SOME FACTORS RELATED TO THE CHOICE OF TEACHING AS A CAREER AMONG PRE-SERVICE ZAMBIAN TEACHERS

MA
THESIS
BWA
1990

BY

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A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION

257315

THE UNIVERSITY OF ZAMBIA
1990

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AUTHOR'S DECLARATION

I, McDONALD LUCAS BWALI, do hereby declare that this dissertation presents my own work and that it has not been previously submitted for a degree at this or any other University.

Signed:.....

Date:.....

APPROVAL

This dissertation of McDONALD LUCAS BWALI is approved as fulfilling part of the requirements for the award of the degree of Master of Education by the University of Zambia.

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DEDICATION

In memory of my loving father Mubanga Ndakisha Bwali and my loving mother Mumbi Kape Bwali who gave me their love, strength and positive attitude and who equipped me for my choosen task in thousand ways that parents do often with little reward.

ABSTRACT

In spite of the claimed low pay and unfavourable conditions of service in the teaching service in Zambia, a large number of young men and women enter teacher training colleges to train as teachers every year. The decision of these young men and women to become teachers raises questions as to whether their choice of teaching as a career is influenced by factors such as socio-economic status, job security and job opportunity at the time of looking for employment.

This study investigated the factors which are related to the choice of teaching as a career among pre-service Zambian teachers. It was assumed that since a large number of young people take up teaching as a career at first, but only to leave it for other professions at a later stage, factors such as socio-economic status, job security and job opportunity at the time of looking for employment may have some influence on their choice of teaching as a career.

The study was conducted in two colleges in Zambia and the sample of the study consisted of 250 student teachers aged between 16 and 21 years with at least Grade 12 academic qualification. In this study, ages of the students have been mentioned because this age group is not only dependent group but it is also the age group within which most Zambian youths complete their secondary education and enter the world of work. The sample was further divided into two groups of 124 male and female primary school student teachers and 126 male and female secondary school student teachers.

The data collected through the questionnaire were presented using percentages. In order to determine the significance of the relationship between factors and the choice of teaching as a career, the data were subjected to chi-square statistical test.

The findings showed that socio-economic status had significant relationship with the choice of teaching as a career. Job security and job opportunity at the time of looking for employment ahd no relationship with the choice of teaching as a career. Some other factors other than socio-economic status namely: place of birth and interpersonal factors were also found to have significant relationship with teh choice of teaching as a career among the pre-service Zambian teachers.

ACKNOWLEDGEMENTS

I am grateful to the Ministry of General Education Youth and Sport for granting me paid study leave to undertake Masters studies. I am also grateful to the Directorate of Manpower Development and Training (Cabinet Office) for awarding me sponsorship to pursue my studies.

My special thanks go to the late Dr. Chizinga for initial discussion of the ideas of this dissertation, though he could not live to see these ideas through Dr. O.C. Chakulimba and Dr. S.E. Kaabwe, who as my academic supervisors, were most supportive and encouraging at every stage of my study. I am also grateful to all members of the teaching staff in the School of Education (Post Graduate studies) for the assistance rendered to me during the time of writing this dissertation.

Of course, the success of study depends greatly on the cooperation of colleges. I express my heartfelt thanks for the cooperation of principals, lectures and student teachers in the colleges that I visited when I was collecting data. I should also take this opportunity to extend my thanks to all friends and relatives who helped and encouraged me in one way or another to complete the study when I felt like abandoning it.

I am deeply indented to my beloved wife Dorothy, our children, Ukole, Chileshe, Kuchula, Mubanga and Mukuka for their assistance, encouragement and ethusiastic support during my long and frequent absence from home.

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CHAPTER I

INTRODUCTION

Background to the problem

Many studies which have been carried out in the field of sociology, especially sociology of occupation and work have indicated that there are a number of factors which affect the choice of a career. The decision to become a teacher, for example, may result from an interplay of both external and internal influence. According to the findings of Becker et al (1961) and Blau and Duncan (1967), career choice was the outcome of combined influence exerted by personal aspirations and one's character together with situational and social constraints. This argument was further strengthened by Musgrave (1965), McMillan (1969), Lauglo (1975), Lortie (1975), and Lacey (1977) who also argued that career choice was determined by a combination of personal and social forces which may be both external and internal.

The external factors include, among others, the home environment of which most children are aware. The environmental circumstances in which a child is brought up may pre-dispose the child to the choice of a career and at the same time may affect the value that the child holds towards such a career. For example, the affection and social skills which parents demonstrate in the home contribute much to the affective capacities and skills of the child which in turn determine the type of job in which the child will be comfortable.

Social pressure may also be a determining factor for choosing a career. For example, parents in some cases may be influential in the choice of a career because families of different social status may require particular forms and levels of schooling and employment for their children. In an interview of 24 boys with working class parents over their plans to go to college, Khal (1963) at Harvard University in the United States of America found that parental pressure was associated with the choice of occupation. The aim of Khal's study was to explore the social influence which helped to explain the boys' occupational choice.

In Britain, Veness (1962), in his study of the sources of job information reported that about a third of the boys and girls he interviewed gave their peer groups as the source of information on jobs that they intended to take up as their life time career. Veness study shows that in some cases peer groups influence the choice of a career since children discuss a lot of ideas over certain jobs and share admiration of some jobs. Included in this category of social pressure are factors such as teachers, occupational prestige, relatives, school curriculum and some other circumstances which are not influenced by personal feelings such as the offer of a teaching scholarship.

An individual's economic pressure may be a major external determinant for choosing a career. Amenities such as attractive salary, favourable conditions of service such as short hours of work and long holidays could be some attractions for choosing a particular career.

In periods of labour shortage, there develop a number of deliberate attempts by pressure groups to pursuade young people to enter certain careers such as engineering. Most professional like engineers prepare informational materials about professions which include description of the work, training institutions and the like. This material is advertised on television, in periodicals, magazines, radios and newspapers to attract the attention of young people with necessary qualifications to join these fields.

The internal factors include things like an individual's desire to pass on to others the knowledge, skills and values acquired at school, and the satisfaction which teachers derive from dealing with young people. According to one report on the choice of teaching as a career among teachers in Malta, Farrugia (1968) found that, the attraction to the teaching profession in Malta was more appealling to those who developed special interest and proficiency in favourite subjects. Thus, they came to regard the profession as offering the best opportunity of fostering such interest. To others the choice of teaching as a career was simply a result of many years of planning and preparing to join teaching and be of service to people and the country. Teaching is also regarded as stimulating and satisfying vocation.

Considering the importance and influence of the above mentioned factors relatively little is known about factors related to the choice of teaching as a career in Zambia.

Statement of the problem

Every year, two hundred (200) young men and women are accepted at each of the twelve teacher training colleges in this country except at Kitwe Teacher Training College where three hundred (300) young men and women are accepted to train as teachers. These student teachers come from different socio-economic backgrounds and areas of this country. In view of this attraction of these young people to teaching, this study attempted to identify some factors, explore them and find out to what extent these factors are related to the choice of teaching as a career among the pre-service Zambian teachers at primary and secondary school levels.

Purpose of study

The purpose of this study was to identify, examine, analyse and discuss the relationship between the three factors mentioned in the above statement of the problem and the choice of teaching as a career among the pre-service Zambian teachers at primary and secondary school levels.

The other purpose of this study was to identify some other factors other than the three mentioned above which might influence the pre-service Zambian student teachers' choice of teaching as a career.

Hypotheses

There could be many factors which are related to the choice of teaching as a career in Zambia. However, this study did not examine all those factors, but only a few selected factors were examined.

The following hypotheses were tested in this study:-

1. There is no relationship between one's socio-economic status and the choice of teaching as a career.
2. There is no relationship between job security and one's choice of teaching as a career.
3. There is no relationship between job opportunity at the time of looking for employment and one's choice of teaching as a career.

Significance of the study

A large number of young people from different socio-economic background join and take up teaching as their life time career in spite of the poor conditions of service. It was upon this background that the need for a study arose to investigate into the factors which influence these young people's choice of teaching as a career. The study is further expected to make a contribution towards the already existing knowledge on factors related to the choice of teaching as a career. Not only is it the first study to focus on the factors related to the choice of teaching as a career among the pre-service Zambian teachers who are not university graduates.

Definitions of terms

For the purpose of this study, the following definitions were used:-

Student teacher a male and female training to be a teacher at a teacher's training college.

Lecturer is someone who teaches at a College or University.

Rural area — All towns and villages a substantial distance from the line of rail in Zambia. This area covers both sides of the line of rail from Chililabombwe to Livingstone.

Secondary School Teacher Training College — An educational institution in Zambia where student teachers are trained to teach grade eight and nine classes. The tra[illegible] two years.

Primary School Teacher Training College — An educational institution in Zambia catering for student teachers receiving training to teach grades one to seven. The training lasts two years.

Job security — is the certainty that an employee holds that he would not be sacked from employment without reasonable cause.

Job opportunity — the availability of employment for a person who has a particular educational attainment.

Social class — a group of people in a given society who accept each other as equals. The concept of this equality is mediated by similarities in things like type of education they have, occupation, material possessions, behavioural forms and many others.

Socio-economic status — refers to the economic and social positions of a family and its ability to afford a living.

This ability is based on its income, occupation and educational qualification of both male and female parent.

Urban area — towns on the line of rail which stretches for more than one thousand kilometres from Livingstone in south-eastern Zambia bordering Zimbabwe, northwards to the Copperbelt area, bordering Zaire.

Socio-economic status scale (SESS) — refers to the formula used by the author of this dissertation to classify student teachers into upper, middle, and lower social status. The formula was constructed using parental income and educational qualification.

Parental income — the total amount of money which the parents realise out of their employment, trade or business undertaking.

Parental occupation — refers to employment, trade or business of either parent.

Parental education — refers to the level of formal education attained by either parent.

Social status — is the position of an individual on the scale of social prestige in society.

Organisation of the study

This study has five chapters. The first chapter which is the introduction to the study deals with the background to the problem, statement of the problem, purpose of study hypotheses, significance of the study and definition of terms. The second chapter concerns the literature review which reveals relevant works done by different scholars. Chapter three is on methodology and procedure of the study. Chapter four presents the findings of the study, analysis of gathered data and discussion while the last chapter presents the summary, conclusion and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are numerous studies which throw light on some factors related to the choice of teaching as a career. The few relevant works consulted concern pupils, students, student teachers and teachers in Western and few African countries. However, some of these findings may be applicable to student teachers and teachers in Zambia.

The related literature was reviewed and grouped under four headings, namely literature on socio-economic status, literature on job security, job opportunity and on other related factors.

Literature on socio-economic status

Socio-economic status as a variable embraces three sub variables - occupation income and educational qualification. Parental occupation may affect an individual's choice of a career. For example, interest for certain careers can be developed if there is effective parent child interaction. Children of professional parents such as doctors and lawyers, who discuss their work and out of work experiences are likely to imitate their parents and may eventually benefit from their parents' acquired skills and values. On the other hand children of parents engaged in unskilled blue-collar occupations are unlikely to benefit anything from their parents' occupation because these parents may be too tired after work to interact with their children. At the same time these parents may have very little if not nothing at all to discuss with their children concerning their work.

Additionally, life in an elite family is focused on children's academic performance and that long term goals for children's careers are carefully planned and executed.

Ebomoyi (1968) observed from the study he conducted in some selected faculties of the University of Lagos on the social origin of Education were at the bottom of the ladder in terms of socio-ecomonic status. A large number of those he interviewed claimed that their parents were either junior civil servants, casual labourers, petty traders or small farmers. Dubbeldam (1970) agrees with Ebomoyi's findings when in his study of primary school teachers in Mwanza district of Tanzania reported that farming was the occupation of the parents of more than three quarters of the 303 teachers in the sample he studied. The situation in other African countries is comparable.

Parental income like occupation may also affect an individuals' choice of a career. Parental income determines the ability and willingness of the family to provide children with necessary basic needs like food. Parental income also determines the willingness and ability of the family to provide children's requirements. It should be mentioned here that parents in the low income brackets are in most cases unable to provide adequate basic needs and school requirements for their children at school. Material poverty resulting from inadequate income on the part of parents can result in children's poor health and limited general knowledge all of which can result in children's poor performance at school.

Poor performance at school leds to low educational qualification or no qualification at all. These observations are supported by Jee Peng Tan et al. (1984), who observed that in Malawi more lower socio-economic status students dropped out of school with successive increase in school fees which they were required to pay for their education. Parental income can enable parents to provide articles such as newspapers, books and magazines which help to widen children's perceptions of occupational choice. It is also common knowledge that most homes in Zambia do not have books or any reading materials for their children.

Even in societies where education is publicly funded like in most developing countries, it has been found by researchers that different socio-economic status groups choose different kinds of affordable educational programmes in which their children can participate. In Zambia, for example, before independence and a few years after, two types of schools existed. These were fee-paying and non-fee-paying schools. The majority of Zambians at that time chose to send their children to non-fee-paying school because they could not afford fees demanded by these institutions. Fee-paying school had most of the educational facilities required for a better school compared to non-fee-paying schools and parents who could afford sent their children to these schools. They had every reason to believe that their children would get the best education these schools would offer and thereafter be able to aspire for better and highly rewarding occupations.

Better education acts as a vast apparatus of occupational recruitment and training Halsey (1961:2). According to Kaabwe (1983) availability of educational materials is tied to the advantage of better performance by children and this could have been the reason for which those parents who could afford send their children to these schools.

Fields (1975) in his study of the socio-economic status of students in Kenya's institutions of learning including the University of Nairobi, observed that university students were from higher socio-economic background.

Fields' findings supports Kaabwe's claim in that students in teacher training colleges in Kenya from which Field drew his subjects could have failed to attend better schools or failed to continue with their education beyond what they did because their parents could not afford paying for their education because they were poor. Basically, the academic achievement of a pupil which later enables him to acquire better occupation is determined by his will to achieve and his ability to achieve, Datta (1984). But both these factors may be influenced directly by the school he attends and the social status of his family.

Parental education attainment is of importance in an individual's choice of a career because limited educational experience on the part of parents may be a handicap to children. Parents who are educated can see the value of education and know more about careers than less educated parents. Furthermore, educated parents can easily be employed, better paid and can have the ability to respond

favourably to most of their children's school needs, than less educated parents who may not be easily employed and earn enough money to meet their children's school requirements. It is also important here to note that society gives respect, status, prestige and best of all, society permits wages and salaries to be more closely linked to educational qualification than to social value of work performed. Generally, educated parents have both the time and ability to talk to their children, encourage and guide them so that they can succeed in school and thereby become potential candidates for better jobs. The same is not true where parents are not educated. Uneducated parents apart from knowing very little if any life except their own, have neither the time, ability or the disposition to teach their children the little they know.

Considerable evidence also indicates that socio-economic status in whatever way it is measured is clearly related to the choice of a career. McDill and Coleman (1965), collected data from 612 students of both sexes in different Mid-Western high schools in United States of America. He analysed them in order to assess the effect of socio-economic status on their college plans. The study revealed that parents' socio-economic status had influence on students' college plans. It was generally observed that students from higher socio-economic status were considerably more likely to plan on college than those who were from lower socio-economic status.

In another study Ajayi (1980), using a population of 572 Nigerian teachers drawn from 40 secondary schools in eastern Nigeria and from different social background found that teacher's socio-economic background had a significant part to play in their choice of teaching as a career. In this study, Ajayi used two sub-variables of socio-economic status namely: parental income and educational qualification. From the two sub-variables, he formulated a socio-economic scale which he later used to group teachers in three categories - lower, middle and upper social status. The majority of his respondents came from lower social status.

In a similar study on factors related to the choice of a career, Obasi (1983), made a report on the social origin of student teachers randomly selected from three representative universities in Nigeria. His major finding was that there was a high preponderance of university student teachers from low social background in Nigeria. Werks (1957), studied social status effect on career choice by using a composite measure of the socio-economic status level which included the type of fathers' and mothers' occupation, educational qualification, possessions and income. After analysing them, he reported that social status had a significant effect on the choice of a career. Like many other researchers who have carried out some studies on factors related to the choice of a career, Beckett and O'connell (1977) also made a simillar study in which they investigated into the socio-economic origins of students in Nigerian universities.

They found that most of them came from low social status and that this status had influenced their choice of a career that they pursued at these universities.

Literature on job opportunity

Individuals have varying levels of aspirations which may rise and fall depending on prevailing economic and social conditions in the working environment or country. For example, an economic recession or high rate of unemployment may force an individual to scale down his job aspiration while an expansion of activities of an organisation or government department may raise the level of job opportunity. Mwanakatwe (1974), reported that at independence there was need to expand the education system in Zambia in order to have trained man power to man key posts in Government Ministries. The expansion of primary and secondary education was accompanied by the expansion of facilities for training teachers. At independence, therefore, many young men and women took up teaching as a career not because they all wanted to be teachers but because the opportunity had arisen.

McCormick (1973) stated that when labour force grows much more rapidly than the economy can absorb and if on top of this, the education systems's output has expanded considerably, then many of the young generation will have had education but when they come to labour market they cannot find jobs. This situation may force them to take up any career which comes their way.

Literature on job security

Many young people take up teaching as a career because of security which this job offers. Teaching is a steady form of employment and offers safety.

In Edinburght, Ashley et al. (1970) conducted a study in which student teachers were asked to list down reasons for their becoming teachers. The results were that among the many answers given by respondents was that teaching provided security and stability. Beynon (1973), using a fixed choice question on two most important and the least important aspect of an ideal job, the majority of the 102 workers at Hale Wood car plant in Britain who answered the questions gave security as the most important aspect of their job. Most of the workers informed Beynon that in spite of publicity to the contrary and talk of easy times on the dole the life of a man without work was often desperate. What most of these workers wanted of a given job was that it should offer them security.

Literature on other related fators

The other related factors which may affect the individual's choice of a life time career are place of residence and interpersonal factors.

) Place of residence

In Zambia, the line of rail has always been much more economically developed than the rest of the country and this distinction has affected the individual choice of a career. Wood (1974) in his study of job prestige among Form V School leavers in Zambia observed that rural Form V pupils rated teaching and nursing as high prestige jobs in contrast to

urban Form V pupils who rated occupations like medicine, law and engineering as high prestige jobs. This situation could be attributed to the fact that Form V pupils in rural areas were only exposed to jobs like teaching and nursing while their counterparts in urban areas were exposed to a wider range of jobs and had access to job information concerning different careers from which they could choose.

In Tanzania, the occupational preference of secondary school pupils observed by Klingelhofer (1967), showed that rural - urban differences affected occupational choice of pupils. Klingelhofer reported that urban pupils made more realistic preferences than their counterparts in rural areas. Similarly, Osuji (1976), also found that rural students in Nigeria were less ambitious in their level of vocational aspiration than urban students.

In another study on career choice among the sixth formers in three cities namely: Birmingham, Shropshire and Herefordshire in England, Morris (1969) observed that there were definite urban - rural differences in career choice. City sixth formers were more attracted to occupations which were associated with urban life such as industrial works than occupations such as teaching which attracted most rural sixth formers. According to Sewell (1964) educational and cultural facilities as well as occupational opportunities for people in rural communities are clearly more restricted than for people in urban communities.

b) Interpersonal factors

In the absence of facilities like library services, radios, television, newspapers and others which provide the means of bringing to the students the world outside their environment, students turn inwardly on their friends, brothers and sisters, relatives, parents teachers and peer group as main source of vocational information. An enquiry into the vocational choice of secondary school pupils in England conducted by Austin (1931), teaching was the most popular profession chosen by a big percentage of boys and girls. The direct influence of relatives, parents or teachers were the most frequent reasons given for choosing teaching as a career. Austin's observation agreed with that of Ashley et al in Edinburh who asked student teachers to indicate reasons for becoming teachers. Among the many reasons given was 'other people advised me' to enter teaching.

In this chapter literature on factors related to the choice of a career has been reviewed. The chapter specifically looked at literature on socio-economic status, job security, job opportunity at the time of looking for employment and other related factors such as place of birth and interpersonal factors. Although most literature which has been reviewed concerns students, student teachers, teachers and other workers in Western countries and a few West and East African countries, the findings may be applicable to Zambia.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the following topics: pilot study, final study describing the population of the study, student sample, sampling procedure, research instruments, data analysis and limitation of the study.

Pilot study

During the first week of June 1989, a pilot study was conducted with a sample of 125 student teachers randomly selected from one primary school teacher training college. All selected students teachers answered the questionnaires during their free time. The pilot study was conducted primarily to investigate the strength and weakness in the questionnaire items. Some items of the questionnaire were left out in the final questionnaire because the response to them was not helpful. The pilot study was also conducted to determine an effective and quick procedure of administering and collecting answers from student teachers.

Final study

Population

The target population for this study comprised all student teachers in all primary and secondary school teacher training colleges in Zambia.

Student sample

The sample comprised 250 student teachers from two colleges - one for primary school teachers and the other for secondary school teachers. The two colleges accept students with Grade Twelve academic qualification from rural and urban areas to

train as teachers. The sample was considered to be of reasonable size to represent student teachers in the country.

Sampling procedure

Random sampling was used to select the two colleges out of a total of twelve colleges in the country. Although the teacher population in this country consists of university trained teachers, these teachers were not included in this study because the number of university trained teachers in the country is comparatively small. In addition to this reason, most university trained teachers do not take up their appointments with the Ministry of General Education, Youth and Sport. They prefer taking up other appointments with other Ministries or private companies, on completion of their studies.

The sample of 250 student teachers was randomly selected by using random numbers (Langley 1970:42) Seventy male and fifty-five female student teachers came from Chipata Primary Teachers' Training College, while eighty-one male and forty-four female student teachers came from Nkhrumah Secondary School Teachers Training College. The use of random numbers afforded every college and student teacher in the population an equal chance of being selected.

TABLE I

NUMBER OF RESPONDENTS FROM EACH COLLEGE BY SEX

TYPE OF COLLEGE	MALE	FEMALE
Secondary school college	81	45
Primary school college	70	54
Column Total	151	99

Characteristics of the sample

The subject of this study comprised student teachers in their first and second year of study at the two colleges. The age of the subject ranged from 16 to 21 years an age group which in Zambia is dependant, subject to being influenced by either parents, teachers or peer groups in their choice of a career. This age group is also likely to have its choice of a career influenced by the family's socio-economic status.

TABLE II

AGE DISTRIBUTION OF RESPONDENTS BY SEX

AGE	16	17	18	19	20	21
Female	4	10	23	30	18	9
Male	-	-	12	32	29	33
Column Total	4	10	35	62	47	42

Research instrument

In order to obtain data on the respondents' background, a questionnaire was used. The questionnaire was structured in such away that the first part (questions 1 - 24) was on the respondent's personal background. In this section, information on some aspects such as sex, nationality, place of residence and reasons for choosing teaching as a career was sought.

The second part of the questionnaire (questions 25 - 30) was on the social and economic background of respondent's male and female parents. In this section particulars like parental income, occupation and academic qualifications were sought.

Administration of Research Instrument

The entire field work took about two weeks to complete. The reseacher could not gather the respondents in one place and administer the questionnaire personally because college authorities did not allow the reseach exercise to interfere with the normal college activities. It was not possible for the researcher either to administer the questionnaire after normal hours because of extra-curricular and co-curricular activities such as sports, production unit and clubs whih spread throughout the working week in which the respondents were engaged.

The researcher was left with only one option and this was to distribute the questionnaire to selected student teachers who answered them in their own free time. A time limit of a day in which to answer the questionnaire and return it was, however, set. When receiving a copy of the questonnaire each student teacher was asked to follow strictly, the instructions laid down in an introductory letter (Appendix D) attached to each questionnaire. In addition to the instructions in the letter, student teachers were assured of the confidentiality of the answers and were encouraged to express themselves freely.

The majority of the respondent (225 out of 250) completed the questionnaire successfully while a small number (25 out of 250) of respondents did not return the questionnaire. Ninety percent (225 out of 250) of the returns were used for analysis which was quite representative of the total sample. Forty-three percent (45%) of the sample was for secondary

school student teachers while forty-seven percent was for primary school student teachers. It could be noted from the figures that there was a better response from primary school student teachers than from secondary school student teachers. There was a better response also from male students than from female students. The break down of the returns was as shown in the Table below.

TABLE III

RETURN OF QUESTIONNAIRE BY SEX AND COLLEGE

	QUESTIONNAIRE						
	DISTRIBUTED			RETURNED			
SEX OF RESPONDENT	SECONDARY SCHOOL COLLEGE	PRIMARY SCHOOL COLLEGE	TOTAL	SECONDARY SCHOOL COLLEGE	PRIMARY SCHOOL COLLEGE	TOTAL	%
Male	81	70	151	69	64	133	53.20
Female	44	55	99	39	53	92	36.80
Totals	125	125	250	108	117	225	90.00

Data analysis

The data was documented according to information obtained from the respondents on each variable of the study. The information on the variable was categorised and recorded using percentage. The significance of the relationship with the choice of teaching as a career was determined by using chi-square test.

To determine the socio-ecomonic status of respondents, a socio-economic status scale based on the academic education and income of the respondents' parents was constructed. The socio-economic status scale was then used to collect information on the respondents' parental background with a

view to classifying them as upper, middle and lower social status.

Under the education attainment of respondents' parents, there were eight sub-items for each parent, with scores ranging from 0 point to 8 points. The rating was made on an eight point scale as shown below.

Education qualification	Scores
Masters degree	8
First degree	7
Grade 12 (Form V GCE 'O' Level	6
Grade 10 (Form III)	5
Grade 9 (Form II)	4
Grade 7 (Standard 6)	3
Lower Primary	2
Never been to school	1
No response	0

The scores obtained by both parents were then added together so that for parental education, the highest probable points that could be scored were 16 while the lowest was 0. There was a residual category of "Do not know" or leaving a blank space in the space for the answer for indicating that there was no response. An arbitrary weighting of "0" was used for this response.

Parental income was assessed [illegible]

or both (in cases where both wife and husband were employed) earned per year from their employment or business undertaking. The income was calculated in "Kwacha" and under this item, there were ten sub-items with scores ranging from 0 to 10 for each parent. The rating was made on a ten point scale as shown below.

Income per year	Scores
Over K 54,000.00	10
K 48,000.00 - K 54,000.00	9
K 42,000.00 - K 48,000.00	8
K 36,000.00 - K 42,000.00	7
K 30,000.00 - K 36,000.00	6
K 24,000.00 - K 30,000.00	5
K 18,000.00 - K 24,000.00	4
K 12,000.00 - K 18,000.00	3
Below K 12,000.00	2
No income	1
No response	0

The highest scores for both parental income (mother and father) was 20 and the lowest was 0.

The total scores for both parents on the two sub-variables of the socio-economic status namely: Parental income and Parental academic qualification was 36 while the lowest was 4. The total scores of the two sub-variables were used in placing the respondents in their respective social statuses. The social status boundaries were fixed by finding the difference between the highest and the lowest scores and then dividing the answer proportionally among the three socio-economic statutes. This is shown below.

Social status	Scores
Upper social status	20.30 - 36.00
Middle social status	9.40 - 20.20
Lower social status	4.00 - 9.30

This kind of assessment was not easy. For example, many Zambian children do not know how much their parents or guardians get as salary per month. This is because parents do not tell their children how much money they receive as salary. They regard their salaries as confidential. Those who tell their children how much money they receive as salary tend to inflate the figures to a point where they become questionable.

To check against this source of error, a parent's income was matched against her or his occupation and this helped to give a general picture of how much the parent earned although this may not always be true.

Another problem arose in the case of parents who are self employed or parents who are business men and women. It was not easy to determine their annual income because their earnings varied from day to day, week to week, month to month and year to year. Their earnings could not be assessed easily.

Limitation of the study

The study was conducted in two colleges - one of primary school teachers and another for secondary school teachers, yet it is hoped that the findings of this study will be representative of all student teachers in the country. Since the group studied is small, this limits the generalisation of the findings of the study. In addition, the study was limited by the fact that only some selected factors which are related to the choice of teaching as a career were examined. Ideally, it would have been better to examine all the factors which are related to the choice of teaching as a career.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the findings from the analysis of the data based on the information gathered. The variables were: socio-ecomonic status, job security and job opportunity at the time of looking for employment.

Results

The results of each factor and pertinent discussions are presented below. However, the other information gathered was either used later in the discussions and recommendations in Chapter V, or just retained to provide a broad persepective of some factors related to the choice of teaching as a career in Zambia.

Socio-economic status

One of the purposes of the study was to examine the relation between the student teachers' socio-economic status and the choice of teaching as a career. The hypothesis on socio-economic status stated that there is no relationship between one's socio-economic status and the choice of teaching as a career. As discussed in background to the problem (Chapter I), socio-economic status has influence on individuals' choice of a career.

To find if there existed a relationship between one's socio-economic status and the choice of teaching as a career, a socio-economic status scale was used.

The method of formulating the socio-economic status scale was discussed in Chapter II and using this scale the results of the calculations were as shown in the table below.

TABLE IV
RESPONDENTS' SOCIO-ECONOMIC STATUS

COLLEGE	LOWER SOCIAL STATUS		MIDDLE SOCIAL STATUS		UPPER SOCIAL STATUS	
	NO	%	NO	%	NO	%
Primary school	56	24.88	50	22.22	18	8.00
Secondary school	48	21.33	39	17.33	14	6.2
Column Total	104	46.21	89	39.55	32	14.20

From the respondents' socio-economic status table the respodents were divided into three groups namely: the upper social status (32 or 14.22%), middle social status (89 or 39.55%) and the lower social status (104 or 46.21%). Looking at the table above, it revealed that the unlikely that they would choose teaching as a career. At the same time the lower the social status of the respondents, the more likely that the respondents would choose teaching as a career. The explanation for these results may be found in the educational and financial factors which were used in assessing the respondents' socio-economic status and are presented under discussions.

This technique was used in Nigeria by Ajayi (1980). Since the study was on secondary school teachers' socio-ecomonic background, it would be possible to have a rough idea about student teachers' socio-ecomonic status in Zambia.

Job security

Another purpose of this study was to find out whether there was relationship between job security and one's choice of teaching as a career in Zambia as discussed in the background to the problem. To find out if the relationship exists betwee job security and one's choice of teaching a career, respondents were asked to arrange the given factors which influenced their choice of teaching as a career in rank order, with one (1) denoting the factor which influenced them most and five (5) the factor which influenced them the least. The information gathered from the respondents showed that the majority of the respondents (32.45%) indicated that "teaching as a step to the desired job" was the factor which influenced them most when choosing teaching as a career. Further break down revealed that 19.56% were male students while 12.89% were female students. In second position was "job security" with 29.78%. This was made up of 8% male and 21.78% female students. Reasonable working conditions was the least popular factor with 6.22% made up of 4% male and 2.22% female student teachers.

The results are shown in the table below.

TABLE V
FACTORS INFLUENCING THE CHOICE OF TEACHING AS A CAREER

	MALE		FEMALE		TOTAL	
	NO	%	NO	%	NO	%
Teaching could be a step to desired job	44	19.56	29	12.89	73	32.44
Job security	18	8.00	49	21.78	67	29.78
Other influences	22	9.78	23	10.22	45	20.00
Family tradition	12	5.33	14	6.22	26	11.56
Reasonable working conditions	9	4.00	5	2.22	14	6.22
Column Total	105	46.67	120	53.33	225	100

Job opportunity

The other purpose of this study was to find out whether job opportunity at the time of looking for employment was related to the student teachers' choice of teaching as a career.

To find out if there existed a relationship between job opportunity and the respondents' choice of teaching as a career, the respondents were given five possible reasons for which an individual may choose teaching as a career. Respondents were asked to rank these reasons in order starting with one (1) denoting the most important reason and five (5) the least important reason for choosing teaching as a career. The findings revealed that the majority of the respondents 51% "Love of passing on knowledge, skills and values to others as the most important reason for choosing teaching as a career". Job opportunity at the time of looking for employment was second popular reason with 18% and the least "desire to work

with young people" with 8%.

The results are shown below.

TABLE VI
REASONS FOR CHOOSING TEACHING AS A CAREER

	MALE		FEMALE		TOTAL	
	NO	%	NO	%	NO	%
Love of passing on knowledge skills and value of others	56	24.89	58	25.78	114	50.67
Job opportunity at the time of looking for employment	27	12.00	13	5.78	40	17.78
Other various reasons	23	10.22	7	3.11	30	13.33
Extreme interest in teaching	14	6.22	9	4.00	23	10.22
Desire to work with young people	10	4.44	8	3.56	18	8.00
Column Total	130	57.77	95	42.23	225	100

Other related factors

It should not be thought that young people are attracted to the teaching profession by the foregoing factors only, there are other factors revealed by the study which are not socio-economic, job opportunity or job security but which are related to choice of teaching as a career.

Place of residence (urban or rural)

To ascertain the relationship between place of residence and the student teachers' choice of teaching as a career, respondents were asked to indicate on the questionnaire place of birth and where they were brought up.

The results are shown below.

TABLE VII
DISTRIBUTION OF RESPONDENTS ACCORDING TO PLACE OF RESIDENCE

RESPONDENTS	PLACE OF BIRTH					
	URBAN		RURAL		TOTAL	
	NO	%	NO	%	NO	%
Male	76	33.77	55	24.44	131	58.21
Female	34	15.11	60	26.67	94	41.79
Column Total	110	48.88	115	51.22	225	100

The table above revealed that the highest percentage 51.22% (115 out of 225) of the respondents were born and brought up in rural areas. The table further revealed that there were more female respondents (60 or 26.67%) than male (55 or 24.44%) who were born and brought up in rural areas.

Interpersonal factors

Other factors which should be isolated from the general observations on the choice of teaching as a career are interpersonal factors. Fiestra (1965) and Richards (1960) have in their studies reported that for several decades the decision to select a career has been highly dependent on interpersonal factors such as friends, peer groups and parents. The latter, apart from being character trainers they also act as counsellors and advisors.

To find out the influence of interpersonal factors on the student teachers' choice of teaching as a career, respondents were asked to arrange the five possible interpersonal factors in rank order, starting with one (1) denoting the interpersonal factor which influenced then most and five (5), the interpersonal factor which influenced them least.

The table below shows the results.

TABLE VIII
INTERPERSONAL FACTOR INFLUENCING THE CHOICE OF TEACHING AS A CAREER

RESPONDENTS	MALE		FEMALE		TOTAL	
	NO	%	NO	%	NO	%
Influence of parents	24	10.67	33	14.57	57	25.34
Influence of teachers	21	9.34	13	5.78	34	15.12
Influence of poor relatives	16	7.11	12	5.33	28	12.44
Other interpersonal influences	57	25.76	30	13.33	87	38.66
Column Total	130	57.76	95	42.22	225	100

The table revealed that the majority of the respondents 24 or 18.40% male and 33 or 34.73% female student teachers chose 'influenced them most when choosing teaching as a career. The table showed a bigger percentage of "other interpersonal influence" simply because various factors were given under "any other influence in the questionnaire". Instead of listing all the different factors given by each respondent, the given factors were recorded under column - "other interpersonal influences" and percentage calculated.

Discussion of the results

This study investigated the relationship between socio-economic status, job security and job opportunity at the time of looking for employment on one hand and the student teachers' choice of teaching as a career on other hand. Although the sample used in this study was comparatively small when compared to the number of student teachers in all

colleges in this country, the diversity of colleges used and the random selection of student teachers within these colleges add weight to the validity of the results obtained. On the basis of the findings of this study, it is considered that this investigation has added strength to the opinion that some variables considered in this study could be related to the choice of teaching as a career.

Socio-economic status

The number and percentages in Table IV showed that the majority of the respondents came from lower social status. Out of 225 respondents 104 or 46.21% belonged to the lower social status, 89 or 39.55% to middle social status and 32 or 14.22% belonged to the upper social status.

To test the significance of the relationship between socio-economic status and the choice of teaching as a career x^2 was used to test the null hypothesis. The raw frequencies are shown in the table below.

TABLE IX
RESPONDENTS' SOCIO-ECONOMIC STATUS

ESPONDENTS	LOWER SOCIAL STATUS	MIDDLE SOCIAL STATUS	UPPER SOCIAL STATUS	TOTAL
econdary chool	56	50	18	124
rimary Sch.	48	39	14	101
olumn Total	104	89	32	225

^{2} = 7.887 with 2 degrees of freedom (d.f.) at 005.

he researcher calculated the expected frequency (fe) as shown elow against the observed frequencies (fo).

TABLE X
EXPECTED FREQUENCY

fo	56	50	18	48	39	14
fe	57.31	49.09	17.63	46.68	39.95	14.36

After calculating expected frequencies, it was found that the null hypothesis could be rejected at 0.05 level with 2 degrees of freedom if the x^2 was equal to or exceeding 3.84. The obtained x^2 was 7.887 while the critical value was 3.84. This meant that the null hypothesis was rejected as obtained x^2 was far greater than the critical value. The conclusion was that a relationship existed between socio-economic status and the student teachers' choice of teaching as a career. The explanation for this relationship may lie in the two sub-variables of the socio-economic status namely: parental income and educational qualification.

The majority of the student teachers' parents (Appendix A) had no formal education. Lack of formal education was apparent in the case of female parents among whom 42.66% had never been to school while 45 male parents or 20% had at least four years of primary education. There were relatively fewer illiterate fathers than mothers.

A similar pattern to that of educational background was observed when data collected on parental income were analyzed. The majority of the respondents' parents (Appendix B) were unemployed. Fifty-four point three percent (54.3%) of fathers and 80% of mothers did not have any income from employed or business. Unemployment was more apparent in the case of female parents whom 189 or 82% were either house wives or

retired workers.

In both cases (parental income and educational qualification), it was observed that the majority of the respondents were children of uneducated and unemployed parents. Thus many respondents came from lower social status.

Many respondents could have joined the profession because of lack of suitable qualifications required for other jobs other than teaching. Lack of suitable qualification could have been caused by parents low academic qualifications which could have resulted in these parents being unemployed or employed but earning very little thereby failing to provide their children with school requirements such as school fees, books, uniforms and transport money to and from school. Although Datta (1984:153) reported that the academic achievement of a pupil is determined by two basic factors, first his will to achieve and secondly his ability to achieve both these factors may be influenced by the school that the pupil attends and the social status of his family. The other factors which may have an effect on the pupil's will and ability to achieve are the culture or sub-culture of the ethnic community to which the pupil belongs and also his peer group. The later is discussed under interpersonal factors.

The author's findings in this study agree with Datta (1984) who stated that family background i.e. parental education, occupation, income, possessions, influence and expectations of family members affected pupils performance at school and later his choice of a life time career. The author's findings in this study also tie up with those of Jee Peng et al. (1984)

who observed that in Malawi parental lower social status caused children to drop out of school each time fees were increased in schools. Parents in Malawi as per that report failed to meet costs of their children's education.

In many countries, teacher education is free at all levels and teachers who want to improve their academic qualifications are given scholarships to do so. In such circumstances respondents could have taken this opportunity to join teaching with a view that the would leave the profession for other jobs at a later stage after acquiring better or higher qualifications. Teaching profession therefore appears to be an easy ladder through which respondents may climb from low socio-economic status into the other upper social status.

Ottaway (1962), Musgrave (1974) and Harold (1973) have observed that education is instrumental to upward social mobility. Futher education after leaving school or college, especially university education re-enforces the upward movement of an individual.

Another reason could be that respondents from the lower social status joined teaching profession because of the desire to assist their parents educate their young brothers and sisters. It is a well know fact that teachers in Zambia are poorly paid and as such cannot afford educating other members of their families. However, it is also important to note that most Zambian families belong to the lower social status group and as such many only manage to educate one child who later takes over from his parents the responsibility of educating the rest of the family.

A large number of both secondary and primary school teachers interviewed especially in rural schools on why they joined teaching when they knew very well that teachers were poorly paid, informed the author that they did so because they wanted to assist their relatives obtain education. Most of them kept relatives in their homes despite poor salaries so as to make it easier for these dependents to have easy access to school facilities and also minimise costs of the dependants' education. For example, in case of poor performance by a dependant at Grade 7 level, a primary school teacher can easily make the dependant repeat Grade 7. In case of a secondary school teacher whose dependant fails to meet the cut of point for entry into Grade 10 can easily look for a place in Grade 10. Generally speaking, teachers and their parents believe that they can assist their relatives obtain education easily if they became teachers.

On the other hand, respondents from higher social status especially those whose parents had high academic qualifications could have preferred other professions which involve managerial and administrative work which provide fringe benefits such as better houses, personal to holder vehicles, big salaries and a lot of allowances. Most of these facilities or conditions of service are unknown to teachers especially those serving in rural areas.

To test the significance of the finds a x^2 test was used. The raw frequencies are shown in the table below.

TABLE XI

Men	44	18	22	12	9
Female	29	29	23	14	5
Column Total	73	67	45	26	14

The author calculated the expected frequency (fe) as shown below against the observed frequencies (fo).

TABLE XII

fo	44	18	22	12	9	29	49	23	14	5
fe	34	31.26	21	12.13	6.53	38.93	35.73	24	13.86	7.6

After calculating the expected frequencies, it was found that the null hypothesis could be rejected at 0.05 level with 4 degrees of freedom if the x^2 was equal to or exceeding 9.487. The obtained x^2 was 9.488 while the critical value was 9.487. This meant that the null hypothesis was accepted as the obtained x^2 was almost the same as the critical value. The conclusion was that there was no relationship between job security and the student teachers choice of teaching as a career.

Job security

The number and percentage in Table V shows that the majority of the respondents did not choose job security as the most important factor which influenced their choice of teaching as a career. Forty-four 44 male and 29 female student teachers or 32.44% of the respondents chose "teaching could be a step to desired job" as the factor which influenced their choice of teaching as a career. The table also shows that 49 or 21.78% female respondents chose job security as the factor which

influenced them most in their choice of teaching as a career. Probably the explanation for more female respondents' choice of job security could be in the female respndents' attitude towards teaching as carer. Most female could have preferred teaching to other job because they feel there is more security in teaching and it may be less taxing compared to other jobs. To test the significance of the findings a x^2 test was used. The raw frequencies are shown in the table below.All along and up to the late 1970's (Haubrich 1960 wright 1977), job security was one of the basic human needs. In Zambia for example, many young men and women took up teaching as a career because they wanted a steady income to provide for the basic requirements of their lives. To a large section of educated young people teaching is a very steady form of employment and offers security. The chances of being sacked for inefficiency are very slim. There are only two offences for which a teacher may be sacked from his job. These are gross professional inefficiency and grave moral delinquency. In very few cases a teacher may be sacked from the profession for holding political or religious opinion offensive to the employers.

Teaching service in Zambia has an established procedure for discipline and dismissal of teachers from the profession. The procedure for discipline is laid down in General Orders Section D.6 (f) 33 and 38.

In addition to these provisions, teachers contribute towards a pension scheme and can get pension with full benefits after a period of 20 or 30 years of continous service or on attaiment

of 55 years in the case of a man and 50 years in case of a women. Because of these conditions of service a teacher cannot be dismissed from the service without reasonable cause. Such conditions of service could have attracted respondents to join teaching profession especially those from the low social status.

The trend of taking up teaching as a career because of security it offers no longer holds. This could be so because of the economic recession which the country is passing through. More and more young people prefer jobs which offer both security and money. Robertson, Keith and Page (1983) cited a research report which showed that job security is less an issue to day for most future teachers. Datta (1984:184) also reports that the trend in recruitment of young people since the great war II seems to indicate that the pull on working class children to enter teaching is no longer effective. The reason may be due to greater seurity provided by industrial employment to day or because of change in salary differentials.

The other reason why young men and women join teaching could be that vocational interest might lie in other fields and the preparation for such fields could be difficult to fulfil, thereby causing these young people to switch on to teaching as a step to desired jobs. When asked whether they intended to pursue further studies after completing their training 95% of the respondents indicated that they would further their studies to enable them to qualify for jobs other than teaching which offer better conditions of service.

Job Opportunity

The number and percentage in Table VI shows that the respondent did not choose "Job opportunity at the time of looking for employment" as a factor which influenced them most when choosing teaching as a career.

To test the significance of the findings a x^2 test was used. The raw freqencies are shown in the table below.

TABLE XIII

men	56	27	23	14	10
female	58	13	7	9	8
Column Total	114	40	30	23	18

The author calculated the expected frequencies (fe) as shown below against the observed frequencies (fo).

TABLE XIV

fo	56	27	23	14	10	58	13	7	9	8
fe	65.9	23	17.3	13.3	10.43	48	16.9	12.7	9.7	7.6

After calculating the expected frequencies it was found that the null hypothesis could be rejected at 0.5 level with 9 degrees of freedom if x^2 was equal or exceeding 16.91. The obtained x^2 was 1.32 while the critical value was 16.91. This meant that the null hypothesis was accepted as the obtained x^2 was far less than the critical value. The conclusion was that there is no relationship between job opportunity at the time of looking for employment and choice of teaching as a career.

In many cases it has been observed that failure on the part of many young men and women to secure places into other desirable professions had forced many of them to join teaching as an

unwelcomed last resort. Such a situation occurs when the number of educated youths in the community swells up as a result of expansion of educational facilities in the country and chances of getting employed in the desired fields diminish. Such a situation occurred in Zambia at independence in 1964 (Mwanakatwe, 1984).

In many instances, young people do not think of taking up teaching as a career until they begin to realise that they would never become what their youthful idealism had made them to be. Dent, 1947:24 stated that:

> ..... some youths went to the university with their eyes wide open. "Oh, well if the worse comes to the worst. I can always teach"......

Young men and women simply take up teaching as the opportunity arises for they have seen in teaching a way to escape from unemployment or manual employment with its long hours of physical work, low wages and unsatisfactory conditions of service.

Place of residence

The results from Table VII showed that both male and female students teachers, born and brought up in rural areas of this country showed more interest in teaching than those born and brought up in urban areas. One hundred and fifteen (115 out of 225) student teachers or 51.22% of the respondents were from rural areas. A large number of these student teachers from rural areas (60 out of 115) or 26.44% were females.

To find it there exists a relationship between the place of birth and the choice of teaching as a career, x^2 was used to test the null hypothesis. The raw frequencies are shown in

the table below.

TABLE XV

	RURAL	URBAN	TOTAL
MALE	76	55	131
FEMALE	34	60	94
Column Total	110	115	225

x^2 4.33 with 1 degree of freedom (df) at 0.05.

The researcher calculated the expected frequencies (fe) as shown below against the observed frequencies (fo).

TABLE XVI

fe	67	55	34	60
fo	64.04	66.95	45.95	48.04

After calculating expected frequencies it was found that the hypothesis which stated that there is no relationship between place of residence and the choice of teaching as a career could be rejected at 0.05 level with 1 degree of freedom if the x^2 was equal to or exceeding 03.84. This meant that the null hypothesis was rejected as the calculated x^2 was bigger than critical value. The conclusion was that a relationship existed between place of birth and the student teachers' choice of teaching as a career.

In Zambia, there is a marked difference between urban and rural areas. The difference is initially geographical and economic and has caused differences in the development of these regions. The geographical and economic differences of these areas have also affected individual's choice of occupation. Urban areas have paved roads, easy access to

transport for both people and goods, better schools and colleges, television facilities, big manufacturing industries and perhaps the most important of them all urban areas have electricity which makes it possible for different appliances to operate. Rural population has relatively little access to most of facilities found in urban areas. Rural and urban areas are worlds apart.

Place of birth affects the student teachers' choice of teaching as a career in that student teachers born and brought up in urban areas are significantly more exposed to urban influence and are made aware of a greater variety of jobs to choose from. Urban students have therefore moved away from the traditional pattern of choosing a career.

Rural students do not have direct experience of many jobs for which they are qualified and are therefore more likely to experience difficulties in obtaining information about jobs than their counterpaarts in urban areas. Limited to this, rural students seem to have been oriented to choosing within the limited possibilities of those professions with which they are familiar such as agriculture, nursing, district council employment and teaching. These four kinds of occupations are the most common in a Zambian rural setting.

Teaching in particular is the most common and popular profession in rural areas and is considered by many as the main avenue through which they can improve the socio-economic status of their families as well as a means of helping in educating other members of the family who might need formal education. In Birmingham, Shropshire and Hereforshire in

England, Morris (1969) investigated the effect of place of birth on the choice of a career. He observed that there were difinite urban-rural differences in career choice. City sixth formers in these three cities mentioned above were more attracted to occupations which were associated with urban life such as industrial works than occupation such as teaching. Modern facilities such as electricity have enabled foreigners with enough capital to invest in urban areas of the country. Large industries like sugar, cement, textile and mining have been established and more jobs created for many urban young men and women with suitable educational qualifications to choose from. Datta (1984) in his study of socio-economic status of teachers in African countries, reported that primary school teachers are mostly drawn from rural environment and their parents are mostly engaged in the primary sector of the economy which is peasant farming and fishing. Datta's observation agrees with the author's researchers findings in this study.

In Tanzania, Haijhen (1974) observed similar attitudes in his study that in Mwanza urban district, pupils like the idea of taking up teaching less than pupils in Mwanza rural district. Similar findings were reported by Osuji (1976) who also found that in Nigeria rural students were less ambitious in their level of vocational aspirations than urban students.

Interpersonal factors

The majority of the respondents 24 or 18.46% male and 33 or 34.73% females indicated that their choice of teaching as a career was influenced by their parents. This influence could

have been due to the fact that many young people more so their parents distrust the relative insecurity and the fluctuating fortunes of small private enterprises. Because of this distrust on the part of parents they advise their young to take up teaching as a career because they look upon the civil service of which teaching is a part as being safe.

It should be mentioned here that the family is an institution with primary responsibility for socialisation of its members and as such has large part to play in influencing the child's choice of a career. Other respondents could have chosen teaching as a career simply because they were advised by their relatives to do so or because their parents were once teachers.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study identified, examined, analysed and discussed some factors related to the choice of teaching as a career among the pre-service Zambian teachers.

Three factors namely: socio-economic status, job security and job opportunity at the time of looking for employment were identified.

In carrying out the examination, analysis and discussion of the relationship between these three factors and the choice of teaching as a career, it was necessary to present the back ground to the problem. Under the background to the problem a number of factors which influence the individual choice of a career were presented and grouped into internal and external factors. External factors included among others, factors like individual's socio-economic background with its sub-variables of income, occupation and educational qualification of parents, relatives, teachers, school curriculum, peer groups and other circumstances which are not influenced by personal feelings. Internal factors include factors such as individual desires and feelings.

A survey of related literature on similar work already done by other researchers was conducted and presented. This literature suggested that a number of factors associated with choice of a career existed and could be influential in an individual's choice of a career. Some of the presented literature were pupil based, teacher based, home based and

school based.

The rationale for this study arose out of the realisation that despite the claimed poor conditions of service and low salaries paid to teachers in Zambia, many young people continue to join the teaching profession every year. The researcher wanted to find out whether there existed any relationship between the three identified factors and the choice of teaching as a career among the pre-service Zambian teachers. The hypotheses were formulated, tested and the findings discussed one by one as presented in Chapter IV.

The subjects of the study were two hundred and twenty five student teachers drawn from the student body in two teacher training colleges. One college was for primary school teachers in the rural area of Zambia and the other for secondary school teachers in urban area of Zambia.

In the investigation of these factors related to the choice of teaching as a career, the study relied on empirical data obtained from respondents' response to the questionnaire.

Conclusion

All the three hypotheses were examined. One of these hypotheses - socio-economic status was found to have a significant relationship with the student teachers' choice of teaching as a career. It was found that socio-economic status was positively and significantly related to the choice of teaching as a career among pre-service Zambian teachers. Somewhat unexpectedly it was also found that place of residence - rural or urban, interpersonal factors such as peer groups, teachers, relatives and parents had influence on the

student teachers' choice of teaching as a career.

While factors such as socio-economic status, place of birth and interpersonal factors were found to be related to student teachers' choice of teaching as a career, it was found that the other two factors namely: job security and job opportunity at the time of looking for employment did not have influence on the student teachers' choice of teaching as a career.

The most significant results in terms of the aim of the dissertation were the findings that there exists in Zambia a relationship between an individual's socio-economic status, place of birth, interpersonal influence and the student teachers' choice of teaching as a career.

Recommendations

On the basis of the fndings of this study, the following recommendations are made by the researcher.

1. Since the choice of teaching as a career is influenced by one's socio-economic status, more plentiful supply of career literature on job opportunities, training and qualifications required for different occupations should be provided by the Ministry of Labour, Social Services and Culture, through the Ministry of General Education Youth and Sport. For example, more guidance for parents especially those in the lower social status and rural areas, on career openings for their children, possibly in local vernacular languages should be provided by those concerned so that parents can read them, understand them and later discuss their children's future occupations with them more intelligently.

2. Furthermore, the government should provide literacy clubs and more evening classes through which parents from lower social status can learn to read and be able to read career literature and or any other literature and be able to advise their children accordingly. At the same time, the educational qualifications gained from such classes would improve the parents' earning capacity and thereby enabling parents with such qualifications to provide for their children's education requirements.

3. This study has demonstrated that place of residence (urban and rural) has an impact on the student's choice of a career. Those concerned should provide career literature to schools especially those in rural areas. A Grade 12 school leaver is beset by many problems which impinge on his choice of a career. There is therefore, need for an adequate system of guidance and career counselling. The need for adequate system of guidance and career counselling is of paramount importance since at Grade 12 level, most students have attained adolescence. The adolescence stage pre-occupies the student with matters concerning his or her future role in the society.

If the student is given adequate guidance and career counselling at this stage, the student may find his or her self-identity in society. However, if left to himself or herself he or she may get confused and may not be able to choose a suitable life time career. The non-governmental organisations can assist in reaching and achieving these goals.

The present system of career guidance and counselling in secondary schools especially those in rural areas is inadequate. The Ministry of General Education Youth and Sports, at the moment is training a few career masters each year through in-service programmes but these are not enough. A lot more is required to be done. At present the system fails to satisfy the need in the sense that career masters in secondary schools are charged with heavy teaching load in addition to counselling. As a result they are unable to attend satisfactorily to students' career problems.

Enough time through lighter teaching load should be given to career personnel so that they are left with ample time to conduct individual career counselling. Such career counselling would help both the Ministry of General Education Youth and Sport and Grade 12 school leavers in that after such career counselling, only those students with love for teaching would take up teaching as a career. In this way there would be a reduction in the rate of teachers' resignations and change of career among trained teachers. Recruiting and training of teachers only to see them leave the profession at a later date is an expensive venture and a waste of resources. Through career counselling a lot of time and money would be saved for other educational activities or needs. Those students who do not wish to join teaching would find their way into other occupations.

4. Where possible, officials especially those from personnel divisions of different government Ministries, industries, private companies and parastatal companies should once in a year tour schools and lecture to Grade 12 school leavers on openings available in their industries and Ministries. This may be an expensive venture, but it is worth while if young men and women are to be exposed to different occupations.
5. The government should provide conducive atmosphere in the country to attract investors to invest in this country. These investments would create more jobs for school leavers. This idea would serve the youth if investment was directed to rural areas.
6. Without over looking the current economic hardships that the country is passing through, the government through the Ministry of General Education Youth and Sport should consider the introduction of educational tours for Grade 12 school leavers especially those in remote parts of this country to visit industrial areas of this country such as the line of rail so that they are exposed to other occupations other than only those that are found in rural settings.
7. More library services (mobile or otherwise) should be established in areas where none or not many exist. Such measures will go a long way in offering opportunities to students to know occupational openings through advertisements in newspapers, magazines and other related literature stocked by libraries.

8. Since interpersonal factors were reported to have an influence on an individuals choice of a career, recreational facilities such as sports, clubs, film shows where possible should be provided by the government or other agencies and students should be encouraged to take part in such activities. These activities and facilities will create opportunities where young men and women can meet and exchange information on various occupations. In their study Fielstra (1965) and Richards (1960) were quoted to have reported that for several decades the decision to select a career has been highly dependent on interpersonal factors such as friends and peer groups.
9. Teachers training colleges especially for secondary school teachers, should include in their college curriculum career guidance and counselling as a subject on its own. This will enable every teacher to conduct career counselling and guidance in schools where he or she is posted. The introduction of career guidance and counselling as a subject in teacher training colleges would facilitate the establishment of effective career guidance and counselling departments in all secondary schools in the country.

   Career counselling in schools should not be seen as a means of forcing students to make particular choices but a means of making students to be aware of occupational openings in different occupations.

<u>Suggestions for further research</u>

Although this study drew subjects from both primary and secondary school teacher training colleges and found that

socio-economic status, place of birth and interpersonal influences are related to the student teachers' choice of teaching as a career it has not discussed all factors related to the choice of teaching as a career.

A study on a large scale is needed to investigate other factors other than the ones used in the present study such as whether or not salaries and conditions of service are related to the choice of teaching as a career among pre-service teachers in Zambia. The present research concentrated on Grade 12 school leavers. A similar research can be done at other educational levels for example, at university level.

APPENDIX A

EDUCATIONAL LEVEL OF RESPONDENTS' PARENTS

EDUCATIONAL LEVEL	FATHER		MOTHER	
	NO.	%	NO.	%
Masters degree	7	8.11	-	-
First degree	12	5.33	3	1.33
Grade 12 (Form V GCE)	26	11.53	10	4.44
Grade 10 (Form III)	23	10.22	12	5.33
Grade 9 (Form II)	37	16.44	18	8.00
Grade 7 (Std. 6)	32	14.22	35	15.55
Lower Primary	45	20.00	51	22.66
Never been to school	43	19.11	96	42.66

APPENDIX B

PARENTS' ANNUAL INCOME (IN KWACHA)

	FATHER		MOTHER	
	NO.	%	NO.	%
Over K 54,000.00	18	8.00	9	4.00
First degree	22	9.77	3	1.33
K 42,000.00 - K 48,000.00	15	6.66	7	3.11
K 36,000.00 - K 42,000.00	11	8.44	8	3.55
K 30,000.00 - K 36,000.00	28	12.44	4	1.77
K 24,000.00 - K 30,000.00	24	10.66	2	0.88
K 18,000.00 - K 24,000.00	12	5.33	3	1.33
K 12,000.00 - K 18,000.00	20	8.88	1	0.44
Below K 12,000.00	21	9.33	3	1.33
No income at all	46	20.44	186	82.66

APPENDIX C

OCCUPATIONS OF RESPONDENTS' PARENTS

	FATHER		MOTHER	
	NO.	%	NO.	%
Professionals eg. Lawyers, Doctors	5	2.22	-	-
Administration eg. Executives Managers	4	1.77	-	-
Businessmen eg. Traders	10	4.44	4	1.77
Civil servants	12	5.33	7	3.11
Teachers	23	10.22	25	11.11
Clerical	9	4.00	2	0.88
Armed forces	10	4.44	-	-
Farmers	68	30.2	-	-
Semi-skilled workers	29	12.88	2	0.88
Unskilled workers	10	4.44	1	0.44
Pensioners	9	4.00	4	1.77
House wives	-	-	180	80.00
Unemployed	122	54.3	-	-
Deceased	14	6.22	-	-

Note: These occupations do not follow any ranking order.

APPENDIX D

The University of Zambia
School of Education
M.Ed. Programme
P O Box 32370
LUSAKA
August 1989

Dear Sir/Madam

The questionnaire which you are being asked to complete is aimed at getting some information on some factors related to the choice of teching as a career among Zambian teachers.

The success of this study depends upon your expression of sincere opinion on the issues about which you are asked. The issues discussed in this questionnaire will be treated in the strictest confidence. In order to ensure the confidentiality of the response you are asked not to write your name on the questionnaire.

Please do not answer the questions as you think other people would like you to answer them. All I need is your views and not the views which other people may hold. Do not therefore discuss the questions with other people. Follow instructions which are given before answering the questions.

Thank you in advance for your willingness and the trouble you will take to complete this questionnaire.

Yours sincerely

Mac. L. Bwali
M. Ed. Student

APPENDIX E

UNIVERSITY OF ZAMBIA
STUDENT TEACHERS' QUESTIONNAIRE

SOME FACTORS RELATED TO THE CHOICE OF TEACHERS AS A CAREER AMONG PRE-SERVICE ZAMBIAN TEACHERS.

INSTRUCTIONS

1. All answers are confidential.

2. Tick in the correct box or write your answers on the lines provided.

PART I

1. Sex: Female ☐ Male ☐

2. Are you a Zambian Yes ☐ No ☐

3. In which part of Zambia were you brought up?
   Rural ☐ Female ☐

4. What highest level of education did you obtain at school?
   ☐ Grade 7 ☐ Grade 9 ☐ Grade 10 ☐ Grade 12 (GCE 'O' Level)

5. Why did you choose to end up your education at this level?
   1. ☐ because my parents could not support me any longer.
   2. ☐ because I could not do any better.
   3. ☐ any other reason please state.

6. At what age did you leave school?

16	17	18	19	20	21	over 21

7. When did you seriously think of becoming a teacher?

1. ☐ before completing your studies.

2. ☐ after completing your studies.

8. How long ago did you decide that you wanted to be a teacher?

1. ☐ one year before coming to college.

2. ☐ two years before coming to college.

3. ☐ three years before coming to college.

4. ☐ more than three years before coming to college

9. Who of the following influenced your choice of teaching as a career?

1. ☐ influence of the teacher.

2. ☐ influence of the parents.

3. ☐ influence of the relatives.

4. ☐ influence of friends.

5. Any other influence please state.

10. Arrange the given five reasons in rank order beginning with one (1) denoting the reason which influenced you most and five (5) the reason which influenced you the least in your choice of teaching as a career.

1. ¦ ¦ desire to work with young people.

2. ¦ ¦ level of passing on knowledge, skills and value to others.

3. ¦ ¦ job opportunity at the time of looking

4. ¦ ¦ extreme interest in teaching.

5. Any other factors please state.

---

11. Did you have another job in mind before you applied for teaching?

Yes ¦ ¦ No ¦ ¦

12. If the answer to question 11 is yes, state the job you had in mind_____

13. Why did you not take up that job?

_____

14. Were you in employment before entering teaching?

Yes ¦ ¦ No ¦ ¦

15. If the answer to question 14 is yes, state the type of job that you had.

_____

16. Why did you leave your previous employment?

_____

17. How long do you intend to teach?

_____

18. Arrange the given five factors in rank order beginning with one (1) denoting the factor which influenced you most and five (5) the factor which influenced you the least, in your choice of teaching as a career.

1. [ ] it is a family tradition to be.

2. [ ] reasonable working conditions of service.

3. [ ] because of job security.

4. [ ] teaching could be a step to desired job.

5. Any other please state_____

19. Do you intend to pursue further studies in future?

Yes [ ] No [ ]

20. Have you ever been associated with other children's organisation other than school? e.g. Red Cross.

Yes [ ] No [ ]

21. If the answer to question 20 is yes, which is this organisation? _____

22. Do you think teaching is the kind of job that would enable you and your dependants to lead a confortable life?

Yes [ ] No [ ]

23. Do you at times regret to have chosen teaching as your life time career?

Yes [ ] No [ ]

24. If the answer to question 23 is yes, which of the following could be the reason for your regret?

1. [ ] teaching is not stimulating enough.

2. ☐ it is unappreciated and frustrating enough.

3. ☐ Lack of promotions.

4. Any other reason please state_____

PART II

25. What was/is your father's academic qualification?

1. ☐ None at all.
2. ☐ Lower primary.
3. ☐ Grade 7.
4. ☐ Grade 9.
5. ☐ Grade 10.
6. ☐ Grade 12 (GCE 'O' Level).
7. ☐ First degree
8. ☐ Masters degree

26. What was/is your father's occupation?

_____

27. What was/is your father's approximate annual income?

1. ☐ None at all.
2. ☐ below K 12,000.00
3. ☐ K 12,000.00 - K 18,000.00
4. ☐ K 18,000.00 - K 24,000.00

5. ¦ ¦ K 24,000.00 - K 30,000.00

6. ¦ ¦ K 30,000.00 - K 36,000.00

7. ¦ ¦ K 36,000.00 - K 42,000.00

8. ¦ ¦ K 42,000.00 - K 48,000.00

9. ¦ ¦ K 48,000.00 - K 54,000.00

10. ¦ ¦ over K 54,000.00

28. What was/is your mother's academic qualifications?

1. ¦ ¦ None at all.

2. ¦ ¦ Lower primary.

3. ¦ ¦ Grade 7 (Standard Six).

4. ¦ ¦ Grade 9 (Form II).

5. ¦ ¦ Grade 10 (Form III).

6. ¦ ¦ Grade 12 (GCE 'O' Level).

7. ¦ ¦ First degree

8. ¦ ¦ Masters degree

29. What was/is your mother's occupation?

---

30. What was/is your mother's approximate annual income?

1. ¦ ¦ None at all.

2. ¦ ¦ below K 12,000.00

3.		K 12,000.00 - K 18,000.00
4.		K 18,000.00 - K 24,000.00
5.		K 24,000.00 - K 30,000.00
6.		K 30,000.00 - K 36,000.00
7.		K 36,000.00 - K 42,000.00
8.		K 42,000.00 - K 48,000.00
9.		K 48,000.00 - K 54,000.00
10.		over K 54,000.00

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