

## **Challenges Facing Secondary School Teachers in Implementing Career Guidance and its Implication on the Student's Future Job Choices in Tanzania. A Case of Selected Secondary Schools in Kilimanjaro Region**

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### **Abstract**

Teaching and learning in secondary schools has continued to be complex process over time as it comprises various essential requirements for its effectiveness. The complexity of the process makes it a demanding task for the teachers in order to achieve their intended goals in order to meet the expectations of learners, parents and the general society and for the benefit of the nation. In any education system there are goals and objects and in Tanzania a goal is to develop the individuals with knowledge and skills for performing different social, political, economic and technological activities for the national development. To achieve this goal there is a need to assess the extent to which secondary school students are prepared and guided by their teachers and parents who have direct influence on their thoughts in order to be ready to join the work force in different sectors. The author of this work, seeing the importance of teachers in the preparation of future professionals in different fields decided to find out the challenges facing secondary school teachers in implementing career guidance and its implication on the students' future job choices. In doing so the author aimed at answering four questions about the extent to which teachers are prepared to offer career guidance, how teachers' professional knowledge on career guidance influences students' choice of subject options, challenges facing students when choosing subjects leading to their careers and measures to enhance teachers career knowledge for effective students guidance. The mixed research approach was employed whereby descriptive survey and case study were employed. Data was collected through questionnaire and in-depth interview schedule and the data were analyzed using both quantitative and qualitative techniques.

The major findings from this study indicate that most of the teachers in secondary schools have little knowledge on career guidance because the aspect is missing in their training. The findings also showed that the teachers have little knowledge about other professions and so they provide little or no guidance to their students especially on what they want to be and lead them to appropriate selection of subjects towards their professional lines. The students' views were in line with their teachers, saying that they were not given guidance when selecting their optional subjects and they found themselves in wrong combinations or studying to become what they did not want to be. On the other hand the teachers suggested that career guidance course should also be included in the teacher training programmes in order to equip the trainees with knowledge and skills required to offer the service to their students when employed. The study concluded that students in secondary schools do not receive adequate information on career choices and this brings a challenge when they are required to select the higher secondary school subjects and fields of study to in university education respectively.

**Key words: Career guidance, Career teacher, Job choice**

## **Introduction**

Decision on the selection of a college or field that guides career of a student relies upon the ability of making analysis on advantages and disadvantage of a particular job or career. Many students have been facing a challenge in making these decisions which leads them into choosing inappropriate future careers and become uncomfortable with the decisions. Some students May not understand the significance of evaluating various factors including their skills, age, job demands, interests, hobby and talents they posses. The provision of career guidance could help to minimize stress caused by fear and anxiety and assist students in making appropriate decisions about their career choices. Ciobanu (2013) in the study on the Role of Student Services in the Improving of Student Experience in Higher Education emphasizes the need of redesigning the structure of curriculum to focus more on students' services rather than academic performance only. The study findings justifies the students need to learn how to deal with challenges in life and manage their own development initiatives. Therefore there is a need for career guidance in schools in order to develop skills that support the hard skills which students acquire in the formal classroom such as social, personal and cultural and interpersonal skills which in turn influence students' values and beliefs.

Career and guidance services expected to open students' minds and skills on the necessary job market requirements such as ability to write curriculum vitae and covering letters required by human resources in the companies when they apply for jobs in future. These skills influence highly the hiring decisions made by respective authorities in particular jobs or careers. Because students need more of soft skills which are often obtained outside classroom activities then the career teachers and officers should help them to uncover them and develop them even through practicing in their school and in volunteer tasks in the communities. The result of this is that a sense of competition is developed and the candidates will be ready to compete for job opportunities and take the advantages in the labour market. Mushi and Lasway (2017) in their study on Higher Learning students' Expectations, Implications and Achievements found that the majority of the university students fail to meet their goals because they lack proper guidance about their career and as a result they fail to attain their expectations. Therefore, there is a need for establishment of career services in secondary schools in order to help students to set goals and work upon their expectations.

Tanzania Education and Training Policy (2014) stipulate clearly the need of training students at higher levels to attain the national goals of education. This education policy emphasizes the role of the trainers and teachers on influencing the future life and development of the individual learners and outcome to the achievement of national economic development. Secondary schools being a social agent in the provision of quality education have a mandate to train and educate its students on the desired knowledge and skills that can help them compete in different aspects of life including the current competitive market, given the increasing population of college and university graduates every year.

UNESCO (2009) report on Student Affairs and Services in Higher Education asserts that the global perspective in the labour market is becoming a competitive phenomenon which calls upon different countries to redefine the curriculum in order to fit into the competition. The learning outcome from the education system is expected to address the question of skills and abilities that can help the individual graduates to attain the higher levels in terms of social and academic qualifications for

better specializations. The report points out that the learning institutions are required to modify the students services to include guidance and counseling, career day, talents, project work, ICT and entrepreneur skills to enhance students capacities for future careers.

The United Nations' sustainable Development Goals 2015-2030 emphasize the role of education in enhancing acquisition of knowledge and skill development for sustainable development of a country. The role of soft skills development such as problem solving, communication, ICT, volunteering, writing and public speaking has been given a due focus in the millennium goals. The identified skills form the basis for job competition and improved performance of work force for national development through the use of improved technology and productivity. KGIS MATS (2016) on Access to Teaching Scholarship Programme illustrates that there is a need for the developing countries aiming at improving education to establish an elaborative mechanisms to ensure that students obtain the desired knowledge, skills, values and attitudes which can lead to a wholistic development of the target group. Here emphasize is made on the basis of developing the population with diverse experiences and world view on how things work. The studies reviewed provide relatively adequate stand point for the need of the current study which aims at finding out the challenges facing the teachers in proving appropriate career guidance to their students in school.

### **Statement of the Problem**

The significance of education and knowledge to any particular nation cannot be underestimated. In many places in the world education is viewed as a fundamental human right and has become the functional role of development. There has been a concern on the nature of students support and services offered in secondary schools in Tanzania in recent years. Among the issues is the extent to which students receive career guidance from their teachers and the challenges which career teachers when offering the service. Many students have not yet seen the importance of visiting career service providers or offices because of many factors. However teachers have demonstrated a gap of knowledge in the understanding of the students' career services they should offer to their students in schools. The question of how much career guidance is provided is much related to the job market changes and future careers of the students themselves and its influence to their lives. Msiska & Salik (2016) in the study Ensuring Quality in Pre-service Internship Teaching suggest that a teacher training programme should put emphasis on the life demands such as labour demands and the changing needs of the learners. The study also points out that the teachers' role should be that of influencing the students' knowledge, skills, values and attitudes through proper instruction. Another study by Mergler & Spooner-Lane (2012) on What Pre-service teacher trainees need to know to be Effective at Values-based Education found that the teachers in schools face a number of challenging environment especially when addressing their basic day to day students support services. The reviewed studies have shown that a lot of research was done on the area of teacher education and students problems but still there is a need to find out the challenges facing teachers in implementing different support services while in schools. Therefore it is on this basis that the researcher in this study sought to find out the challenges facing secondary school teachers in implementing career guidance and its implication to the students' future hob choices in the identified area.

## Research Questions

1. To what extent are secondary school teachers prepared to provide carrier guidance to their students?
2. To what extent does secondary school teachers' professional knowledge on carrier guidance influence their students' carrier choices after school?
3. What challenges face secondary school students when choosing subject options leading to their future careers?
4. What efforts should be put in place to enhance teachers' career knowledge for effective student's career guidance?

## Theoretical Framework

### Theory of instruction

The theory of instruction was developed by Bruner (1967) focusing on ways in which people receives information and especially knowledge and skills. The theory emphasizes the role of instruction in building the capacities and their maturation. The theory indicates that there is more reflective functioning in which young minds learn from the images or role models from their environment. The theory of instruction shows the powerfulness of instruction in developing attitudes, interests and values for a particular knowledge perspective. The theory reflects on the importance of early experiences in determining the future achievements of an individual such as his or her professional growth and development.

With the constant innovations in the society, the instructors at different levels must expose the learners to different skills and knowledge in order to fit in the evolving unlimited human wants and needs. The instructors should relate the literally meaning to the actual life to enhance the usefulness of the curriculum that the learners are exposed to. Therefore having instructors who are equipped with varied career knowledge would guide learners to appreciate the role of different professionals would influence learners thought to play different roles as members of the society. In the theory of instruction Talk to Teacher was identified as the best method in which instruction would be achieved effectively by the learners whereby the instructor should be used as a medium to the student's assimilation of knowledge. On this basis the theory emphasize the role of learning through their role models, such as exposure to successful professionals in different careers and learn from their experiences.

## Methodology

The study employed a mixed research approach whereby the descriptive survey and case study designs were employed. The target population was secondary school teachers and secondary school students in Kilimanjaro Region. The simple random sampling technique was employed to select the representative samples for the study, where by 200 secondary school teachers and 100 hundred form six students were selected from 10 A- level secondary schools. The data was collected through questionnaire and in-depth interview schedule from teachers and students respectively. Data analysis was done through descriptive statistics whereby quantitative data were organized and summarized into frequencies and percentages and presented in tables and charts, while the qualitative data was analyzed descriptively through texts, narrations and quotes.

## Findings and Discussion

The author of this study aimed at finding out the extent to which the teachers are equipped with knowledge and skills on the provision of career guidance to their students. Through questionnaire guide data was collected from the teachers and the findings were summarized and presented as shown in the table below.

### Preparation of Secondary School Teachers on Career Guidance Roles

	Preparation aspect	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
I	I learnt to provide career choice support in the college	0	0	5	2.5	25	12.5	115	57.5	35	17.5
ii	The only place I could get the information on students career service is in the college	150	75	14	7	30	15	6	3	0	0
iii	I have never heard about students career guidance during the teacher training	65	32	110	55	15	7.5	10	5	0	0
Iv	I received the information on career guidance in the teachers seminar	2	1	20	10	45	22.5	88	44	45	22.5
V	I got the knowledge on career guidance from my colleagues in school	1	0.5	17	8.5	29	14.5	93	46.5	60	30
vi	I need a special training on how to provide career guidance	187	93.5	10	5	3	1.5	0	0	0	0
vii	Heads of schools do not have adequate information to guide teachers to conduct career guidance	96	48	78	39	17	8.5	7	3.5	2	1
Vi ii	I have little knowledge on giving students carrier advice	168	84	20	10	12	6	0	0	0	0
Ix	I know different methods for providing students career guidance	0	0	13	6.5	45	22.5	39	19.5	103	51.5
X	I learnt how to provide a carrier choice from other courses that were offered in the teacher training programme	18	9	23	11.5	77	38.5	64	32	18	9

The findings in Table 1 show that most of the teachers involved in the study strongly disagreed and disagreed that they did not learn how to provide carrier support to their learners while 75% strongly agreed that the teachers college should be an appropriate place for acquiring career guidance knowledge. About 32% and 55% disagreed and strongly disagreed that they received the

information on students' career from the teacher seminars and workshops. This reflects the need to modify the in-service teacher education to match with learners requirements. On the other hand, 46% of the teacher participants agreed that they hear about students' career from their colleagues which give the power of sharing of techniques of acquiring knowledge.

The results also indicate that 93.5% of teachers strongly agreed that they require a special training on the concept of career development and how to provide the service to their students while 84% acknowledged they have little knowledge on giving career guidance. About 51.5% of the participating teachers strongly disagreed that they know different methods for providing career guidance while 38.5% and 32% of all the teacher participants were neutral and disagreed respectively that they learnt how to provide the service from other courses offered during their training at the college or university. The findings above concur with NASP (2012) which asserts that the teacher in the service must be subjected to regular trainings to update their knowledge and skills on improving service delivery. Therefore, the role of teaching as complex as it is requires frequent professional knowledge advancement on several issues including how to provide students' help and support.

### **Teachers' Professional Knowledge on Students' Career Guidance**

On the knowledge the teachers possesses, the findings from the data obtained from the teachers indicated that there were deficiencies in the teacher training programmes which limits the ability of the teachers to provide timely and adequate information about career development in their learners. The findings are summarized in the table below.

<b>Limiting characteristics of the training programme</b>	<b>Frequency</b>	<b>Percentage</b>
No content in the training course on career services	160	80
Time for teaching practice no time given for students career services	106	53
Little emphasis on non academic aspects during the teacher training	117	58.5
Relatively little and theoretical information on guidance and counseling	180	90
The programme structure not adequately addressing contemporary needs	78	39

The findings above clearly indicate the source of the challenges facing the teachers arises from the teacher training programme which does not provide enough opportunities for the teacher trainees to receive the required knowledge and skills on student support services. The concept of students support include all the needs of the learners which revolve around helping them to develop self understanding, life skills, job market, science and technology, contemporary issues and values. The findings concur with Msiska &Salik (2016) who discovered that there is a gap between the contents learned by teachers during their training and the actual practice in schools. Generally universities and colleges can address their programmes to meet these aspects in order to train all round teachers who are able to work towards providing learners learning satisfaction.

### Challenges Facing Students' Choice of their Subject Options and Careers

The study sought to find out challenges advanced secondary school students were facing due to lack of adequate information and skills on the selection of subject options and its effect on their future careers. Data was collected through questionnaire and in-depth interview schedule and summarized as presented in the table below.

Challenge	Frequency	Percentage
Choosing of wrong subject combination	72	74.2
Failure to achieve future goals	48	49.4
Lack of interest to study hard	60	61.8
Joining of unintended professions in future	81	83.5
Lack of adequate information from the teachers	79	81.4

The findings in the table above show that students face a number of challenges related to inadequate provision of information on subject and career choices. Among the challenges expressed 74.2% of all the student participants were the choosing of wrong subject combinations for their A-level secondary education which could also bring difficulties when selecting fields to study in higher education. The findings are in support of the study by Mushi and Lasway (2017) on the factors hindering university students in achieving their expectations. Therefore, the author of this paper emphasizes the need for regular in-service education to the teachers through seminars and workshops in schools or in clusters in order to reach as many teachers as possible.

During the interview with the students one of them said that:

I found studying art subjects while I wanted to be a medical person to work in health services and now see this will make me a different person. This is an indicator the lack of career guidance to the students can also affect the nature of the life that an individual will live.

When they were asked whether the teachers had adequate knowledge and skills on the provision of career guidance 62% responded that their teachers had little knowledge and they were not in a position of providing the service appropriately. One of the student participant said:

“My teachers were rushing to cover the syllabus and were not aware of other services we could wish to be provided and sometimes teachers were using our consultation time to teach normal lessons”.

When the students were asked to say if the lack of career services in any way affected their expectations in life, 48% responded that their future expectations were distorted by their teachers and inadequate information that was given to them during their earlier level. One of the students said: “If I was guided well when I was in form three I could have higher performance and expect to achieve my plans but now I do not know what I want to be”.

Therefore, there is a need for proper guidance to the students especially when it comes to selection of subjects which determines the future career of individual. The role of the teacher or career officer

should be that of providing adequate information on making choices and work hard to find relevant role models for examples. Ciobanu (2013) ascertains that when a learner receives knowledge and skills from appropriate source and gets time to inquire about the knowledge in many cases this part of information tends to open the mind to think and make better decision. Generally, there is great influence of guidance to the nature of work an individual is involved in and the nature of his or her thinking based on the level of exposure the individual receive during schooling.

### Measures for Improving the Implementation of Students' Career Guidance Services

The study sought to find out suggestions on the measures to be put in place to enhance the implementation of career guidance by the teacher in the secondary schools. The following were suggested by the teachers and A-Level students during the data collection.

Suggestions	Frequency	Percent
(a) An aspect of career guidance to be included in the teacher training programme	247	82
(b) Career teachers to be appointed in the schools and made responsible for carrier guidance	276	92
(c) Career day for secondary students to be made compulsory	209	69.6
(d) Guideline for students career guidance to be developed and made available for all the schools	183	61
(e) Regular in-service teacher education to be provided to the teachers to keep them up to date	261	87
(f) College and universities offering teacher training programmes to demonstrate how to give career services to students	87	29
(g) Budget should be set apart for the career models to be invited by the schools to share the information with the students	69	23
(h) Heads of schools and other school authorities to be educated on the role of career guidance to their students	97	32
(i) Expose student to public professional experts to get experiences from real life	278	92.6
(j) Sending students and teachers to field trips to observe different professions working in their fields such as lawyers, doctors, engineers etc	194	64.6

From the findings above, 82% of the respondents suggested that the aspect of career guidance to be included in the teacher training program. This would help the teachers in the service to apply the knowledge in providing the services which from the findings was found to be lacking. Participants (92%) also suggested that career teacher should be appointed in each school in order to make students aware of whom to ask for career choice information. This will in turn make the career teachers be responsible for finding out appropriate information for students basing on their observations about particular learning styles and talents. The finding shows that 69.6% of the participants suggested that there should be a career day in all the schools and be compulsory in order to expose learners to different careers and have opportunity to show their interests.



On the other hand, 61% of the participants proposed that there should be a career guidance guideline in all the schools while 87% suggested that in-service education for teachers should be enhanced to include the aspect of career services for students. The in-service teachers will update their skills on students' support services and be able to guide their students appropriately. Demonstrations on how to provide career services should be conducted in teachers colleges and universities to help teacher trainees to develop the required skills. This was supported by 29% of the teacher participants who admitted also that they did not know how to provide the service. These findings concur with Audin and Davy (2003) which also found that young minds should be exposed to real life in order to develop critical reasoning and ability for proper decisions.

The aspect of having career model services was supported by the suggestion of 23% that there should be a small budget to support career days and 32% suggested that the school authorities such as heads of schools and managers should be made aware of the importance of career services in school for students' future. The findings show that 92.6% suggested the need to expose students to the professional experts of different fields in order to learn from real life experiences and allowed to ask them questions about the knowledge and skills they will need to join different careers. The findings here are supported by the theory of instruction by Bruner (1967) which guided the study and emphasizes the role of instructors in the teaching and learning process and on influencing the future learning outcomes. On the same aspect, 64.6% of respondents suggest that students and teachers should have field trips to observe and learn from different professions in practice, for example in hospitals, engineering works and research centers for science students, arts and theater colleges, courts of law and others to learn how different skills and values can be applied. This would motivate the students' efforts in school and make them better informed on different careers before they select combinations to join A- level and university courses.

## **Conclusion**

The study findings indicate that teachers in secondary schools do face challenges in implementing career guidance services as part of their instruction and nurturing. The main reason for this challenge is due to lack or little knowledge and skills provided by teacher colleges and universities on career guidance which limits them from providing the service appropriately. Some teachers are not aware of the importance and existence of such the services in the schools. Others try to apply knowledge on counseling and guidance to offer guidance to fit into career services to their students. The study concludes that there is a need to empower teachers through in-service education and revisit the teacher training programmes in order to cater for the support services including career guidance. The majority of the teachers do not provide career guidance to their students which in turn affect their subject and future career choices.

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