



ROLE OF CAREER GUIDANCE IN THE PREPARATION OF SECONDARY SCHOOL PUPILS FOR TERTIARY EDUCATION IN LUANSHYA DISTRICT, ZAMBIA

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Abstract:

The purpose of this study was to investigate the role of career guidance in the preparation of secondary school pupils for tertiary education in Luanshya district, Zambia. A descriptive research design supported by qualitative and quantitative approaches were used. A total of 56 questionnaires were distributed to head teachers and career guidance teachers at 12 schools in Luanshya District. Out of which a total of 51 were returned, with 5 not being returned by head teachers amongst the twelve schools used in the study. The questionnaire contained closed and a few open-ended questions which were scaled with a Likert scale and were analyzed quantitatively and qualitatively. The qualitative questions were analyzed thematically, emerging themes were coded and descriptively presented thereafter. Quantitative responses were analyzed through quantitative method involving coding and analyzing using charts, frequencies and percentages through a computer program referred to as Statistical Package for Social Science (SPSS version 22). The study revealed that, although career guidance has a significant positive role to play in the preparation of secondary school pupils for tertiary education, findings obtained from the study have revealed that career guidance was aimed preparing secondary school pupils for tertiary education although had a number of challenges. The number of pupils currently using these services on a weekly basis was very low, and the resources needed in the provision of these services are also lacking. Nevertheless, in spite of these hurdles being faced by the career guidance departments in the schools, there have been significant improvements in preparation of students for tertiary education. These significant improvements were in terms of behaviour; reduced pregnancy rates and improved academic performance, a major positive and a stepping stone for encouraging

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more pupils to utilise these services and enter tertiary education. The study recommended that head teachers ensure all teachers participate in spearheading campaign and information sharing on career guidance. Collaboration among teachers, career guidance teachers and counsellor in tertiary education should take pace, in order to easily identify pupils who faced challenges. Lastly, government of Zambia through the Ministry of General Education ensure that they equip schools with the requisite resources needed in order for the career guidance departments to operate in accordance with the expectations.

Keywords: school guidance, preparation, teachers; head teachers; tertiary education

1. Introduction

Matters pertaining to the choice of tertiary education career that pupils in secondary schools want to pursue, alongside the colleges or universities which would help them align their respective visions of succeeding in life is one of the most salient issues in society. One of the tools or strategies that has gained a lot of prominence in the 21st century is career guidance, which has for long be touted as a cardinal tool in helping school going children make the right decision with regards to tertiary education and all the issues pertaining to it. According to Ncube and Itayi (2015), career guidance is regarded as a programme and service in the education system, providing advice with regards to students' education, career planning, social issues or emotional problems.

Hence, to understand what career guidance is, and what career guidance teachers do, it is necessary to have an appreciation of the historical origins and development of this form of helping. Neukrug (2007) alludes to the point that the first career guides were leaders of the community who attempted to provide inspiration for others through their teachings. According to Neukrug (2007), some of these were religious leaders such as Moses (1200 BC), Muhammad (600), and the Buddha (500 BC), while others were philosophers like Lao-Tzu (600 BC), Confucius (500 BC), Socrates (450 BC), Plato (400 BC) and Aristotle (350 BC).

From these writings, it is evident that a human being has been attempting to understand himself or herself in relationship with his or her society and the universe since antiquity. This long search, to understand his or her existence, behavior and condition, has been through myths, magic, beliefs in spirits, ritual and superstition (Gwengo, 2003). A leaf can also be learnt from Neukrug (2007) who adds that other sacred arts have also been used as means of gaining introspection and as tools with which to think, talk and know about self and the world.

The view above is also supported by other writers, like Fuster (2005) and Kochhar (2017). Fuster (2005) asserts that career guidance, in some way or another, has been used by different people since the beginning of mankind, for example parents, teachers, friends, elders and so on. He explains that it was to the medical practitioner or family doctor that people went most frequently, who, according to the author, was interested in

helping his or her patient with such problems as worries, depressions, fears, anxieties and inner problems. Kochhar (2017) argues that guidance is as old as human civilization and present in very human society from time immemorial. He explains that in the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the family priests or the medicine men who conjured up spirits of the dead or supernatural forces to help the client.

2. Literature Review

School career guidance services were introduced to provide students with career and higher education information. The students also had problems with personal and interpersonal issues and in choosing subjects. UNESCO (1998) states that school career guidance services were introduced in African countries to counteract unprecedented economic and social changes. Adegole and Culbreth (2000) add that the gradual breakdown of the extended family network in many African countries has led to the introduction of school career guidance. With regards to Zambia, school career guidance is of new origin. Mwaba (2011); Musenge, (2016); Lambwe (2017) links to Zambia youth service programme of 1967, when the Career Guidance Unit was introduced in secondary schools to serve as recruitment units for young attachment to villages and industries for community service activities. The importance of career guidance services in Zambian schools cannot be over emphasized. As early as 1971, a career guidance unit was established in schools and reorganized in 1990 (Mwape, 2015).

However, official position of the Zambian government through Ministry of Education was only established in 1971 when secondary schools established such units although were not supported by trained personnel. In 1987, courses for School Career guidance teachers however, began at the Technical Vocational Teacher's College (TVTC) in Luanshya. In 1991, the then Ministry of Education through the Curriculum Development Centre, produced a School career guidance teaching syllabus, which was supposed to be followed by all secondary schools in the country, but the subject could not be put on timetable due to clouded school curriculum (MoE 2013; Mweemba, 2016). Additionally, workshops and seminars have been held at different forums to find ways of strengthening Career guidance services in secondary schools.

UNESCO (2000) states that Career guidance services in schools have for a long time been left in the hands of teachers who are overloaded with classes to attend to and in most cases, have no formal training in career guidance. The question is, to what extent do these factors affect the provision of Career Guidance Services in schools? The recent opportunities for free and universal education have brought in new dimensions of problems in schools and the nation at large. Zambia has not been spared from problems such as children going to school without knowing what they are supposed to do and leaving school with little or no idea on what type of jobs to find on the labour market, what training programmes are available and career path to follow. This has led to many

school leavers today ending up in streets and quite a number, move from one job to the other trying to explore which jobs meet their interests and capabilities (Tuchili, 2008).

The essence of incorporating career guidance into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. Based on these and more, career guidance teachers were appointed to take the responsibilities in sensitizing learners on the needs for effective career choice. In Zambia, despite career guidance services being provided in schools, learners are seen leaving school with little or no idea on the type of job to find in the world of work. This situation made the researcher wonder the role career guidance services were playing in preparing secondary school pupils for tertiary education.

As an individual goes through the secondary level of education, he/she encounters, at times, situations which require him/her to take correct and appropriate educational, vocational and social decisions. Given that learners spend more time in learning institution than at their homes, it is vital that schools have well established and maintained career guidance departments (Owino, 2005). Therefore, the need for career guidance services in all learning institutions cannot be overstated. Globally, it is evident that learners at all levels of learning have needs that call for career guidance services, which if unattended could lead to numerous disciplinary issues and wastage (Waititu and Khamasi, 2011). The ever-growing complexity of society coupled with social problems like HIV and AIDS and the rapid development of science and technology, place a heavy demand on education. The school as one of the most important of our social institutions is required to adapt quickly to these changing patterns and to help prepare the citizens for tomorrow's challenges. This means that career guidance in the educational system has a significant role to play in meeting these challenges. Career guidance in the educational system should aim at helping the human being; men and women alike, to develop their capacities to the fullest which include intellectual, social, physical and capacities (UNESCO, 1997).

Kochhar (2017) considers career guidance necessary to help the pupil with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better learner achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programmes must include this aspect of pupil support.

Career guidance play a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students through the provision of educational, personal and vocational guidance (Abid Hussain, 2006). Incomparable economic and social changes have, over the years, changed the ways in which we manage our lives. Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective career guidance, especially in institutions of learning has now become important. Boys and girls, and young men and women, need

to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes that lead to success and failure in life. The need for career guidance has become paramount in order to promote the well-being of the child. Effective career guidance should help to improve the self-image of young people and facilitate achievement in life tasks. Career guidance should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation (UNESCO, 1998).

The role of career guidance is critical in addressing psychological issues to produce well balanced and productive learners. Some learners attend school with minds 'flooded' with anxiety, illnesses from HIV, trauma and distress. Others due to these experiences resort to alcohol, substance abuse, transactional sex, to obtain good marks and other favours. Yet others, the loss of parents limit their opportunities to effective learning. For this reason, the education system has placed guidance officers at various levels of the system. Professional teacher-counsellors need to go through rigorous training over a period for them to be able to do their duties diligently and skilfully. In Nigeria, for example school counsellors provide watered-down guidance services to children with disabilities because of lack of training in Special Needs Education (Azuka, 2006). This also obtains in the Netherlands (Armstrong and Barton, 2007), the UK (Ferguson, 2008), and Australia (Foreman and Arthur-Kelly, 2008). The training of school counsellors in Special Needs Education is therefore pivotal in the effective provision of Career Guidance Services to learners with disabilities in the international arena. While the situation is known in other countries, it is not so for Zambia.

3. Problem

The importance and existence of school career guidance in our educational system is recognized in the 2011 Education Act as well as the Education policy of 1996. (GRZ, 2011; MoE, 1996). For example, the 1996 Educating our Future Policy and Document states in part that "*the Ministry of Education will strengthen school career guidance services, and through career teachers, it will disseminate information relating to post basic education training and employment opportunities*" (MoE, 1996). It is clear from the above statement that the Ministry of Education attaches immense importance to the need of having an effective guidance programme aimed at preparing youths for future roles and productive lives. This is further evidenced by the content of 2013 curriculum framework which has called for the inclusion of career guidance in the school and teacher education curricular (MoE, 2013). Nonetheless, the role of career guidance services in the preparation of secondary school pupils for tertiary education is not known. Hence, the need for investigation.

Despite government efforts of initiating career guidance services in schools (MoE, 1996; 2011), pupils have continued leaving school without being sure of what they are to do in life, and without any sense of direction and purpose in relation to tertiary education placement. The majority of school leavers seem not to be aware of their own potential, values, beliefs, personalities, abilities and interests to support their career choices

(Mwaba, 2010). A good number of pupils leaving secondary school have ended up career failures (Mweemba, 2016), making some quarters of our society start calling for the Ministry of General Education to revisit School curriculum in order to finding a solution to curb the problem of career indecision among school leavers. According Itayi and Ncube (2015), paper which evaluated the role of career guidance services in Zimbabwe, they found that most pupils had challenges with their career choices, academic performance as well as moral behaviour, leave a lot to be desired. It is the context of students' dismal academic performance and poor social standing that has necessitated the undertaking of this study in order to explore the career guidance services offered to students in Zambia, in particular secondary school pupils in Luanshya district in Zambia

The objectives which guided the study were to:

- 1) establish the nature of school career guidance services directed at preparing students for tertiary education
- 2) examine the resources available in the provision of school career guidance services to pupils in secondary schools.
- 3) explore barriers that might hinder provision of school career guidance services in preparation of secondary school pupils for tertiary education.
- 4) suggest measures to improve the provision of school career guidance services to pupils' preparing for tertiary education.

3.1 Significance

It is hoped that the findings would be significant because they would have potential of generating interest and awareness in the Ministry of General Education as well as stimulating further investigations. In addition, the findings would also help policy makers and other stakeholders in formulating policies that would enhance the provision of the school career guidance services in secondary schools. Lastly, this study might stimulate interest in finding ways and means of improving the preparation of pupils for tertiary education through school career guidance services in secondary schools.

4. Theoretical Framework

This study used Rollo May's (1967) Humanistic Existential Theory. It was used as a guide because Existentialists believe that Man is an intellectual being. The theory believes that the human being can change his or her environment and meanings. Man can understand where he or she is, and who and what he or she is. The Existential theory was used as a guide, because like in guidance, the theory believes that Man has the capacity to create awareness of his or her own being. The theory further believes that a human being can get over his or her immediate situation. According to the theory, the human being seeks to stand out and seeks out solutions to his or her own problems. Man can think about what he or she can be, for he or she has the will and can make choices in relation to what he or she wants to become. The theory was used as a guide because like school career guidance, it is developmental. Existentialists believe that Man is a being in existence and

not a being in essence; man is changing, he is searching, thinking and feeling; he is growing and is choosing his goal (Makinde, 1988; 2011).

The Humanistic Existential Theory was linked to the study, on the role of School career guidance services in secondary schools in preparing pupils for tertiary education because career guidance services, like the theory under discussion, put emphasis on an individual's natural potential and personality for their growth and self-fulfilment. According to the theory, the School guidance counsellor does not interpret or modify the pupil's behavior but aims at empowering a learner so that the client himself or herself is able to explore social environment and make independent career decisions. Furthermore, the theory is linked to this study because as we have seen above, existentialists believe that the human being is always searching for knowledge and skills aimed at shaping their own destiny, the role career guidance is expected to play in a school system. The theory is thus in conformity with the pursuit of school career guidance services in preparation of pupils for tertiary education hence relevant to the present study.

4.1 Topographical Features of Study Site

Luanshya district is a district in Zambia that lies in the Copperbelt Province. It is 35 kilometres south-west of Ndola, the provincial capital of the Copperbelt Province (Bwalya, 2020). It shares its borders with Kitwe city on the west, Ndola city on the north-east, Masaiti district on the south-east, Mpongwe District on the south-west near Kafue River and Lufwanyama District (particularly Chief Lumpuma's chiefdom) on the north-west. It is also often referred to as the country's only "garden town. "It lies on an approximate latitude of 130 7' 59.880" s and longitude 280 23' 60.00". It has also an altitude of 1257m. It is one of the urbanized districts in Zambia and boasts of an area of 1, 007.6087 km², most of it being land reserves and farm land in the peripheries of the District.

According to the 2010 Population and Housing Census, the total Population of Luanshya is estimated at 153,117 with an average annual population growth rate of 0.3 %. The Population is segregated as 75, 703 Males being 49.4% of the Population and 77,414 Females being 50.6% of the Population (Census, 2010). As of 2019, the population of Luanshya is approximated to be at 176, 798. From the broad base of the above pyramid, it can be said that Luanshya has a high proportion of young people and a low proportion of older people. Furthermore, the steady narrowing shows that more people die at each higher age band (Bwalya, 2020). Luanshya's key economic activities are mining and agriculture. The district is endowed with Copper Ore deposits hence making mining a major economic activity. However, the district is currently working on reducing the dependency on mining as the major economic activity and as such it is promoting diversification into other sectors especially agriculture sector (Bwalya, 2020).

5. Material and Methods

A descriptive survey design was used in the study. A descriptive research design is the most appropriate to generate the required data to support the study. The aim of a descriptive research design is to obtain information that can be analyzed to extract patterns and to make comparisons. A descriptive research design usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study, Sidhu (2006). Survey questions concern people's behavior, their attitudes and information about their background. The study opted for this method to allow for analytical complete detailed and in-depth information considering the complexity of the research at hand. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari 2011). From the information obtained from the District Education Board Secretary's Office, Luanshya district comprises 12 secondary schools. The target population for this study comprised of School Career Guidance Teachers and head teachers for reliable information on the role of career guidance in the preparation of secondary school pupils for tertiary education.

In this study, the sample comprised of 56 respondents, 44 School Career guidance teachers and 12 head teachers in Luanshya district. In this study, purposive sampling procedure was used to select the school head teachers and Career Guidance teachers. Kombo & Tromp (2006) states that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues under study. In this case the head teachers and Career Guidance Teachers are believed to have rich information on the role of career guidance in the preparation of secondary school pupils for tertiary education.

Kothari (2014) described a questionnaire as a data collection instrument which consists a number of questions typed in a definite order on a form. The questionnaire is given to respondents who are expected to read and understand the questions and write down the reply in space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own. In this study questionnaires were administered to head teachers and school career guidance teachers to find out the role of career guidance services in the preparation of secondary school pupils for tertiary education. The information from the School Career Guidance Teachers was collected by administering questionnaires while head teachers were interviewed by the researcher. The aim was to obtain in depth information about the role of School career guidance services in the preparation of pupils for tertiary education in secondary schools in Luanshya district.

6. Results

The Findings based on the results obtained from the analysis in line with the research objectives and purpose are now presented. A discussion of the research findings or results follows before a conclusion and recommendations are made.

6.1 Gender

A total of seven head teachers participated in the study, with five being females and two being males these teachers were from the following secondary schools: Luanshya Boys Secondary; Luanshya Girls Secondary; Mpatamatu Secondary; Nkulumashiba High School; Roan Antelope Secondary: Twashuka Secondary and Da-gama Secondary school respectively. On the other hand, the 44 career guidance teachers who participated in the study were from the following secondary schools: Luanshya Boys Secondary; Luanshya Girls Secondary; Mpatamatu Secondary; Nkulumashiba High School; Roan Antelope Secondary: Twashuka Secondary; Don Ottavio Secondary; Nkulumashiba East; Mikomfwa Secondary; Mpelembe Secondary and Da-gama Secondary schools respectively.

Furthermore, the gender of these respondents is also tabulated above, and shows that the majority of these career guidance teachers were female (31 out of 44 or 70.45%) and the minority were males (13 out of 44 or 29.56%). It was evident from the study that majority of the career guidance teachers participating in the study were females.

6.2 Qualifications

Of the 44 career guidance teachers that participated in the study, the majority all agreed that they had career guidance qualifications. Additionally, the larger number of the respondents (29 out of 44 or 65.91%) stated that they attended these qualifications from the University of Zambia (UNZA), while the minority of respondents obtained these qualifications from Kwame Nkrumah University; Klandignton Centre and Zambian Open University.

6.3 Nature of School Career Guidance Services Directed at Preparing Students for Tertiary Education

Results based on the responses obtained from career guidance teachers and head teachers are presented below as follows: The results presented in Table 1 show that from the 44 of respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (22 out of 44 or 50%) and agreed (14 out of 44 or 31.82%) when asked **Excerpt 1** “*SGC services at this school enhances pupils study skills required in tertiary education*”. These findings are in line with those provided by the head teachers when asked the same question.

In addition, from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (23 out of 44 or 52.27%) and agreed (16 out of 44 or 36.36%) when asked **Excerpt 2** “*SGC services at this*

school instil academic excellence principles and ideals into pupils for tertiary education". These findings are also in line with those provided by the head teachers when asked the same question.

Table 1: SGC services at this school instil academic excellence principles and ideals into pupils for tertiary education

Count		SGC services at this school enhances pupils study skills for tertiary education purposes			Total
N=44 (Career guidance Teachers)		Strongly Agree	Agree	Neutral	
SGC services at this school instil academic excellence principles and ideals into pupils for tertiary education	Strongly Agree	12	7	4	23
	Agree	9	6	1	16
	Neutral	1	1	2	4
	Strongly Disagree	0	0	1	1
Total		22	14	8	44
* SGC services at this school enhances pupils study skills for tertiary education purposes crosstabulation					

The results presented in Table 2 show that from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (19 out of 44 or 43.18%) and agreed (13 out of 44 or 29.55%) when asked **Excerpt 3**, "SGC services at this school helps pupils in creating relationships with peers from diverse backgrounds". In addition, from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (17 out of 44 or 38.64%) and agreed (14 out of 44 or 31.82%) when asked if "SGC services at this school prepares pupils for career guidance".

Table 2: SGC services at this school helps pupils in creating relationships with peers from diverse backgrounds

Count		SGC services at this school prepares pupils for career guidance					Total
N=44 (Career guidance Teachers)		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
SGC services at this school helps pupils in creating relationships with peers from diverse backgrounds	Strongly Agree	9	3	6	0	1	19
	Agree	4	5	3	1	0	13
	Neutral	2	5	2	0	0	9
	Disagree	1	1	0	0	0	2
	Strongly Disagree	1	0	0	0	0	1
Total		17	14	11	1	1	44
* SGC services at this school prepares pupils for career guidance crosstabulation							

The results presented below on Table 3 show that from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (16 out of 44 or 36.36%) and agreed (14 out of 44 or 31.82%) when asked **Excerpt 4**, “SGC services at this school focus on college or university choices”.

In addition, from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents disagreed (16 out of 44 or 36.36%) when asked **Excerpt 5**, “SGC services at this school informs and educates pupils on student loans and bursaries”. These findings are similar to those provided by the head teachers, and as such it is important for career guidance teachers to provide guidance to secondary school pupils on matters pertaining to student loans bursaries as these are key for one whose entering tertiary education.

Table 3: SGC services at this school informs and educates pupils on student loans and bursaries

Count		SGC services at this school focus on college or university choices					Total
N=44 (Career guidance Teachers)		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
SGC services at this school informs and educates pupils on student loans and bursaries	Strongly Agree	3	2	0	0	0	5
	Agree	7	2	2	1	0	12
	Neutral	0	3	0	2	0	5
	Disagree	3	6	3	3	1	16
	Strongly Disagree	3	1	0	1	1	6
Total		16	14	5	7	2	44
* SGC services at this school focus on college or university choices crosstabulation							

The results presented below on Table 4 show that from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (24 out of 44 or 54.55%) and agreed (14 out of 44 or 31.82%) when asked **Excerpt 6**, “SGC services at this school helps pupils in understanding the negative effects of anti-social behaviour likely to be experienced in tertiary education”.

In addition, from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents agreed (23 out of 44 or 52.27%) and strongly agreed (11 out of 44 or 25%) when asked **Excerpt 7**, “SGC services at this school helps address challenges of lack of sense of belonging”. Responses obtained from these two questions are in line with those provided by the head teachers, and as such it is an imperative that all career guidance teachers undertake these types of career guidance teachers’ services to pupils as and when need arises.

Table 4: SCG services at this school helps pupils in understanding the negative effects of anti-social behaviour likely to be experienced in tertiary education

Count							
N=44 (Career guidance Teachers)		SGC services at this school helps address challenges of lack of sense of belonging					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
SGC services at this school helps pupils in understanding the negative effects of anti-social behaviour likely to be experienced in tertiary education	Strongly Agree	9	12	2	1	0	24
	Agree	1	10	2	1	0	14
	Neutral	0	1	1	0	0	2
	Disagree	1	0	0	2	0	3
	Strongly Disagree	0	0	0	0	1	1
Total		11	23	5	4	1	44
* SGC services at this school helps address challenges of lack of sense of belonging crosstabulation							

The results presented below on Table 5 show that from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents strongly agreed (22 out of 44 or 50%) and agreed (15 out of 44 or 34.1%) when asked **Excerpt 8**, “School CG services at this school helps pupils realise their academic strengths and limitation”. All pupils that want to excel in secondary education or tertiary education need to realise their academic strengths and limitations or weaknesses, and this is why career guidance teachers are employed and trained, so as to ensure pupils who are lagging behind in terms of academic performance are helped and mentored into realising their potential.

Therefore, the findings presented above are in line with the notion on the nature of career guidance with regards to helping one realise their academic strengths and limitations.

Table 5: School CG services at this school addresses inferiority complex challenges which are common in tertiary education

Count						
N=44 (Career guidance Teachers)		School CG services at this school helps pupils realise their academic strengths and limitations				Total
		Strongly Agree	Agree	Neutral	Disagree	
School CG services at this school addresses inferiority complex challenges which are common in tertiary education	Strongly Agree	3	7	0	1	11
	Agree	8	3	3	0	14
	Neutral	6	3	2	0	11
	Disagree	4	2	1	0	7
	Strongly Disagree	1	0	0	0	1
Total		22	15	6	1	44
* School CG services at this school helps pupils realise their academic strengths and limitations crosstabulation						

In addition, from the 44 respondents (i.e. career guidance teachers) who participated in the study, the majority of respondents agreed (14 out of 44 or 31.82%) and strongly agreed (11 out of 44 or 25%) when asked **Excerpt 9**, “School CG services at this school addresses inferiority complex challenges which are common in tertiary education”.

The results presented below on Table 6 showed that all (7 out of 7 or 100%) of the head teachers strongly agreed and agreed when asked **Excerpt 10**, “School CG services at this school instil academic excellence principles and ideals into pupils for tertiary education”. In addition, the head teachers gave similar responses when asked “School CG services at this school enhances pupils study skills for tertiary education purposes”.

This shows that head teachers view career guidance services as playing a major role in instilling academic excellence principles an ideal in secondary school pupils which are cardinal in tertiary education, and also enhances secondary school pupils studying skills for tertiary education purposes.

Table 6: School CG services at this school instil academic excellence principles and ideals into pupils for tertiary education

Count				
N=7 (head teachers)		School CG services at this school enhances pupils study skills for tertiary education purposes		Total
		Strongly Agree	Agree	
School CG services at this school instil academic excellence principles and ideals into pupils for tertiary education	Strongly Agree	3	1	4
	Agree	2	1	3
Total		5	2	7
* School CG services at this school enhances pupils study skills for tertiary education purposes crosstabulation				

Moreover, results showed that all (7 out of 7 or 100%) of the head teachers strongly agreed and agreed when asked **Excerpt 11**, “School CG services at this school helps pupils realise their academic strengths and imitations”. In addition, the majority of head teachers (6 out of 7 or 85.71%) or gave similar responses when asked **Excerpt 12**, “School CG services at this school provides pupils with guidance on selection of friends in colleges/universities”.

Lastly, the research findings showed that all of the head teachers strongly agreed and agreed when asked **Excerpt 13**, “School CG services at this school helps pupils in understanding the negative effects of anti-social behaviour in tertiary education”.

6.4 Resources available in the provision of school career guidance services to pupils in secondary schools

Research findings based on the second research objective are presented below as follows: The results presented below on Table 7 show that the majority of the head teachers that participated in the study identified the following as resources which were available at

their schools in the career guidance departments: **Excerpt 14**, *Office space; conference room. Magazines and career application forms; Television sets, computers, booklets and internet facilities; Books, computers and video clips.*

In addition, the head teachers also cited qualified personnel (trained personnel or career guidance staff) and computer facilities.

Table 7: What are some of resources available at your school for the career guidance department with respect to preparing secondary school pupils for tertiary education?

N=7 (head teachers)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Qualified personnel (trained personnel) and computer facilities	1	14.3	14.3	14.3
	Office space; conference room. magazines and career application forms	2	28.6	28.6	42.9
	Television sets, computers, booklets and internet facilities	2	28.6	28.6	71.4
	Books, computers and video clips	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

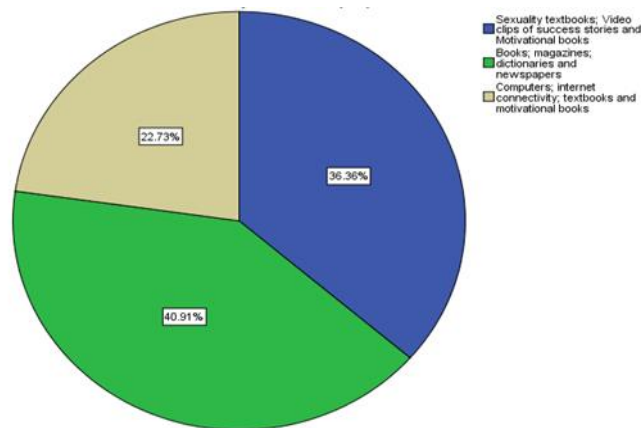


Figure 1: Teachers responses on career guidance resources available at their schools in the aiding of career guidance services to secondary school pupils

The results presented above on Figure 1 show that the majority of the career guidance teachers (40.91%) listed: books; magazines; dictionaries and newspapers as some of the resources which were available for pupils in secondary schools for purposes of tertiary education preparation. Additionally, 36.36% of the respondents (i.e. career guidance teachers) listed: sexuality textbooks; video clips of success stories and motivational books as some of the resources which were available for secondary school pupils in preparation for tertiary education. Moreover, other teachers listed computers; textbooks and motivational books as being some of the materials which were available for preparing secondary school pupils for tertiary education.

6.5 Barriers that might hinder provision of school career guidance services in preparation of secondary school pupils for tertiary education

Findings based on the third research objective are presented below as follows:

Table 8: What are some of the challenges that career guidance teachers face in your school?

N=7 (head teachers)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of adequate sensitization of pupils on the availability of CG services	1	14.3	14.3	14.3
	lack of trained personnel and lack of support from other teachers	3	42.9	42.9	57.1
	Not all CG are on allowances and lack of funding for CG services	1	14.3	14.3	71.4
	Lack of internet facilities and no fixed time table for CG	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

The results presented above on Table 8, show that the majority of head teachers (42.9%) and (28.6 %) when asked **Excerpt 15**, “What are some of the challenges that career guidance teachers face in your school?”, the following reasons were given; *lack of trained personnel; lack of support from other teachers; lack of internet facilities and no fixed time table for career guidance*. Additionally, the minority of head teachers cited reasons such as **Excerpt 16** : *Not all career guidance teachers are on allowances; lack of adequate sensitization of pupils on the availability of CG services; the lack of funding for Career guidance services as some of the challenges that career guidance teachers were facing at their schools*.

The results presented above on Table 9, show that the majority of career guidance teachers (22.7%) and (20.5%) when asked **Excerpt 17**, “What are some of the factors/challenges hindering the running of the career guidance department at your school?” cited: **Excerpt 18**, *lack of Career guidance teachers; lack of interest from teachers and the lack of adequate resources for pupils and staff*.

Table 9: What are some of the factors/challenges hindering the running of the career guidance department at your school?

N=44 (Career guidance Teachers)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of Career guidance teachers and lack of interest from teachers	10	22.7	22.7	22.7
	Pupils are not aware of the benefits of CG	7	15.9	15.9	38.6
	CG is not part of the class timetable (viewed as optional)	3	6.8	6.8	45.5
	Lack of adequate resources for pupils and staff	9	20.5	20.5	65.9

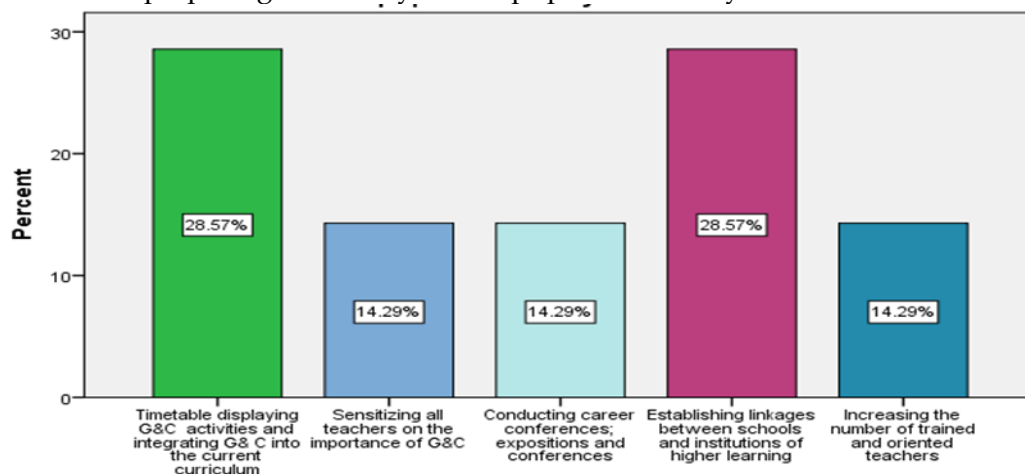
Vandalism and theft of resources by pupils	1	2.3	2.3	68.2
lack of support from class teachers'	5	11.4	11.4	79.5
limited office space and poor location of CG departments	6	13.6	13.6	93.2
Lack of courage by pupils and the fear of expressing themselves	3	6.8	6.8	100.0
Total	44	100.0	100.0	

Additionally, other teachers cited reason such as: **Excerpt 19**, *Pupils are not aware of the benefits of CG; limited office space and poor location of CG departments; lack of support from class teachers'; lack of courage by pupils and the fear of expressing themselves and vandalism and theft of resources by pupils.*

6.6 Measures to improve the provision of school career guidance services to pupils' preparing for tertiary education

Findings based on the fourth research objective are presented below as follows:

Figure 1: From your own perspective in what ways can career guidance be implemented effectively at your school for purposes of preparing secondary school pupils for tertiary education?



The results presented above on Figure 5, show that the majority of the head teachers (28.57%; 28.57%) when asked the question **Excerpt 20**, *“From your own perspective in what ways can career guidance be implemented effectively at your school for purposes of preparing secondary school pupils for tertiary education?”*, cited reasons such as: *Timetable displaying Career Guidance activities and integrating CG into the current curriculum; Establishing linkages between schools and institutions of higher learning.*

Additionally, the remaining head teachers cited reasons such as: **Excerpt 21**, *sensitizing all teachers on the importance of CG; conducting career conferences; expositions and conferences and increasing the number of trained and oriented teachers as measures aimed at improving the provision of career guidance services to secondary school pupils.*

7. Discussion

We now present the discussions of the findings based on the results which were presented. Based on the first research objective, results revealed that both head teachers and Career guidance teachers agreed that School career guidance services enhance pupils study skills for tertiary education purposes, helps pupils; realise their academic strengths and limitation, and also instils academic excellence principles and ideals into pupils for tertiary education. These results were in line with Dunford (2003), who emphasized the importance of career guidance to those who want to go for training, as vocational guidance services assist learners to select suitable vocations according to an individual's strengths, limitations, educational and professional qualifications. In addition, a study in Finland by Mcwhirter, Rasheed and Crothers (2000), results showed that there was an increase in career decision-making and vocational skills self-efficacy when high school learners were provided with vocational and guidance services.

All pupils that want to excel in secondary education or tertiary education need to realise their academic strengths and limitations or weaknesses, and this is why career guidance teachers are employed and trained, so as to ensure pupils who are lagging behind in terms of academic performance are helped and mentored into realising their potential. Therefore, the findings presented above are in line with the notion on the nature of career guidance with regards to helping one realise their academic strengths and limitations. Moreover, research findings also showed that both of the main respondents (i.e. head teachers and career guidance teachers) in the study agreed that School Career guidance services at their schools help pupils in understanding the negative effects of anti-social behaviour likely to be experienced in tertiary education, as well as helping them address challenges of lack of sense of belonging. These findings concur with those reported by Mwamba (2011), whose study revealed that educational guidance services are important to mitigate problems faced by pupils. In addition, the findings in this study were similar to those reported by Wagner and McGowan (2006) in the United Kingdom, that social and personal guidance led to significant and sustainable reduction in abuse of alcohol and marijuana among the high school pupils

Furthermore, research findings also indicated that the majority of pupils at the schools targeted in Luanshya District underwent different types of career guidance. These included individual career guidance; educational guidance; group guidance and career guidance based on the career guidance teacher's responses. The above stated career guidance is key in preparing secondary school pupils for tertiary education and must be undertaken on a regular basis for pupils who are lagging behind academically and psychologically.

As can be seen from the findings presented above the nature of school career guidance services at the twelve schools used in the study are far reaching and tend to cover all key issues that pupils face, in spite of the low utilisation of these services and facilities by pupils. These findings were in line with Mandyata & Kamukwamba, (2018) who reported that the provision of career guidance services is necessary to help pupils

with hearing impairment gain enough information on career opportunities and help them make informed career decisions. It has the potential of creating desire for world of work in relation to knowledge of self and to make informed career decisions. Nevertheless, one of the shortcomings observed from the research findings with respect to the nature of school career guidance service in Luanshya District, was career guidance teachers not being very conversant on career guidance regarding student loans and bursaries for pupils in secondary schools. Therefore, this shortcoming should be addressed in order for pupils to be well informed about the different options that are available to them once they complete their secondary education, as not all pupils are knowledgeable on student loans and bursaries.

In addition, the research findings also revealed that the school career guidance services in Luanshya District, help pupils when it comes to creating relationships with peers or individuals from diverse backgrounds. Creating or establishing relationships with peers from diverse backgrounds is cardinal in most cases when it comes to one successfully completing their tertiary education. The need for pupils to cooperate or establish these relationships ought to be inculcated into the minds of secondary school leavers in order for them to avoid secluding or isolating themselves from their peers who can help them overcome various hardships which are synonymous with tertiary education.

Discussions in line with the second research objective which revealed that the resources which were available pertaining to school career guidance service for pupils in Luanshya District, were not adequate in most schools in the district. According to the responses given by the head teachers, the major resources that were available with respect to the provision of school career guidance were magazines, career application forms, television sets, computers, booklets and internet facilities. Apart from having qualified personnel running the career guidance departments at the schools surveyed, which was expected, the schools were clearly not well stocked in terms of resources. The responses given by the career guidance teachers, who stated that **Excerpt 22**, *books; magazines; dictionaries, newspapers, sexuality textbooks; video clips of success stories and motivational books the resources that were available for pupils in secondary schools for purposes of tertiary education preparation.*

Nevertheless, based on the research findings the aforementioned resources were not equally distributed at the schools targeted, as some resources were in short supply at some of the schools, with mainly textbooks, computers and motivational books being in short supply at most schools in Luanshya District. This clearly shows that the schools in Luanshya District are lagging behind in terms of much needed resources that will help in achieving the objective of the school career guidance departments. Research findings have clearly shown or revealed that the resources available for secondary school pupils vary from school to school in Luanshya District.

These findings are in line with Ndoro (1994) and Mashanyare (1997) studies in Zimbabwe which reported that many rural secondary schools in Zimbabwe lacked the necessary resources for the effective implementation of School Career guidance services.

Furthermore, these research findings were in line with those reported in Nigeria by Egbochuku (2008), whose study revealed that the quality of guidance services and facilities such as accommodation, bookshelves, and tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials needed by the school, counsellor to carry out quality career guidance services in their school, were inadequate. Therefore, it is imperative that the government in the case of Zambia, as well as other countries, through the Ministry of General Education as well as through partnerships with various stakeholders, to ensure that these career guidance departments are fully furnished with regards to resources needed to equip secondary school pupils for tertiary education. Discussions in line with the third research objective which revealed that not all Career Guidance teachers were on allowances; lack of adequate sensitization of pupils on the availability of Career Guidance services; the lack of funding for Career Guidance services as some of the challenges that career guidance teachers were facing at their schools.

Additionally, other barriers that were revealed in this study were the lack of trained personnel; lack of support from other teachers; Lack of internet facilities and no fixed time table for Career Guidance. The failure of schools in Luanshya District to have fixed time tables for career guidance is a major shortcoming or impediment to the role that career guidance plays in preparing secondary school pupils for tertiary education. These findings were similar to those reviewed in literature in Kenya and Ethiopia, as Alemu (2013) found that school counsellors do not have adequate time to holistically address the educational, personal and vocational concerns of children. In an earlier study in Kenya, by Mutie and Ndambuki (1999) on whether the career guidance programmes had been timetabled or not, majority said it was not. In any case, both teachers and learners indicated that career guidance takes place when a need arises.

The schools surveyed in this study clearly have no fixed timetable with regards to career guidance, and this is counterproductive in the fulfilment of the goals of preparing secondary school pupils for tertiary education, as in most instances, pupils may not be aware of these fundamental services. The above research findings show that career guidance teachers are faced with major challenges and these have to be addressed in order to ensure that these very important and cardinal services are rendered to secondary school pupils in order to avoid moral decay; early pregnancies; poor academic performance and wrong career path section which often leads to high rates of failure in tertiary education by secondary school leavers.

Lastly, results in line with the final research objective revealed that: Timetable displaying Career Guidance activities and integrating Career Guidance into the current curriculum; establishing linkages between schools and institutions of higher learning. Additionally, sensitizing all teachers on the importance of Career Guidance; **Excerpt 23**, *conducting career conferences; expositions and conferences and increasing the number of trained and oriented teachers as measures aimed at improving the provision of career guidance services to secondary school pupils*. Furthermore, career guidance teachers also suggested: Increasing the allocation of time for pupils and Career Guidance teachers; and educate pupils on the

importance of CG & registration of borrowed books; **Excerpt 24** *Collaboration between class teachers and CG teachers; Inclusion of CG on the timetable; identification of pupils who are not performing well; government should ensure all Career Guidance departments are well stocked and have adequate computers and motivational books.* The above measures which were given by teachers and head teachers can go a long way in improving the effectiveness of the school career guidance departments which have a salient role to play when it comes preparing pupils for tertiary education. The resources which are available in these career guidance departments cannot entirely realize the objectives of the career guidance departments. Therefore, there is need to undertake other supporting activities such as the *conducting career conferences*, stakeholder collaborations, changing the narrative on career guidance, as well as procuring more resources especially textbooks and computers which are usually in short supply in public schools. The suggestions given are practical and not entirely farfetched, and with the right support from various stakeholders they can be achieved and yield the desired levels of utilising these services and also the expected outcomes that are derived from their utilisation by secondary school pupils for various purposes, including preparation for tertiary education.

8. Conclusion

In summary, findings obtained from the study have revealed that school career guidance aimed preparing secondary school pupils for tertiary education amongst the twelve (12) schools in Luanshya District is faced with a number of challenges. The number of pupils currently using these services on a weekly basis is very low, and the resources needed in the provision of these services are also lacking. The fact that class teachers as well as other teachers are shunning career guidance with regards to supporting the activity is another major impediment.

Nevertheless, in spite of these hurdles being faced by the career guidance departments in the schools surveyed in this study, there have been significant improvements amongst pupils who have sought career guidance. These significant improvements in terms of behaviour; reduced pregnancy rates and improved academic performance is a major positive and should be used as a stepping stone for encouraging more pupils to utilise these services. The fact that career guidance is considered to be optional and not part of the curriculum as well as the school timetable, is a major challenge and this has to be addressed in order to ensure that the success of secondary school pupils in tertiary education is achieved. The study has shown that indeed career guidance has a significant positive role to play in the preparation of secondary school pupils for tertiary education, as could be seen from the responses of both the head teachers and the career guidance teachers.

8.1 Recommendations

The study recommended that head teachers must ensure that class teachers and other teachers participate in spearheading the campaign for career guidance in schools.

Collaboration between class teachers and career guidance teachers should take pace, in order to easily identify pupils who are faced with challenges. Lastly, the government of Zambia through the Ministry of General education must ensure that they equip all schools with the requisite resources needed in order for the career guidance departments to operate in accordance with the expectations.

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