



**STUDENTS' PERCEPTIONS OF NEWLY INTRODUCED
EDUCATIONAL PSYCHOLOGY AND SOCIOLOGY OF EDUCATION
PROGRAMMES IN THE SCHOOL OF EDUCATION
AT THE UNIVERSITY OF ZAMBIA**

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Abstract:

This paper reports the findings of a study whose purpose was to assess student perceptions of the programmes of study they were pursuing. To do this the study profiled 87 students. A mixed methods approach was adopted and data were collected using questionnaires and interviews. Quantitative data were analysed by use of the Statistical Package for Social Sciences (SPSS) Version 16 to obtain frequencies, percentages and differences between the two programmes in terms of student perceptions of their programmes of study. Qualitative data were analysed thematically with use of verbatim responses that indicated the respondents' perceptions. Results indicated that although students were satisfied with the study of the two programmes, they had different career prospects. Respondents expressed desire to be trained for other jobs other than teaching. Students recommended that the school programmes' content should also focus on preparing them for other jobs other than teaching. The study recommended reorientation of students about the main aim of the two newly introduced programmes.

Keywords: career options, educational psychology, students, sociology of education, training

1. Background

The University of Zambia, established in 1966, started with barely 312 students in three schools namely the School of Education, School of Humanities and School of Natural Sciences. The university has grown from the first 3 schools to 13 schools now. Other

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prominent schools were introduced as follows; the School of Law (1967), Engineering (1969), Medicine (1970), Agriculture Sciences (1971) and Mines (1973) the School of Business and Industrial Studies at Ndola Campus (UNZA, 2012, p.1). In 2016, the School of Medicine split into four schools namely School of Nursing, School of Health Sciences and School of Public Health. The university continues to grow in order to meet national needs for human resources and career prospects for individuals. The biggest school in the university attracting higher enrolments since the inception of the university is the school of education. With nine (9) departments, among which the department of Educational Psychology, Sociology and Special Education (EPSSE) is one, the school of education has continued to expand its enrolments by introducing new programmes to meet the demands for teachers, school managers, counsellors and other personnel in schools and related ministries and departments. One of the fast-growing departments in the school of education contributing to teaching human resource is the Department of EPSSE established in 1996. The department was initially part of the Department of Education in 1989 together with the Department of Educational Administration and Policy Studies (EAPS), Language and Social Sciences Education (LSSE), Mathematics and Sciences Education (MSE) and In-Service Education and Advisory Services (ISEAS), which has been divided into Department of Primary Education and Advisory Unit for Colleges of Education (AUCE). In 1995-1996 academic year (session) EPSSE department introduced a Bachelor of Special Education- <http://www.unza.zm/uncategorised/unza-splits-school-of-medicine-into-four-schools>.

The University of Zambia through the School of Education introduced degree programmes in Sociology of Education and Educational Psychology in the 2014-2015 academic year. The two programmes were dubbed Bachelor of Education- Educational Psychology and Bachelor of Education- Sociology of Education respectively, both under the Department of Educational Psychology, Sociology and Special Education. The Sociology of Education programme was aimed at producing personnel for the education sector and other government ministries and non-governmental organisations dealing with research, education and socio-economic empowerment, social welfare, among other areas. The Educational Psychology programme was introduced to produce personnel to administer educational psychology and guidance and counseling in institutions of learning and other institutions like hospitals. Graduates were also expected to work in other government and non-governmental organisations as child rights advocates, and as screening and assessment officers in departments dealing with child development.

2. Statement of the Problem

Generally, the University of Zambia has historically been seen as a very conservative institution. However, faced with increasing competition from an avalanche of new privately run universities, the University of Zambia has been forced to recognise the need to change. Part of the change has manifested through the introduction of market-driven programmes and courses. As part of this transformation, The Department of Educational

Psychology, Sociology and Special Education introduced the Bachelor of Educational Psychology and Bachelor of Sociology of Education programmes. However, since the introduction of the two programmes, no study has been conducted to establish students' perceptions of the two programmes that students are enrolled in, hence the need for this study. Thus, through the study of perceptions, we would tell whether the programmes are yielding the intended results of training teachers who would apply educational psychology theories and sociology of education principles in the teaching and learning process.

2.1 Objectives of the Study

- 1) To establish student perceptions of the programmes in which they are enrolled.
- 2) To establish factors that influenced student choices for the two programmes.
- 3) To examine student's perspectives of the two newly introduced programmes.

2.2 Research Questions

- 1) How do students perceive the programmes in which they are enrolled?
- 2) What factors influenced student choices for the two programmes?
- 3) What are the perspectives of students about the two newly introduced degree programmes?

2.3 Significance of the Study

This study is significant as it may provide valuable information on how students perceive the two newly introduced programmes in the school of education. This information might be helpful to the faculty in addressing possible misconceptions associated with the two programmes.

2.4 Theoretical Perspective

This study is informed by John Holland's 1959 theory of career choice which explains personal orientation or developmental process as being established through heredity and the individual's life history of reacting to environmental demands (Sharma 2016). According to Sharma (2016), Holland (1959) believes that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. Personality is crucial in determining what occupation one wants to choose. To Holland, people belong to one of the six types of personality namely realistic, investigative, artistic, social, and enterprising and conventional.

Figure 1 presents a summary of the personality types and jobs individuals they are likely to choose.

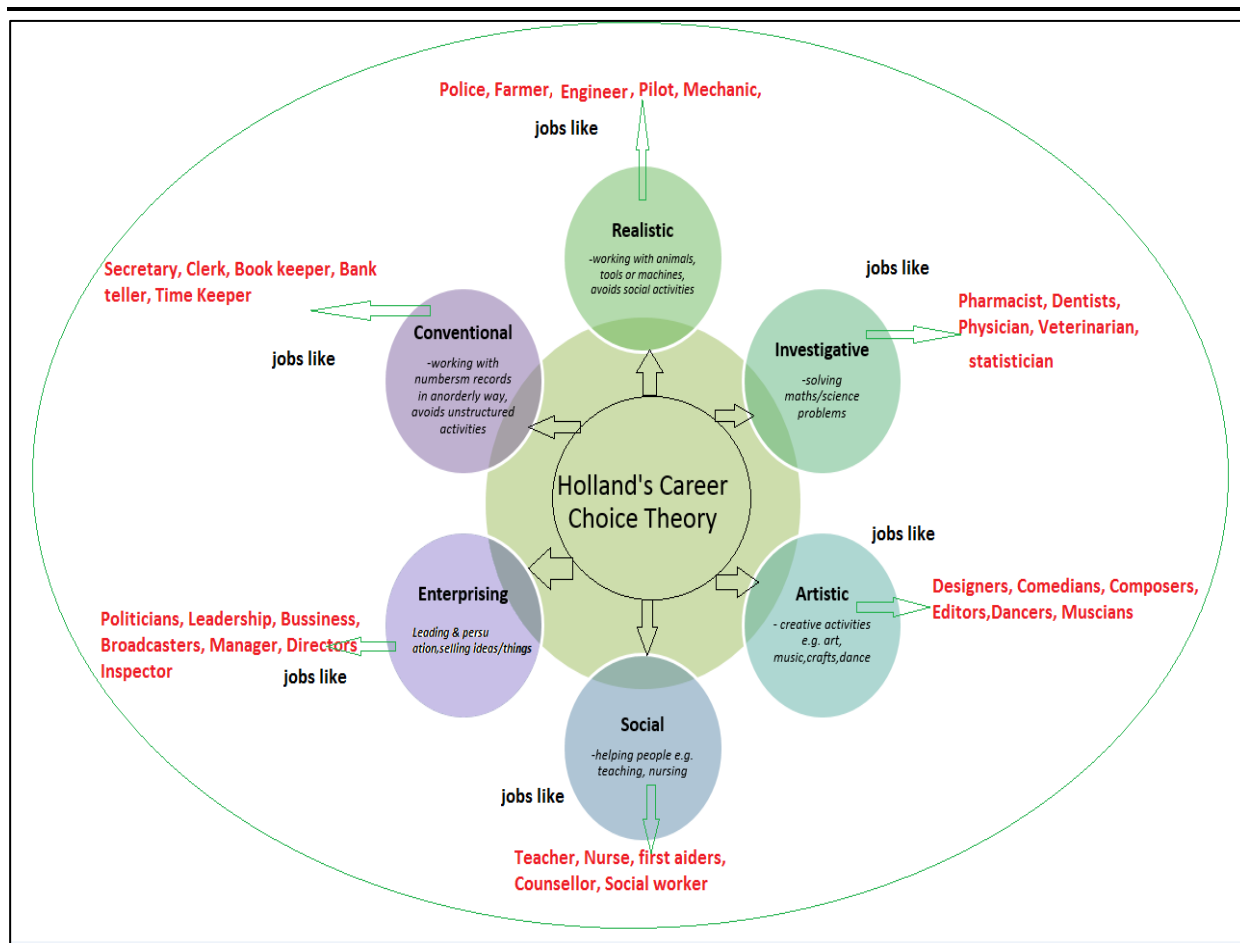


Figure 1: Representation of Holland's career choice theory

However, although this study does not focus on personality and how it relates to career choice, factors that led to student choices of the programmes they enrolled in were sought. It should be realised that if one's personality and choice of a career is not realised they are not likely to perform very well in their alternative career options. According to Holland's (1959) career theory,

"..career is an extension and expression of one's personality within the context of the world of work, and a subsequent identification with specific occupational stereotypes" (Sharma 2016, p.217).

Though Holland's theory raises debate, some truth may be worthy examining lest we may be training students to be teachers who are not interested in teaching at all.

There are other theories that also explain career development from personality perspective. Donald Super's Developmental Self Concept theory 1969 explains that development of self-concept takes place over time and is influenced by personal experience. From this perspective, it is implicit that that the original perception about a career choice may not be the same after the person is acculturated into a new career. Thus, in the case of this study, exposing our students to more experience about the beauty of

teaching as career may change their perceptions in order to remain in the profession and contribute to its development.

“Super (1969) opined that career choice and development is essentially a process of developing and implementing a person’s self-concept. According to Super, self-concept is a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation” (Sharma 2016, p.218).

Of course, Super suggested five stages of life and career development but this is not the focus of this study. The main concept to learn from Super’s theory is that career perceptions can be developed positively or negatively through the way career aspirants are inducted or acculturated within their contexts or within the aspired for jobs.

3. Literature Review

3.1 Relevance of Undergraduate Programmes

Undergraduate education is critical to national and personal development. Furberg (2010) citing the Swedish University law says the purpose of undergraduate university education should be to provide knowledge, skills, capacity to be independent and make critical judgements and for independent problem solving. Indeed, higher university education should be able to prepare graduates not only for formal employment but informal and self-employment as well. However, programmes at undergraduate level are determined by the demands of the nation in general and the job market at each particular time. For instance, after Zambia’s independence, the University of Zambia was mandated with a responsibility to produce university graduates for the Zambia’s high level human resource (University of Zambia, 2012). At the time, graduates were needed in various sectors of economy to be able to develop the nation. The University of Zambia (2012) emphasises the role of university education as that of teaching and learning to produce qualified graduates that can be absorbed in the job market both in the public and private sector and to meet the ever-changing needs of the public and private sectors. It is an undeniable fact that higher education should be able to afford a job that would earn someone a living. Career choices therefore have a strong link to the nature of the job one wants to have.

3.2 Relevance of Educational Psychology and Sociology of Education to the Teaching Profession

3.2.1 Educational Psychology

Educational Psychology in many of the institutions of teacher education is one of the very important courses taken by students who train to be teachers. It is taken as one of the foundation courses or as an elective (Lai-Yeung, 2011). At the University of Zambia, Educational Psychology is taken as a compulsory education foundation course at second

year level. The Zambia teacher education curriculum also recognises the significance of education psychology in teacher education. Education Psychology is also taken as compulsory subject by students training to be teachers in Zambia's Colleges of Education (Ministry of Education, Science, Vocational Training and Early Education 2013). The significance of Educational Psychology in teacher education cannot be over emphasised (Lai-Yeung, 2011). Educational Psychology is psychology applied in teaching. It is a branch of general psychology aimed at studying overt and covert behaviour. Practitioners of Educational Psychology can be called educational psychologists. According to Henson and Eller (2012, p. 5), "*educational psychologists are often defined as those who apply the principles of psychology to education and who devote their professional lives to understanding learners, the learning process, and the instructional strategies that enhance learning*".

Studying Educational Psychology helps teachers to understand the factors that influence and or impede the quality and quantity of learning. The study of Educational Psychology also helps teachers as practitioners to understand themselves as individuals with their own personality types that may influence the way they teach. It is a psychology for learners and teachers. By studying Educational Psychology, teachers improve the way of lesson delivery and how they project themselves to learners. Through Educational Psychology, children are studied and are understood from mental, physical, emotional and social perspectives. Individual differences among learners are also understood. Through Educational Psychology, teachers should be able to understand the intrapersonal and interpersonal differences among learners. Understanding differences within a learner is a skill of identifying factors that affect a learner's performance in certain areas and not in others while interpersonal differences aim to help identify the strengths and weaknesses in one learner compared to another so that such identification is utilised as a resource for helping the learning process. Learning is affected and influenced by different factors such as personality, emotions, interest, memory, learning styles, intelligence, perception, disability, and many others. Pupils also differ in many other ways such as appearance, temperament, anxiety, honesty, intelligence, learning styles, perception styles, and modes of thinking, rates of development, dexterity, coordination, creativity, background, values, motivation, and interests. Understanding such factors can help teachers meet the unique learning needs of learners. Educational Psychology provides a strong foundation of how best educational goals can be realised. For instance, a strong foundation in learning theories can help teachers to be able to apply different principles that can help motivate or arouse active learning. A good understanding of personality theories in Educational Psychology can help teachers with self-introspective skills of how they should project themselves in the execution of their teaching duties. This is above understanding the different personalities among learners so that every learner is used as a resource to enrich the classroom learning experiences. Teachers have the privilege through the study of Educational Psychology to understand learners' individual backgrounds and its influence on learning. This gives teachers the skills to be not only teachers but counsellors as well. Therefore, studying this subject

helps to understand how the child develops physically, emotionally, socially and intellectually through stages. A teacher's knowledge of how a child develops helps him or her to understand why a learner behaves the way he or she does and adapt ways of teaching, interacting and helping the learners according to their needs. It would be folly to limit the usefulness of Educational Psychology to teaching and learning. Educational psychologists have roles beyond the school. Maziah, Saemah, & Nooraziah, (2015), when they explored the best tool to educate children about healthy eating and physical activity to prevent obesity explain that Educational Psychology can be used as an effective tool for promoting healthy behaviour among members in the community. Educational Psychology provides child friendly methods for educators and professionals to engage with children in order to impact positive change in behaviour. Thus, educational psychologists can be both educators and community workers. Their role spills beyond the school environment. The more we realise the role of Educational Psychology to be beyond teaching, the better for Educational Psychology practitioners to help improve a health community. Children in local communities can be engaged in play, games, and songs about unpleasant practices to sensitise them on the dangers of the same. Educational Psychology houses several methods and strategies to change behaviour. The use of rewards is a very effective strategy for changing or promoting positive behaviour. Innovations of activities that can make children active and avoid getting involved in unpleasant behaviours can be developed by educational psychologists.

Educational Psychology is also very critical in curriculum design and development. It helps to determine the nature, scope and depth of content and skills that should be provided at different levels of education. Educational psychologists should be evaluators of the teaching and learning process, and researchers and educators in their own right. They hold higher responsibilities to research about the effectiveness of teaching and learning, styles of student learning, interactions between the school, parents and the general community and how best to teach others (Henson and Eller, 2012). They can advise policy makers on the best way to create conducive learning environments (Henson and Eller, 2012). This particular elaboration of the significance of Educational Psychology to trainees is cardinal to building their self-concept and to broadening their self-perceptive view of the faculty. What was not known before this study is how students perceive Educational Psychology as a programme of study and whether they appreciate and understand its value to education and to society in general.

3.2.2 Sociology of Education

Sociology of Education is one of the most important educational foundation disciplines in the training of teachers at every level of the education system in any country. Sociology of Education as a study of education is a very important discipline in the teaching profession for both teachers and student teachers. It equips them with the knowledge of the overall education process and the teacher's role in education.

The emphasis in Sociology of Education has been on the social factors which determine the outcomes of learning. Graduates of Sociology of Education programme are therefore expected to be equipped with knowledge of the relationship between the institution of education and other institutions in society, such as family, religion, economics, health and politics. Through the study of Sociology of Education, teachers are exposed, for example, to the socialisation of pupils which gives teachers an insight into the social, political, economic and cultural factors that influence the academic performance of learners. In addition, Sociology of Education exposes trainee teachers to the relationship between schools and communities, specifically how school and community factors influence the educational outcomes of learners, the relationships among persons within the school system; specifically school-based factors which affect the academic performance of pupils, aspects of social organisations including schools and how these organisation are managed; and how they operate and change over time, and other factors that influence educational aspirations and achievement of learners, among others (Banja, Serenje-Chipindi, Mofu, Chakulimba, Kalimaposo, & Bedding 2017; Mofu and Kabaghe, 2017). In short Sociology of Education raises the awareness of social processes within the school and society that affect the outcomes of learning.

Sociology of Education is relevant not only to classroom teachers but also to other professionals within the education sector such as policy makers and curriculum designers. Outside the education system, Sociology of Education is relevant to non-education professionals such as medical doctors, politicians, sociologists, social workers and so on through exposing them to issues such as social inequality, patterns of behavioural forces in organisations and how social systems work (Mofu and Kabaghe, 2017).

3.2.3 Making Career Choice

Kazi and Akhlaq (2017) observe that making a career choice is one of the most defining moments in the life of a student because students evaluate several factors during the career choice making. Kazi and Akhlaq (2017) in a study of factors affecting career choice among students established that students are usually swayed into certain careers through peer and social media influence, hence making impressionable choices. In their study, girls seemed to be more influenced by peers than their male counterparts. Njeri (2013) also found that gender and peer pressure were the most influential factors in determining undergraduates' career choices at the University of Nairobi. They further established that students did not receive guidance on career choices from counsellors hence they failed to make informed career choices. What is not clear is whether a needs analysis was conducted before the introduction of Educational Psychology and Sociology of Education programmes in the School of Education at UNZA. Numerous researches has been conducted on the instigating factors that influence student choice of study programme and courses. In Nigeria, Ajibola, Emegle, Oluwumi and Oni (2017) investigated the factors that influence students' choice of study programme at Covenant University and

established that 90% of the first year students in their sample chose their programme of study based on personal interest.

In terms of job prospects, Graduates of Sociology of Education Programme may work as teachers in secondary schools, lecturers of Sociology of Education/General Sociology in private and government colleges and universities; administrative staff in various institutions and departments within and out of government circles, particularly under the Ministry of General Education; administrative and technical staff in the UN system, and non-governmental organisations (NGOs) and any other institutions/organisations in the country (Banja et al., 2017).

3.3 Perceptions of the Teaching Profession

Higher university education is ascribed to higher status and within higher university education exists programmes that may be considered as low status programmes and high status programmes. This is determined by the nature of jobs that come with studying such programmes and the money ascribed to the profession as well. It is not possible to ignore the status of a study programme with the remuneration it is associated with. In any case, society seems to have more respect for certain professions than others, thus influencing the attitudes youths have towards such professions. With negative attitudes towards a particular profession, the motivation by those who get into it as a result of lack of other opportunities becomes lower and this affects the productive capacity of the profession. Thus, we are likely to produce graduates with low motivation for the job. There are three key concepts that have influence on the choice of a career: occupational prestige, occupational status and occupational esteem (Symeonidis, 2015). Occupational prestige is the perception by the public of the relative position of an occupation when compared with other occupations and occupational status is the category to which knowledgeable groups allocate an occupation. The occupational esteem is the regard in which an occupation is held by the general public by virtue of the personal qualities which members are perceived as bringing to their core task (Hargreaves and Flutter, 2013 in Symeonidis, 2015).

Perceptions of the teaching profession around the world are varied. Some countries perceive the teaching profession positively, others negatively. Individual scholars and researchers have mixed feelings about whether teaching is a profession with higher or lower status. Banja (2012) says teaching in Zambia is generally an ill paid and often disparaged profession. While agreeing with Banja (2012) on teaching being regarded as a lowly paying job, Hamaimbo (2016) says teaching was considered to have higher status by the Zambian rural and urban community in Southern province. In some cases, teaching has been called noble a profession. Teaching is a profession that one should not get into with a view to getting more money or becoming rich. With negative perceptions of teaching in Zambia, effort should be made to market the profession so that trainee teachers do not leave the profession after they graduate from teaching courses.

In Estonia, a study by Saksa, Soosaarb & Ilves, (2016) of 18-19-year-old students' perceptions and attitudes to the teaching profession reveals that students valued the teaching profession but considered it hard, challenging and underpaid. Underpayment seems to be a critical perception towards the profession and seems to affect student teacher morale to become a teacher even after training to be one. Cultivating a sense of positive feeling or concept about the teaching profession has to do with several other factors. Among such factors are the role model-ship of parents and teachers positively talking about the profession, good salary and less workload (Saksa, Soosaarb & Ilves, 2016). In Nigeria Lawal (2012) reports that the teaching profession in South West Nigeria continues to suffer low esteem compared to other professions such as law, engineering and medicine although teachers themselves considered themselves highly compared to parents and students.

In countries such as Turkey, in teachers' perceptions of the teaching profession were positive Oruc (2011). In a study of Turkish Trainee Teachers' Attitudes towards being a Teacher, Oruc (2011) reported that trainee teachers regarded teaching as a respected profession. For instance, students agreed that teaching was an enjoyable profession and disagreed that it was boring. Students did not regret taking a decision to train as teachers and promised to take it as life career (Oruc, 2011).

In Botswana, University of Botswana teacher trainees' perceptions of the teaching profession were positive with female students being more positive about the profession than male students (Nenty, Moyo, Sello and Phuti, Fiji, 2015). Nenty, Moyo, Sello and Phuti, Fiji (2015) argue that positive attitude towards the teaching profession has significant influence on the students' motivation to do well in their teacher training programme and towards teaching. The kind of attitude by trainee teachers in Botswana helped to overturn negative attitudes that the general public had about the teaching profession. This study reveals the significance of those we train to possess positive attitudes towards what they are studying to be able to convince the public about the value of the profession. If those studying teaching have negative attitudes themselves, it is difficult to influence the public view towards the profession. This results in the gradual death of the profession.

Regarding skills that tend to influence attitudes, studies show that subject teachers should be the first to demonstrate skills, positive attitudes and interest in the subject being taught as this influences student attitude towards the subject (Muzata, 2018; Muzata & Penda, 2014). Etuk, Afangide, & Uya (2013), in a study of Students' Perception of Teachers' Characteristics and Their Attitude towards Mathematics in Oron Education Zone, Nigeria, it was found that teachers' characteristics were positively correlated with students' attitude towards mathematics. Similarly, in Zambia, Mulendema, Ndhlovu, Mulenga, (2016), in a study of college students' perceptions of mathematics found that students had positive perception towards the subject and attributed their performance to lecturers' teaching and attitudes towards the teaching of mathematics. Etuk, Afangide, & Uya, (2013. p. 203) argue that:

“When students’ perception of their teachers’ characteristics is low, it could result in their negative attitude towards mathematics and vice versa. Mathematics teachers should therefore strive to exhibit sound and effective pedagogical traits to earn their students’ high perception. This will then engender students’ positive attitude towards mathematics. As students’ attitude improves, so will their commitment to the subject and their achievement will be enhanced.”

4. Methods

This study adopted a mixed methods approach in which both quantitative and qualitative data were employed. In mixed methods, there are basically three approaches; first is where the quantitative approach overrides the qualitative, second is where both quantitative and qualitative have equal strengths with data equally complementing each other and the third is where the qualitative approach drives the study with the quantitative approach providing partial support (Creswell, 2014). In this study, both quantitative and qualitative data were collected at the same time using the same instrument. However, the quantitative was the driving approach while the qualitative provided support data.

Closed and open-ended questionnaires were administered to 87 students. Simple random sampling was used to select respondents from the two programmes of study. Purposive sampling was applied on the two programmes because students in the two programmes were the only ones with the type of information needed for this study. Quantitative data were analysed using the statistical package for social sciences (SPSS) version 16.0 for windows. Frequencies, percentages and significant differences were obtained from data cross tabulations. Respondents from the two programmes were compared to see whether their perceptions about the programmes were same or different. Qualitative data which comprised reasons for certain perceptions were selected and presented verbatim to support the quantitative data.

Ethical considerations were taken into account. Respondents were not allowed to write their names on the questionnaires. Respondents were allowed to withdraw from answering the questionnaire if they wished. This is one factor that made a lower sample from Educational Psychology although the sample met the requirement for quantitative data analysis.

5. Results and Discussion

5.1 Student Perceptions of the Programmes in which They Were Enrolled

In order to establish students’ perceptions of the programmes they were enrolled in, students were asked several questions in relation to the theme. First, they were asked to state whether they were selected in the programmes they had applied for as first choice. A chi square test was done to establish whether students were selected in programmes they applied for. A relationship was established between the programme students chose

as first choice and being selected in it or not being selected in it significant at p value = .000. $X^2(4, N = 59) = 44.54, p < .05$. The relationship is strong at $\phi = .87$ meaning the relationship is very large. For a descriptive statistical point of view, (29) 49.2% were selected in the programme of choice while (30) 50.8% were not selected in the programme of first choice. This means almost half of the students that were selected to study Educational Psychology and Sociology of Education were not studying these programmes as their first choice. This raises questions about the selection process and the impact it may have on the production of graduates with interest, enthusiasm and motivation about their careers. A further analysis was done to find out the extent of the distribution of results with regards to what programmes students applied for as first choice. Table 1 shows the results:

5.2 Programme Applied for as First Choice

Table 1: Programmes that Students Applied for as First Choice but were not Selected (N= 86, Missing =1)

What programme did you apply to study as first choice?						
Sociology of Education	3	2	2	10	34	1
	5.80%	3.80%	3.80%	19.20%	65.40%	1.90%
Educational Psychology	1	0	1	5	22	5
	2.90%	0.00%	2.90%	14.70%	64.70%	14.70%
Total (F)	4	2	3	15	56	6
Total (%)	4.70%	2.30%	3.50%	17.40%	65.10%	7.00%
p value = .239						

The cross tabulation of the results shows most (65%) of the students who are studying Educational Psychology and Sociology of Education would have loved to study programmes outside education. It is worth noting that there were significant differences in the nature of programmes students would have loved to study ($X^2(5, N = 86) = 6.77, p > .05$). The overall picture coming out of these results is that Educational Psychology and Sociology of Education were not the first-choice programmes for the applicants. Most students' first choice was in programmes outside education; these were mainly programmes in the Humanities and Social Sciences and the Natural Sciences. This finding seems to suggest that the majority of the students in the two programmes never wanted to pursue programmes in education in the first place. This finding agrees with the findings of Luangala (2008).

Students were asked to state whether or not they were happy with being selected in the programmes they were currently studying. Satisfaction is key to building positive perceptions and motivation to work hard. Table 2 shows the results:

Table 2: Are you Happy to be selected in the Programme You are Currently Studying? (N=87)

Question	Category	Yes		No		Somehow	
		F	%	F	%	F	%
Are you happy to be selected in the programme you are studying?	Sociology of Education	29	54.7	5	9.4	19	35.8
	Educational Psychology	25	73.5	1	2.9	8	23.5
	Total	54	62.1	6	6.9	27	31
p value = .177							

When asked as to whether students were happy being selected in the programmes they are studying, no significant differences were reported at $X^2(2, N = 87) = 3.46, p > .05$. Literal total descriptive interpretation reveals that students (54) representing (62.1%) were happy for being selected into the programmes they were studying although there were a few that showed mixed feelings. Six (6) representing (6.9%) were not happy while twenty seven (27) representing (31%) were not fully happy. Significantly, there were no gender-based differences regarding happiness about being selected in the programmes under study at $X^2(2, N = 85) = .65, p > .05$. In both cases, majority males 31, (67.4%) and females 23, (59%) were generally happy at being selected into their programmes of study.

5.3 Factors that Influenced Choice of Student's Career

When asked for reasons why students were happy or not happy being selected in their respective programmes, results show that many students were simply happy to be pursuing a degree as indicated in the following sampled statements from the respondents.

"I was because even though it was not my first choice, I enjoy taking the course now."

"I was happy because it is good to be at the biggest institution in the country."

"I was happy to be selected in this course because I value every opportunity I find."

"I was happy because it was the choice we had during our application not second choice I did some research concerning the program before applying for it and my grade 12 results determined my application for the programme."

"Because I was motivated by someone who studied Psychology by school of Humanity and I wanted to learn more about human behaviour."

"I was happy because I was going to pursue a degree."

"Because I really wanted to be a teacher and apart from being a teacher, I want to be an administrator."

On the other hand, those who were not happy to follow these programmes expressed unhappiness as these programmes were not their first choice as indicated in the following sentiments:

"I was not happy because It wasn't my first choice hence, I will apply in first choice when am done with this programme."

"I wasn't really happy because it wasn't a course of my choice, but I had to go for it for survival means in life."

"I wasn't happy because I did not know what the programme was about and besides I wanted to do BALIS so that I was just an alternative".

These findings further show that the perceptions of students towards the programmes they were studying. A variety of reasons influenced student choice of the programmes they were pursuing. At the same time those who were not happy still demonstrated factors that influenced what they actually want in life. Just as Kazi and Akhlaq (2017) have stated, students are influenced by social media and peers in choosing careers, this study reveals peer influence as one of the factors besides factors such as the prestige of the qualification and the university the students were studying from. Aspiration for higher positions was also cited as a factor for studying the programme. This study did not establish gender as a factor in career choice (see Table 3) contrary to what Njeri (2013), Kazi and Akhlaq (2017) established that gender and peer pressure were key factors in determining career choice. Further, the results of this study are contrary to Nenty, Moyo, Sello and Phuti, Fiji (2015) who established that female students at the University of Botswana were more positive about teaching than their female counterparts. This study found that both male and female did not like teaching compared to other jobs despite studying Educational Psychology and Sociology of Education. However, the argument that occupational status and prestige influenced career choice (Symeonidis, 2015) could not be established in the current study since the programmes were new and had not yet produced their first graduates (The respondents in this study are scheduled to be the first graduates at the end of 2018).

One of the unique factors that influenced some respondents was that they just had to take the course in which they were selected for survival reasons. This demonstrated the limitations applicants had to study what they wanted. This reason shows people are compelled to study what they are studying perhaps for reasons that hinge on how difficult it is for one to have access or entry into the university.

To further establish student perceptions of teaching, the researchers wanted to establish whether students would answer affirmatively that they wanted to become teachers especially that the programme was education based. Table 3 shows the results:

Table 3: Expectations of Studying Sociology of Education or Educational Psychology

Question	Category	Become a Teacher		Other	
		F	%	F	%
	N=87				
What were your expectations of studying the programme p value = .397	Sociology of Education	15	29.4	36	70.6
	Educational Psychology	8	24.2	25	75.8
p value = .391	Total	23	27.4	72.6	6.9
	Male	11	25.6	32	74.4
	Female	12	30.8	27	69.2

It is clear from the study that the majority of students pursuing the degree programmes in Educational Psychology and Sociology of Education were satisfied with the respective programmes in terms of what they studied (see Table 2). However, it is equally clear that the respondents did not appreciate the fact that these programmes were tailored to make teachers out of them. Consequently, the majority advocated for inclusion of aspects that would enable them take up careers other than teaching such as attachment with non-educational institutions. In short, they saw these programmes as a stepping stone to other more satisfying careers as demonstrated by their intention to join the military, NGOs, human resource departments and so on. The views of these respondents are summed up in the statement by one of the respondents that *'I thought it will be different from general teaching programmes.'*

There were no significant differences in the expectations of students studying Sociology of Education and Educational Psychology. In both cases, majority students expected to be employed in other jobs other than teaching $X^2(1, N = 84) = .27, p > .05$. There were also no significant differences by gender when respondents were asked about what they expected to become after studying either Educational Psychology or Sociology of Education $X^2(1, N = 82) = .27, p > .05$.

Three other questions were asked to establish student expectations of studying Sociology of Education and Educational Psychology. Table 4 shows results of three other questions that were asked to establish students' expectations.

Table 4: Questions of whether Students of the Two Programmes Would Want Teaching

	Characteristic	Category	#	Teaching	Lecturing	Other Jobs
				%	%	%
				Teaching	Other jobs within education	Other job outside education
1	Given chance to choose between teaching and another job which one would choose? p value = .274	Sociology of Education	N=83	17.6%	31.4%	51.0%
		Educational Psychology		12.5%	18.8%	68.8%
2	By studying this programme, did you		N=86.	Yes	No	
		Sociology of Education		32.7%	67.3%	N/A

	really want to become a teacher? p value= .097	Educational Psychology		17.6%	82.4%	N/A
3	Does your programme of study prepare you for other jobs? p value = .005		N=86			
		Sociology of Education		60.4%	39.6%	N/A
		Educational Psychology		87.9%	12.1%	

Results in Table 4 show that students would rather choose another job and not teaching although the chi square shows significant differences in responses at $X^2 (2, N = 83) = 2.59, p >.05$. When respondents were asked whether by studying the respective programmes, they wanted to ultimately become teachers, the results show a weaker significant difference $X^2 (1, N = 86) = 2.37, p >.05$. The association is weaker at $\phi = .166$. Literal descriptive percentages indicate that students did not want to become teachers. When respondents were asked whether the programmes they were studying prepared them for other jobs, an association was established that in both cases, students felt the programmes prepared them for other jobs as well. The chi square association was at $X^2 (2, N = 83) = 2.59, p <.05$. The consistence in the responses to different questions that related to students' their choice of the programmes still demonstrates that students were studying Educational Psychology and Sociology of Education programmes for different careers other than teaching. The study provides a lens of the nature of students we are training. It seems the perception towards teaching is so negative that it is used as a second or third choice career that can only be taken when one fails to find a job in the careers they want. Looking through Holland's theory (1959) of career choice, and comparing it with the results of this study, it may be difficult to make a teacher whose career was originally different. Lessons should be learnt that institutions should recruit students who are willing to take teaching as a first career choice. This would help in training students who have the interest and motivation to teach. However, using the Super's Developmental Self Concept theory (1969) of self-concept development as it relates to career development, these results show that teacher education institutions have a huge responsibility to ensure that students whose career choices were not in education but were enrolled into education programmes are acculturated into understanding the beauty and value of studying Educational Psychology and Sociology of Education for teaching purposes. Thus, through a process of acculturation into education programmes, we transform the students to develop positive attitude towards teaching. This way, institutions of teacher training will graduate highly motivated teachers who would take up the career with utmost interest.

6. Limitation of the Study

This study did not involve lecturers of the two programmes. It is therefore difficult to ascertain the role they played in influencing the students' perceptions of teaching.

However, it worth noting, just as researchers such as Etuk, Afangide, & Uya, (2013), Mulendema, Ndhlovu, Mulenga, (2016) have noted in separate studies, that lecturers' perceptions of what they teach has great influence on students' perceptions of what they are studying. If lecturers talk more about other professions as they prepare students, student perceptions are likely to be swayed towards the examples lecturers give them. It must be appreciated though that literature is replete with evidence of negative student attitudes towards teaching as a career (Serenje, 2012; Luangala, 2008; Kibera and Kimokoti, 2007).

6.1 Conclusion

From the results, it is clear that students were satisfied with studying programmes they did not choose as first choice. However, students were not willing to use the qualifications for teaching contrary to the aims and goals of the two programmes. They would rather become counsellors, social workers, educational psychologists, lecturers and many other different careers than teaching. While it is acceptable that university qualifications should prepare one for service in any department or ministry, the introduction of the two programmes was meant to produce teachers and personnel for the Ministry of Education. With such negative perceptions towards teaching, should such students become teachers, there is likelihood that they will not teach with the expected vigour, interest and motivation. These are the factors that eventually come to haunt the quality of education in the country. The likelihood is that universities and colleges are no longer training people with the interest in teaching. It is one thing to have the qualifications to take teaching as a course and another thing to have the interest to teach. Further, from the results, an assumption can be made that students lack interest in teaching and general education related careers as a result of their past orientations. The students' career path seems to lie in their first choice which was neither an education course nor the programme in which they were not accepted. This may have huge implications on the motivation, morale and performance of teachers we are likely to produce, should they eventually be employed as teachers.

6.2 Recommendations

The programmes are quite relevant to education and the community in general. However, there is need to sensitise students on the relevance of the programmes to education especially. In view of the results, the study made the following recommendations:

- 1) There is need for the Department of Educational Psychology, Sociology and Special Education to strengthen the orientation programme so as to effectively induct students into the relevant programmes with the understanding that these programmes are meant for preparing classroom teachers in secondary schools.
- 2) There is need to introduce academic counselling and guidance in EPSSE department regarding programmes under the department.

- 3) The University of Zambia should revise the admission criteria to avoid admitting candidates not interested in teaching but admit students whose first choice is teaching in the School of Education.
- 4) The Government should seriously work towards improving the status of the teaching profession to attract well qualified students to join the teaching profession because it appears the teaching profession receives left overs in the admission process.

Conflict of interest

There is no conflict of interest in this study. The study was sponsored by the three researchers.

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