have initial teacher training. Initial teacher training does not emphasise Guidance hence teachers come with the perception that career guidance is not important.”

Participants were also asked as to whether their schools were providing quality Career Guidance to learners. The general response was that the quality of the career guidance provided to learners was not of acceptable level as attested to by the response of Guidance teacher D who said;

“We are trying, you know this thing is still new and when we talk to other teachers, they say it is not their work. It is

difficult for me to attend to classes. They are 20 classes in all.”

4.3.3 Teachers’ Competences in career guidance

Guidance teachers were asked to indicate the competences they saw in the teachers who were providing career guidance to learners. At least five Guidance teachers brought out what they believed were teachers’ competences in career guidance. These were; moral integrity, knowledge about school subjects and careers, experience and networking, positive attitude and passion for assisting young people to secure their future. Two of the Guidance teachers did not see any competences in the teachers who were providing career guidance. Guidance teacher G had this to say;

“Most teachers are not competent, only very few have basic counselling skills and knowledge on careers.”

4.3.4. Teachers’ motivation in Career Guidance

Guidance teachers were asked in an interview to explain what motivated the teachers to be providing Career Guidance to learners. Six of them indicated that they were motivated to do so by moral or ethical duty. Guidance teachers F had this to say;

“We are motivated by moral obligation or ethical duty or the heart to help learners. we are driven by the belief that when a child is well informed, he or she will never be deformed and that once they have the right information they are well equipped.”

Another Guidance teacher however, was of a different view and said;

“There is no motivation, Career Guidance is a new thing, it is not examinable and many teachers consider it not to be important.”

4.3.5 Learner Satisfaction with the Career Guidance they were receiving at school.

Guidance teachers were asked to state whether their learners were satisfied with the career guidance they received at school. Their responses generally indicated that the level of satisfaction in the learners was low. Guidance teacher B had this to say;

“those attended to are satisfied about 50%. Some pupils are satisfied, some of them when I meet them they appreciate.”

However, Guidance D teacher said;

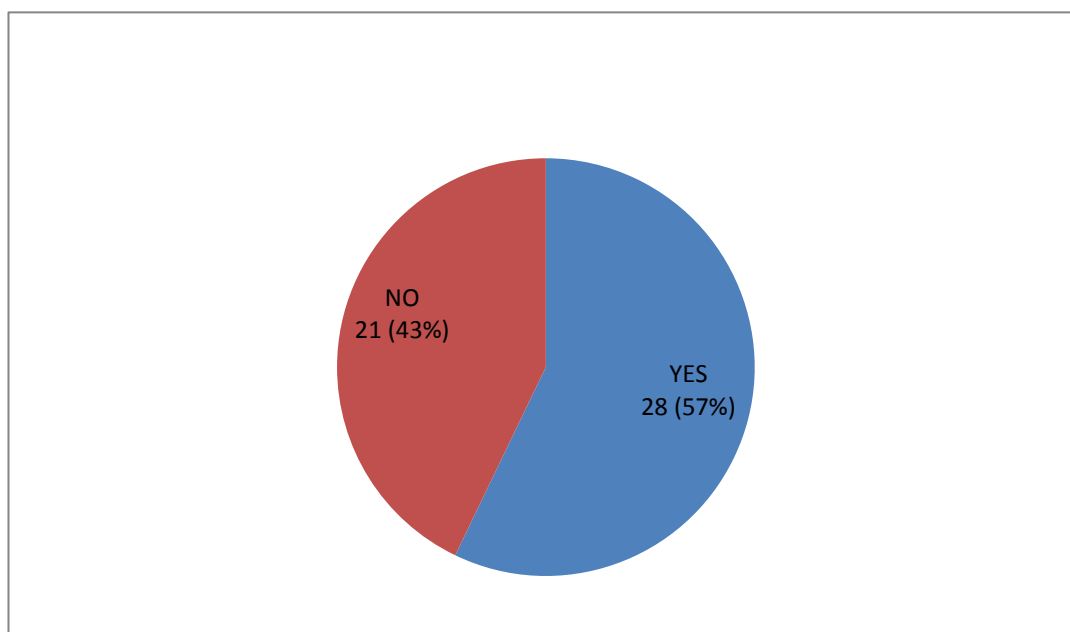
“The learners are not fully satisfied, they feel we need to scale up on the number of days we meet them. They also want us to bring in as many experts as we can to give career talks.”

4.4. Findings from learners.

4.4.1. Whether Learners received career guidance at School.

Learner were asked in Focus Group Discussions whether they received career guidance at School. Their responses were as presented in figure 8.

Figure 8. Whether Learners received career guidance at school (n= 49)



Out of 49 learners who participated in the study, 28 learners (57 per cent) indicated that they received Career Guidance at school. 21 learners (43 per cent) however, said they were not receiving career guidance at all.

A further question was asked to those learners who reported that they received career guidance to share with the researcher the type information they got in career guidance. The following emerged as the learners responses; importance of hard work, emphasis on dress code, advice on relevant subjects to take, how to become what you want, choosing right friends, information on subjects needed for certain careers, study skills, HIV and AIDS, and behaviour change.

4.4.2. Teachers' knowledge in career guidance

Learners were asked whether their teachers were helping them to see the relationship between school subjects and future careers. This question brought out a mixture of responses; on one hand some learners indicated that they were being helped while on the other hand other learners said they were not being helped. A learner from school A said;

“ our Chemistry teacher tries to relate his subject to careers eg becoming a doctor, working in industries and teaching in universities.”

And a learner from school D also had this to say;

“only teachers teaching us key subjects try to give us career guidance. Other teachers just teach and forget. Most teachers do not participate.”

On the other hand a learner from school B still had this to say;

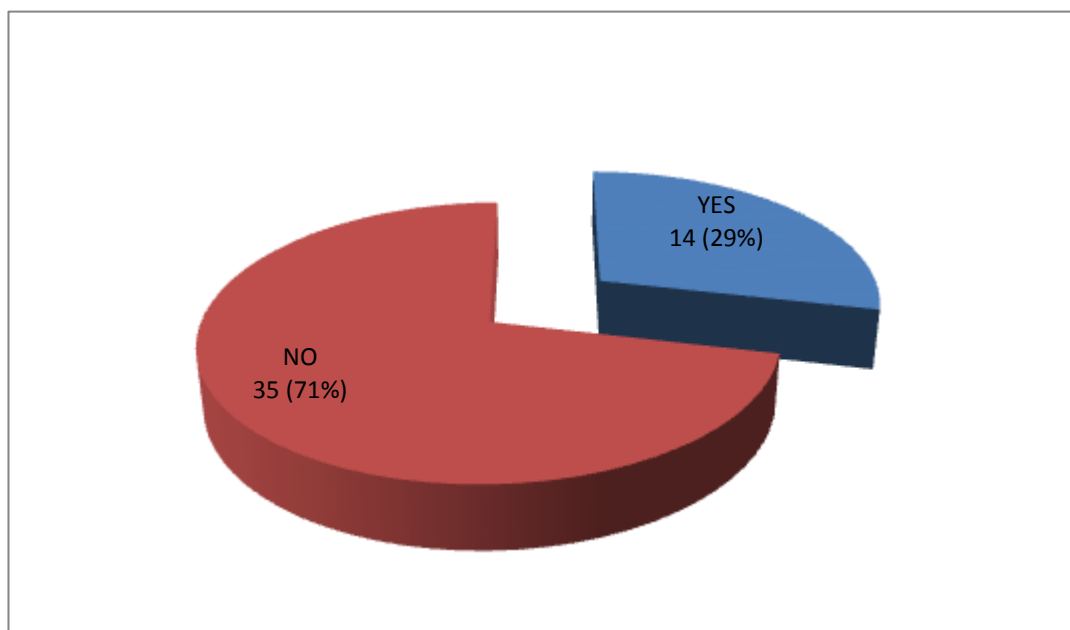
“teachers don’t help us, they don’t explain. They don’t understand some of the careers.”

Those learners who answered the question in the affirmative were further asked to state how their teachers were helping them to see the relationship between their school subjects and future careers. The common responses given were that their teachers gave them advice on relevant subjects to take, they took them on study tours to the mines , Courts and the Airport. They also gave them motivation talks

4.4.3. Learner Satisfaction with the career guidance they received at school.

Learners were asked whether they were satisfied that they were being helped to choose their future careers and to prepare for them. Their responses were as presented in figure 9.

Figure 9. Whether Learners are satisfied with the career guidance they received at school. (n = 49)



From figure 9, 14 (29 per cent) of the learners indicated that they were satisfied with the career guidance they received at school while 35 (71 per cent) of them felt they were not satisfied at all. One learner from school B who was not satisfied had this to say;

“No I’m not satisfied, I get much satisfaction at ‘Youth Alive’ as I get more information there than from here at school.”

Another one said;

“No, teachers should give us more information so that we can become more confident.”

4.5. New Knowledge Contributed by the study.

Based on the findings of the study, new knowledge has been brought out according to the research questions as follows:

What was the evidence that teachers were providing career career guidance to learners? The study informed us that some teachers were providing career guidance to learners as evidenced by the presence of Guidance teachers, the presence of career

guidance on the Time table in some schools and reports of career guidance activities such as Careers Exhibition, Career talks and Visits to Work places. The second question sought to determine the knowledge levels of teachers in careers guidance. The study established that the majority of the teachers had low levels of knowledge in career guidance although some were making efforts to provide the service. Concerning the third study question which sought to establish the competences of teachers who were providing career guidance, the study informed us that most of the teachers lacked the required competences in career guidance as such they were unable to link their subjects to career pathways and the world of work.

Regarding the question; what motivated teachers to provide career guidance? The study informed us that the love to help learners realise their dreams was the main motivating factor behind the teachers who were providing career guidance. On the fifth question which sought to determine the extent to which the learners were satisfied with the career guidance they were receiving. The study informed us that some pupils were satisfied while some were not. There were more learners who were not satisfied than those who were satisfied.

4.6. Summary of the Chapter

This chapter presented the finding of the study. The findings revealed that in schools where Career Guidance was provided, there was evidence which included being time tabled and reports of career guidance activities such as careers exhibitions and field trips. The study also revealed 52 out of 70 teachers had low knowledge levels about career guidance while 44 out of 70 teachers had questionable competences in career guidance. Regarding the motivation of teachers to provide career guidance, the study revealed that 43 out of 70 teachers provided out of the love to help pupils. The study also found that 37 out of 70 teachers believed that their pupils were dissatisfied with the career guidance they received. 35 out of 49 also indicated that they were not satisfied. The next chapter will discuss the findings in detail.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

This chapter discusses the findings of the study which sought to assess the competence of teachers in career guidance in selected secondary schools in Solwezi District of North Western Province, Zambia. The discussion is guided by the study objectives which were to:

1. establish the evidence that teachers were providing career guidance to learners.
2. determine knowledge levels in career guidance of the teachers who provide career guidance services.
3. establish competencies of teachers who provide career guidance services.
4. assess the teachers' motivation in providing career guidance services.
5. determine the extent to which learners are satisfied with the quality of career guidance they are receiving in school.

5.1. Evidence that teachers are providing career guidance to learners.

With regard to objective one concerning evidence that teachers were providing career guidance to learners, the study found that; there was evidence that most of the teachers (77 per cent) were providing career guidance to learners. This was corroborated by 57 per cent of the learners and all the 7 Head teachers and 7 Guidance teachers who also indicated that teachers were providing career guidance to learners. This finding was consistent with the findings of Khan et al (2012) in their study in Pakistan on the role of teachers in career guidance in which they found that teachers were playing a vital role in guiding learners for their career as they acted as informal counsellors guiding learners in their choices of subjects and careers.

The study also revealed that the evidence that career guidance was provided in schools included the fact that career guidance was time tabled in some schools while in some schools it is integrated in academic subjects. Furthermore the study also found that all schools had guidance teachers who provided career guidance to

learners. Other evidence included activities such as careers days and careers conferences, and reports on vocational tours. These findings were consistent with the findings of the studies by Ndhlovu, Kasonde- Ng'andu and Phiri (2012), Tuchili (2008) and Nkhata (2010) who established that various guidance services were available in schools although participation of subject teachers in providing Career Guidance was not considered.

Although the results pointed to the fact that there was evidence that teachers were providing career guidance to learners, not all teachers were participating in providing career guidance to learners. For example the study revealed that 27 percent of the teachers indicated that they were not providing career guidance to learners while 47 percent of the learners reported that they were not receiving career guidance from their teachers. This was indicative of the fact that there were still a lot of pupils who left school without being well prepared for the future because the teachers who provided career guidance did not have adequate training in that field yet the expectation of the Ministry of General Education was that every teacher in the secondary schools was participating in providing career guidance through integration in their subjects (Education Act 2011; Ministry of Education, 2013).

5.2. Knowledge Levels of teachers in Career Guidance

In line with objective two, about knowledge levels of teachers in Career Guidance, some subject teachers and Guidance teachers had less knowledge in career guidance. This was because most of them had not undergone training in Guidance and Counselling. Only 6 subject teachers representing eight point six percent had formal training in Guidance while 64 teachers (91.4 percent) did not have training in Guidance and out of the seven Guidance teachers only three (42 percent) were trained in Guidance and Counselling. The study also revealed that while all the teachers were qualified subject teachers, most of them (74.3percent) reported that their initial teacher training did not equip them with sufficient knowledge in career guidance.

This implied that most of the teachers were constrained by their limitation in knowledge to provide career guidance to learners. This finding reveals that what is in schools is not what the Ministry of Education is expecting. The Ministry expects that

all teachers are able to provide career guidance to their learners while teachers say they do not have competence in career guidance. Incompetence in teachers in the area of career guidance may jeopardise the aspirations of the Ministry of General Education in the new Zambia Curriculum framework which seeks to integrate career guidance in the curriculum. On the other hand, these findings reveal the need for teacher training in guidance and counselling including career guidance. A similar view was suggested by Yuen, (2000) who has indicated that since all teachers are expected to be involved in career guidance at school to varying degrees, there is a definite need for Guidance and Counselling training for all teachers.

5.3. Competences of teachers in Career Guidance.

With reference to objective three regarding establishing the competences of teachers in Career Guidance, the study revealed that most teachers did not have much knowledge and skills in career guidance as a result they were unable to link some school subjects to careers and employment. This finding was confirmed by 53percent of the teachers who responded that they were not confident that they provided adequate career guidance to learners because they did not possess sufficient knowledge and skills in career guidance. Only 37percent of the teachers indicated that they were confident they provided adequate career guidance while 10percent of the teachers were not sure whether they had the competence or not. This finding was consistent with the findings of a study by Fuller et al. (2014) who in their study to explore teachers' experiences of delivery of post compulsory education and career education and the knowledge and confidence to do so, found that teachers lacked confidence in delivering information, advice and guidance outside their specialisation and experience.

The limitation in competence was further acknowledged by most (77.1per cent) teachers who admitted that it would be easier for them to integrate career guidance in their lessons if they were given some training or orientation in career guidance. The Head teachers also noted that most teachers did not have much knowledge and skills in career guidance hence were not very competent to provide career guidance in line with the aspirations of the Ministry of General Education. One of the Head teachers noted that

“None of my members of staff is trained in this field. Initial training is inadequate in as far as career guidance is concerned as it is a professional field. What we do is trial and error.”

However the study also revealed that those teachers who were providing career guidance had some competences which included; passion to help learners, interest in learners’ welfare, This implies that the technical know-how of career guidance as prescribed by Ministry of Education (2013) was limited in most teachers. Similar findings were found by Khan et al (2012) in Pakistan and Orange, (2011) in Kenya who found that career guidance teachers were available in schools but were not adequately empowered with career guidance skills, knowledge and facilities to provide career guidance services which compromised the quality of the service they rendered. Incompetence of teachers in career guidance is leads to their failure to provide adequate guidance to learners thereby contributing to the ill preparation of pupils for the world of work after school.

5.4. Teachers’ motivation in career guidance

Concerning objective four, the study revealed that teachers were motivated to provide career guidance to learners. Their motivation was derived primarily from their love to help learner. This was attested to by 61.2percent of the responses given by teachers which indicated that the love to help their pupils drove them to provide career guidance. This is supported by what some Guidance teachers observed. For instance, Guidance teacher A had this to say;

“we are motivated by moral obligation or ethical duty or the heart to help learners.”

And Guidance teacher C also said;

“we are driven by the belief that when the a child is well informed, he or she will never be deformed and that once they have the right information they are well equipped.”

This implied that even though most teachers had limitations in terms of knowledge and skill in career guidance, the love to help their pupils motivated them to provide career guidance though from the lay man point of view.

However the study also revealed that only very few teachers were aware that they were required by the curriculum to provide career guidance as part of their teaching. This is indicative of the fact that school authorities in the education sectors have not done enough to sensitise teachers on the need to provide career guidance to all learners by way integrating it in the curriculum. With more sensitisation more teachers would come on board providing career guidance to learners.

5.5. Learners’ satisfaction with career Guidance services in schools

With regards to objective five, the results of the study suggests that some pupils were satisfied with the Career Guidance services such as making career choices, preparing for their careers and how to enter them while others were not. This was so because 14 (29 per cent) of the learners reported that they were satisfied with the career guidance services they received at school while 35 (71percent) felt that they were not satisfied with the services. The pupils who were not satisfied felt that their teachers were not giving them sufficient information on careers. One of learner from School B had this to say;

“no I’m not satisfied, I get much satisfaction at Youth Alive as I get more information there than from here at school.”

And a learner from school D echoed similar sentiments saying;

“I’m not satisfied as teachers are always saying work hard without adding relevant information.”

This finding was consistent with the findings of a study in Kenya by Orange (2011) which found that shortage of trained teachers in Career Guidance militated against the teachers’ competence in the field leading to dissatisfaction among learners in

relation to Guidance services. The study further established that learners were dissatisfied with the services on account that they were receiving in adequate career information from teachers. This finding implies that the majority of the learners (51 per cent) found the career guidance services provided by teachers in their schools to be inadequate as a result they looked for external sources of career guidance.

5.6. Summary of the chapter.

This chapter discussed the findings of the study. There was evidence that teachers were providing career guidance to learners in form of career talks and scheduled Guidance lessons. While it was evident that teachers were providing career guidance, it emerged that most subject teachers as well as some Guidance teachers had less knowledge and skills in career guidance as most of them lacked training in this field. Consequently most of the teachers did not have the competence to provide adequate career guidance to learners. However, the love to help their pupils excel in academics and future life motivated the teachers to provide career guidance although most of the pupils were dissatisfied with the career guidance services they received in schools. The chapter that follows will look at the conclusion and make recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Overview

This chapter concludes the study and also makes some recommendations based on the findings of the study.

6.1. Conclusion

Arising from the interpretation and discussion of the findings of the study, it can be concluded that Career Guidance services are provided in Secondary schools by Guidance teachers as well as by some subject teachers as they teach their subjects. This substantiated by evidence such as time tabling Career Guidance, reports on Career talks and Career Conferences and work place visits. However, the contribution of subject teachers to the provision of Career Guidance was still low as most of the work was being done by Guidance teachers.

As regards the knowledge levels of teachers in career guidance it can be concluded that subject teachers and some Guidance teachers had less knowledge in career guidance as most of them had not undergone training in the field of Guidance and Counselling. In the same vein it can also be conclude that most teachers had limited knowledge and skills in career guidance as a result they were unable to link some school subjects to careers and employment.

Regarding motivation of teachers to provide career guidance, It can be concluded that the challenges and limitations in knowledge and skills notwithstanding, teachers were motivated to provide career guidance by the love to see their pupils progress in life. The zeal to provide Career Guidance is there. Furthermore, it was evident that pupils were satisfied with the career guidance services they were receiving in schools where . From the statistics given, there were more dissatisfied pupils than satisfied pupils.

The study therefore concludes that while there was evidence that teachers were providing career guidance to learners in schools, not all the teachers were providing the services due to limitations in knowledge, skills, confidence and abilities. Hence their competence in career guidance was low.

6.2. Recommendation

Based on the findings of the study, the following are the recommendations made for the attention of various stakeholders.

6.2.1. Recommendations to the Ministry of General Education:

1. The Ministry of General Education should scale up capacity building of teachers in Career Guidance
2. The Ministry of General Education should ensure that Guidance and Counselling is included in the teacher education curriculum in Universities and Colleges of Education.
3. The Ministry of General Education should ensure that schools are supplied with books in Career Guidance as well as in general Guidance and Counselling.
4. The Ministry of Education should issue a fresh Circular reminding school to integrate career guidance in the curriculum.

6.2.2. Recommendations to Head teachers

1. Head teachers should acquaint themselves with the provisions of both the Education Act of 2011 and the Zambia Education Curriculum Framework.
2. Head teachers should fully implement the integration of Career Guidance in the Curriculum.

6.2.3. Recommendations for Future Research

1. Since the study assessed the competence of teachers in Career Guidance in only one district, it is recommended that in future a nationwide be conducted to assess the competence of teachers in Career Guidance.

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APPENDICES

APPENDIX 1

INFORMED CONSENT FORM

Dear participants,

This serves to give you an understanding of the research and procedures that will be followed.

Similar information in this form will be read to you alongside the questions with regard to each objective and its research instrument.

Further the implications for your participation are explained below, finally you are asked to sign this form to indicate that you have agreed to participate in this exercise.

Thanking you in advance.

1. Description

This is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education in Guidance and Counselling.

This research is a major requirement for the researcher to complete this program. Therefore this study is purely academic.

2. Purpose

The researcher wishes to conduct an assessment of teachers' competences in Career Guidance: A Case of Selected Secondary schools in Solwezi District , Zambia .

3. Consent

Participation in the exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research will be treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

It is against this background that participants will only be identified through a number and not by name.

5. Rights of participants

All efforts will be taken to ensure that the rights of participants as per research ethics are protected and respected. Participants are assured that they are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document.

I have agreed to participate in this study.

Participant number

Signature

Date:

APENDIX 2

FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

INTRODUCTION

Dear Participants,

My name is Christopher Banda and I am a student of the University of Zambia pursuing a Master of Educational in Guidance and Counseling. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice.

My topic of choice is An Assessment of Teachers' Competencies in Career Guidance: A Case of selected Secondary Schools in Solwezi District, Zambia. In addition the information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out at any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

QUESTIONS

1. What do you know about Career Guidance?
2. Do you receive Career Guidance at school? If your answer is yes what evidence is there that career guidance is being offered?
3. How is Career Guidance provided to you in this school? What type of information is shared in Guidance and Counseling?
4. Are your teachers helping you to see the relationship between the subjects you are taking and your future careers? How are they doing this?
5. Do you think teachers are interested to provide career guidance to you? Explain your response with examples.
5. Are you satisfied that you are being helped to choose your future careers and preparing for them. Explain.

APPENDIX 3

INTERVIEW GUIDE FOR HEAD TEACHERS

INTRODUCTION

Dear Participants,

My name is Christopher Banda and I am a student of the University of Zambia pursuing a Master of Education in Guidance and Counseling. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice.

My topic of choice is An Assessment of Teachers' Competencies in Career Guidance: A Case of selected schools in Solwezi District, Zambia.

In addition the information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

QUESTIONS

The Education Act of 2011 and The Zambia Education Curriculum Frame work of 2013 has placed a duty on your school to provide Career Guidance to all learners.

i). Is your school already providing Career Guidance to all the learners? If yes what evidence can be shown? If no, explain your answer.

ii) If your school is already providing Career Guidance to all learners, share with me how is being done.

iii) who are responsible for providing Career Guidance in your school?

iv) How are you ensuring that Career Guidance is integrated across the curriculum in your school?

v) Do you think your teachers are providing quality Career Guidance to the learners?

vi) If your answer to question v) above is yes or no, give reasons for your your answer.

v) Do you think it is practical to integrate Career Guidance across the Curriculum? What are the challenges to this integration?

vi) Are the teachers who are providing career guidance trained in the field of career guidance? Explain your response.

vii) What competences do the teachers providing career guidance have?

viii). Are the teachers providing career motivated? Explain your response with examples.

ix) Are learners satisfied with the career guidance services they receive? Explain your response.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS STUDY

APPENDIX 4

INTERVIEW GUIDE FOR GUIDANCE TEACHERS.

INTRODUCTION

Dear Participants,

My name is Christopher Banda and I am a student of the University of Zambia pursuing a Master of Education in Guidance and Counseling. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice. My topic of choice is; **An Assessment of Teachers' Competencies in Career Guidance: A Case of selected schools in Solwezi District, Zambia.**

In addition the information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

QUESTIONS

- i). Is your school already providing Career Guidance to all the learners? If yes what evidence can be shown? If no, explain your answer.
- ii) If your school is already providing Career Guidance to all learners, share with me how is being done.
- iii) Who are responsible for providing Career Guidance in your school?
- iv) How are you ensuring that Career Guidance is integrated across the curriculum in your school?
- v) Do you think your teachers are providing quality Career Guidance to the learners?
- vi) If your answer to question v) above is yes or no, please justify your answer.

v) Do you think it is practical to integrate Career Guidance across the Curriculum? What are the challenges to this integration?

vi) Have the teachers who are providing career guidance trained in the field of career guidance? Explain your response.

vii) What competences do the teachers providing career guidance have?

viii). Are the teachers providing career motivated? Explain your response with examples.

ix) Are learners satisfied with the career guidance services they receive? Explain your response.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS STUDY

APPENDIX 5

QUESTIONNAIRE FOR SUBJECT TEACHERS

Dear Respondents,

My name is Christopher Banda, a student at the University of Zambia currently doing a Masters of Education Degree in Guidance and Counseling. I'm conducting a research on the topic: **An Assessment of Teachers' Competencies in Career Guidance : A Case of Selected Secondary Schools in Solwezi District, Zambia.**

There are no correct or wrong answers to the questions in this questionnaire. It is not necessary for you to give your name. Your responses will be treated with utmost confidentiality and should be made with freedom and honest.

The questionnaire has two Sections comprising the background information in section A and general information on Competencies of teachers in Career Guidance in section B. Please answer the following questions by crossing (x) in the relevant box.

SECTION A. Background Information

1. Gender

Male

Female

2 Age range in Years

21-30

31-40

41- 50

51 and above

4. Professional Qualification

Diploma

Degree

Other (Specify)

SECTION B

Answer the following question by putting an x in the appropriate space

1. At this school Career Guidance is provided to all learners.

I disagree

I agree

2. It is the duty of every teacher to provide Career Guidance to learners at this school

I strongly agree

I agree

I agree

I strongly

3. If your answer to question 2 above is ‘ I strongly disagree or I disagree,’ give some reasons for your answer,

4. If Career Guidance is being provided to all learners in your school show how it is done by ticking against the appropriate methods of delivering career guidance.

It is time tabled for all classes

It is given a slot during school assembly

Subject teachers integrate it into their academic subjects

It is provided by the Guidance teacher in the Guidance office

Through Careers day / Careers Conferences

None of the above

5. To the best of my knowledge, it is only the Guidance who should provide Career Guidance to learners in this school

Yes

No

6. If you answer to question 5 above is Yes, give some reasons for your answer

7. Subject teachers have a duty to link their subjects to careers in the world of work during lessons.

I strongly disagree

I disagree

I agree

I strongly agree

8. My initial training as a teacher in College / University equipped me with sufficient knowledge and skills to provide Career Guidance to learners

I agree

I disagree

9. From the table below indicate by way of ticking the aspects of Career Guidance provided to your pupils across the curriculum

Relationship between subjects and the world of work

Self-Awareness

Matching pupils interest and attitudes with Job requirement

Job Search skills

None of the above

10. I am confident that I provide adequate Career Guidance to my pupils because I have sufficient knowledge and skills in Career Guidance

Yes

No

I'm not sure

11. If your response to question No. 10 above is yes, give some examples of your knowledge and skills in Career Guidance

12 If you are given some training or orientation in Guidance and Counseling, would be easy for you to integrate Career Guidance in your lessons?

Yes

No

13. The table below shows some factors that may motivate teachers to provide Career Guidance to learners. Tick in the appropriate space to indicate what motivates you to provide career guidance to learners.

Extra Duty Allowance and attending workshops

Knowledge in career guidance and the desire to see my pupils excel in life

It is a requirement of my Job to provide career guidance to learners

14. You are not interested in career guidance because you are not a Guidance teacher.

I strongly disagree

I disagree

I agree

I strongly disagree

15. Providing Career Guidance to learners across the curriculum is a waste of learning time as it is not examinable.

Yes

No

I'm not sure

16. Do you think your learners are satisfied with the Career Guidance they are receiving in your school?

Yes

No

Im not sure

17. If your response to question No. 16 above is yes, what evidence is there to confirm your response?

17. Are pupils in your school aware that they are entitled to access to Career Guidance as part of their education?

Yes

No

19. Provision of Career Guidance to learners should be left to School Counselor or Guidance teachers who have undergone formal training in Guidance and Counseling.

I disagree

I agree

THANK YOU FOR YOUR PARTICIPATION.