



Original Article

Challenges Facing Teachers in the Provision of Career Guidance Services to Secondary School Students in Magu District, Tanzania

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The study sought to examine the challenges facing teachers in the provision of career guidance services to secondary school students in Magu District, Tanzania. The study was guided by Social Cognitive Career Theory (SCCT) which was developed by Lent, Brown, and Hackett in 1994. The study employed a convergent parallel research design under a mixed research approach which helped in data collection and analysis. The sample size was 152 participants; simple random sampling was used to select secondary school teachers and form four students. While purposive sampling was used to select public secondary school leavers in 2020 and heads of secondary schools. Quantitative data were collected through questionnaires and analysed using descriptive statistics with the helper of Statistical Package for Social Science (SPSS) version 21 and presented in table, frequency, and percentages. Qualitative data were collected through interviews and analysed thematically. The study revealed that lack of professional training on career guidance, lack of cooperation among the students and teachers, shortage of time in school as well as a shortage of career guidance materials are the challenges facing teachers in the provision of career guidance services to secondary school students in Magu District, the study recommends that public secondary school administrator should provide time for career guidance services in their schools. Moreover, public secondary school teachers should cooperate with their students with the aim of ensuring the effective provision of career guidance services in schools.

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INTRODUCTION

One cannot succeed in entering planned and right professional training without career guidance. In providing career guidance in secondary schools, there are mainly three elements included, namely career advising, career instruction and career information (Loan & Van 2015). Likewise, Mabula (2012) argues that the delivery of career guidance services in secondary schools involves the provision of career services about employment opportunities and professional training choices. Therefore, effective career guidance depends on how the services stated above are effectively provided to the students in secondary schools in order to help the students to make informed choices of professional training.

Career guidance service in African countries is considered to have been initiated in five parts of Africa, namely West, North, Central, South, and East African countries. In relation to West African countries, especially Nigeria, Koech et al. (2016) comment that most of the youth make wrong choices in their career due to unawareness, inexperience, influence from peer pressure, parents and teachers influence. However, a wrong choice of career results in the increase of unemployment rate among school leavers due to ineffective career guidance on employment opportunities available. Likewise, a study conducted in the area of Enugu South shows that professions chosen by secondary school students depend on effective career guidance, which finally reduces the level of unemployment among the graduates (Egbo, 2017, A

study conducted by Abubakar (2019) reveals that there was ineffective career guidance in Kano state which resulted in challenges that faced many students in making choices for future education planning.

Vaghela and Matimbwa (2019) argue that secondary school students in Tanzania need a general orientation on career information and the pathway towards their future professions in relation to the employment opportunities available in the country. The study revealed that in Iringa, most of the secondary schools have no career guidance clubs which provide advice to the students about careers. This has led to ineffective career guidance services for the students. Koech et al. (2016) argue that effective career guidance in secondary schools directs the students on the right choice of subject combinations, which guides them to the right future professions that will make them employed. However, the research findings reveal that ineffective career guidance among African schools, including those in Tanzanian, has become a barrier to post-secondary school education (Amani & Sima, 2020). This scenario implies that secondary teachers are faced with different challenges in the provision of career guidance services, thus creating difficulties in the provision of effective career guidance services. This makes the secondary students in Tanzania half prepared in choosing their professions in relation to their abilities and employment opportunities available in the country, hence, resulting in high rates of unemployment. Thus, this study will contribute knowledge in the existing knowledge through the findings on the

challenges facing teachers in the provision of career guidance services to secondary school students in Magu District, Tanzania.

LITERATURE REVIEW

The Challenges Facing Teachers in the Provision of Career Guidance to the Students

Teachers who act as counsellors in secondary schools face many challenges including lack of time and material resources in schools (Khanda, 2018). Also, Khanda comments that lack of professional training, which involves the provision of knowledge and skills to the teachers about career guidance, is a challenge in carrying out career guidance services. In addition to that, Maliwa (2016) comments that lack of funds and material resources for guidance and counselling were among the challenges facing most schools. Therefore, ineffective career guidance service in school occurs due to different external factor; hence, schools should play a great role in ensuring all challenges are resolved for effective career guidance provision.

Maliwa (2016) notes that secondary school teachers in Zambia lack skills and knowledge of guidance and counselling services. Contrary to this, Zimba and Changala (2018) view the lack of office space and training opportunities among teachers as the key challenges in the implementation of career guidance and counselling services in schools. Generally, most public secondary schools do not pay attention to the provision of career guidance services; thus, they do not provide room for conducting the service in schools. This is a challenge among the teachers who are involved in the provision of that service in their schools.

Boit (2016) comments that insufficient resources in schools including time, materials and funds were the challenges facing the implementation of career guidance and counselling services in schools in Kenya. Also, Boit notes that the lack of qualified and skilled personnel in secondary schools was among the challenges facing the implementation of

guidance and counselling services. Likewise, Kaluki (n.d.), in his study, showed that the provision of career guidance services in public secondary schools faced a lack of teachers with knowledge and skill in guidance and counselling. Thus, in schools, teachers are the ones who are involved in the delivery of career services since no particular personnel are employed for that purpose. Thus, this becomes a challenge since teachers do not have enough knowledge on how to provide the service effectively.

Aroko (2016) argues that career counselling services in secondary schools were not adequately provided due to the lack of career counselling resources for teachers offering career counselling services in schools. Also, Aroko comments that there was no cooperation among the students and teachers who provided career counselling services. Similarly, Maliwa (2016) argues that the lack of career guidance resources is a challenge in the implementation of career guidance services. Generally, career guidance services need material which will be used in the provision of the service like guiding books and career guidance books. Therefore, the lack of those materials may lead to the ineffective provision of the service to the students.

Most of the teachers who work in secondary schools have little skills and knowledge of career guidance due to the way they were trained in their professional training (Angelista, 2018). Also, Angelista (2018) comments that teachers face several challenges in the provision of career guidance services to students due to their little knowledge about other professions. Therefore, career guidance services should be integrated into teacher training programs in order to equip teachers with knowledge and skills on how to offer career guidance to students. Also, the schools should organise training seminars and workshops for teachers in order to provide knowledge and skills to the teachers on how to provide effective career guidance services.

RESEARCH METHODOLOGY

The study examined the challenges facing teachers in the provision of career guidance services to secondary school students in Magu District, which is among the seven districts of the Mwanza region, Tanzania. The choice of Magu District was based on the fact that most of the public secondary school leavers in Magu District joined unplanned professional training though there was a career guidance service in public secondary schools whose aim was to prepare secondary students for the choice of future professional training. The convergent parallel research design employed under the mixed research approach enables the researcher to collect both qualitative and quantitative information concurrently. In selecting the required 152 sample size where 85 students and 59 teachers were obtained through the Yamane formula, while 4 secondary school leavers in 2020 and 4 heads of school were obtained through the percentile

formula, where simple random sampling and purposive sampling were employed. Interviews and questionnaires were used in data collection. The collected quantitative data will be analysed through descriptive statistics with the helper of Statistical Package for Social Science (SPSS) version 21, and qualitative data will be analysed through thematic analysis and presented in the form of quotation and narration. Confidentiality and anonymity were ensured throughout the research.

FINDINGS AND DISCUSSION

The respondents requested to respond on the challenges facing teachers in the delivery of career guidance services in public secondary schools, and the results are presented in *Table 1*. Also, the respondents rate their level of agreement on the statements, which shows different challenges facing teachers in the provision of career guidance services, as shown in *Tables 2* and *3*.

Table 1: Teachers and students respond to challenges facing teachers in the provision of career guidance services

	Teachers		Students	
	f	%	f	%
Shortage of materials	23	39.0	21	24.7
Lack of cooperation	24	40.7	47	55.3
Lack of professional training in career guidance	9	15.3	9	10.6
Lack of qualified career guidance service personnel	3	5.1	8	9.4
Total	59	100.0	85	100.0

Source: Field Data, (2021).

Table 1 indicates the distribution of the teachers' and students' responses to the challenges facing teachers in the provision of career guidance services. 40.7 per cent of the teachers and 55.3 per cent of the students mentioned lack of cooperation as a challenge in the provision of career guidance services in schools. Thirty-nine per cent of the teachers and 24.7 per cent of students mentioned the shortage of material as a challenge in the provision of career guidance services, while 15.3 per cent of teachers and 10.6 per cent of students reported a lack of professional training on career guidance. Furthermore, 5.1 per cent of teachers and 9.4 per

cent of students mentioned the lack of qualified career guidance service personnel as a challenge facing teachers in the provision of career guidance services in public secondary schools.

Table 2 shows the distribution of teachers' responses on the level of agreement with the statements, which show the challenges facing teachers in the delivery of career guidance services in their schools. The findings revealed that 44.1 per cent of teachers agreed that the lack of cooperation among students and teachers was a challenge in the provision of career guidance services in secondary schools in Magu District. Also, 50.8 per cent of the

teachers strongly agreed that lack of professional training in career guidance services was a significant challenge in the implementation of career guidance services. Likewise, 47.5 strongly agreed that a shortage of appropriate material resources in school was also a challenge that hindered the provision of career guidance services, while 44.1 per cent agreed that a shortage of time in schools was the challenge they faced.

Table 3 indicates the distribution of students' responses on the level of agreement on the challenges facing secondary school teachers in the provision of career guidance services in their schools. Results indicated that 54.1 per cent of students strongly agreed that the shortage of career guidance materials in school was a challenge facing teachers in the provision of career guidance services in schools, while 63.5 per cent of students strongly agreed that the lack of cooperation among the students and teachers was a challenge. Also, 45.9 per cent of students agreed that the shortage of time in school was the challenge in the implementation of career guidance services in their schools.

Based on the quantitative findings presented in *Tables 1, 2* and *3* and qualitative findings, there are different sub-themes generated which are presented in the subsequent sub-sections

Lack of Professional Training in Career Guidance

This was one of the challenges facing teachers in the delivery of career guidance services in public secondary schools in Magu District. This theme was extracted from the findings whereby 50.8 per cent of teachers, as indicated in *Table 2*, strongly agreed that the lack of professional training in career guidance services was an obstacle in the provision of career guidance services in secondary schools. Likewise, 15.3 per cent of teachers and 10.6 per cent of students mentioned lack of professional training on career guidance as a challenge facing teachers in the implementation of career guidance services (see *Table 1*). This finding is supported by a study by

Khanda (2018), who noted that lack of professional training in a career was a challenge facing the provision of career guidance services. Therefore, teachers in public secondary schools should be provided with career guidance training for the better provision of career guidance services in school.

The findings correspond with the information provided during the interview with a public secondary school leaver who clarified that a lack of career guidance knowledge among teachers was a challenge in the provision of career guidance services in schools (Interview 3, 2021). Similarly, Angelista (2018) argues that most of the teachers who work in public secondary schools have little knowledge and skills on how to provide career guidance services to students. Moreover, the head of school D explained that there was a lack of enough knowledge on how to offer career guidance services to the students, which resulted due to the lack of professional training among the teachers (Interview H₄, 2021).

Furthermore, this result is confirmed by Social Cognitive Career Theory (SCCT) which emphasises that individuals make career choices based on the influence of both internal and external factors. In this case, the challenge identified can be viewed as the external factor which might negatively impact the provision of career guidance services among public secondary school students.

Generally, secondary school teachers should be provided with appropriate training on how to provide career guidance services to students. The lack of knowledge and skills in the provision of career guidance services is a challenge in the implementation of career guidance services since teachers are unaware of how to provide effective career guidance services to their clients.

Table 2: Teachers’ responses on the challenges facing teachers in the provision of career guidance services (n=59)

Statement	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Shortage of time in school is a challenge in the implementation of career guidance services in school.	18	30.5	26	44.1	5	8.5	6	10.2	4	6.8
Shortage of material resources in school is a challenge in the implementation of career guidance services in school.	28	47.5	23	39.0	4	6.8	3	5.1	1	1.7
The lack of professional training in career guidance services is a challenge in the implementation of career guidance services.	30	50.8	23	40.7	5	8.5	-	-	1	1.7
The lack of cooperation among students and teachers is a challenge in the provision of career guidance services.	25	42.4	26	44.1	5	8.5	2	3.4	1	1.7

Key; SD - Strongly disagree, D – Disagree, N – Neutral, A – Agree, SA - Strongly agree, and F – Frequency

Source; Field Data, (2021).

Table 3: Students’ response on the challenges facing teachers in the provision of career guidance services to the students (n=85)

Statement	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Shortage of time in school is a challenge in the implementation of career guidance services in school.	30	35.3	39	45.9	6	7.1	9	10.6	1	1.2
Shortage of career guidance materials in school is a challenge in the implementation of guidance services	46	54.1	31	36.5	2	3.6	5	5.9	1	1.2
The lack of cooperation between the students and teachers is a challenge in the implementation of career guidance services.	54	63.5	28	32.9	1	1.2	-	-	2	2.4

Key; SD - Strongly disagree, D – Disagree, N – Neutral, A – Agree, SA - Strongly agree, and F – Frequency

Source; Field Data, (2021).

Lack of Cooperation among the Students and Teachers

The findings showed that in Magu District, most of the teachers who provided career guidance services faced the challenge of cooperation with students. This sub-theme was supported by 44.1 per cent of teachers who strongly agreed that the lack of cooperation among students and teachers was a challenge in the provision of career guidance services (see *Table 2*). Likewise, in *Table 3*, it is revealed that 63.5 per cent of students strongly agreed that the shortage of cooperation among the students and teachers was an obstacle to the execution of career help services in secondary schools. Furthermore, 40.7 per cent of teachers and 55.3 per cent of students mentioned lack of cooperation as a challenge in the provision of career guidance services. These findings correspond with Aroko (2016), whose findings revealed that a lack of cooperation between secondary school teachers who provide career guidance services and students becomes a challenge in the implementation of career guidance services. Therefore, effective delivery of career guidance services in school needs cooperation among teachers and students.

The findings were supported by the information obtained from the interview with a head of school who pointed out that lack of cooperation among teachers and students was a serious challenge in the provision of career guidance services in schools as teachers merely depended on students' responses for the effective provision of career guidance services (Interview H₄, 2021). Also, one of the secondary school leavers in 2020 said that the lack of cooperation between teachers and students negatively impacted the provision of career guidance services since the teachers would not provide career guidance to students who were uncooperative (Interview 1, 2021).

This result is also confirmed by the Social Cognitive Career Theory (SCCT), as it highlights the fact that individuals make career choices depending on both

internal and external factors. In this context, the lack of cooperation is an external factor which significantly impacts the provision of career guidance services to secondary school students. Therefore, it is true that the provision of career guidance services needs a rapport between a career guidance provider and a student.

Therefore, cooperation among teachers and students is an important aspect of the effective provision of career guidance services among secondary school students and teachers; hence, they should cooperate with each other effectively. In school, students should know the importance of career guidance services and the way career knowledge will help them in the choices they make in their future professional training. Enhanced cooperation among teachers and students will ensure the effective implementation of career guidance services.

Shortage of time in school

Another challenge in the delivery of career guidance services is the shortage of time in school. The findings, *Table 2*, showed that 44.1 per cent of teachers agreed that shortage of time in school was an obstacle in the execution of career help services in secondary schools. Similarly, in *Table 3*, it is indicated that 45.9 per cent of students agreed that the shortage of time in school was another challenge in the implementation of career guidance services in their schools. The findings correspond with Boit's (2016) findings which argue that in schools, there is not enough time for the teachers to participate in the provision of career guidance services. Therefore, in the provision of career guidance services, the availability of adequate time is very important. However, the schedule of different activities in schools is normally very tight, thus, making it difficult for the teachers to have enough time for the provision of career guidance services to their students.

This corresponds with the information provided through the interview with the head of school 'A',

who explained that teachers in his school made an effort to ensure the provision of career guidance services to students though they encountered the challenge of inadequate time. The school timetable is limited, and each activity has a fixed time. In this scenario, teachers face difficulties in securing time for the provision of career guidance services (Interview H₁, 2021). This finding is further supported by Maliwa (2016), who reported that the delivery of career guidance service in school face many challenges, including the lack of time for offering the career guidance service.

These findings are supported by the information from an interview with a secondary school leaver in 2020 who clarified that the shortage of time in his school impacted adversely on the delivery of career guidance services (Interview 3, 2021). This is consistent with the Social Cognitive Career Theory (SCCT) developed in 1994 by Lent, Brown and Hackett, which emphasises that the choice of career depends on internal and external factors. In this context, the shortage of time is an external factor which has a profound impact on the provision of career guidance.

Generally, in running any activity in a school, adequate time for a teacher is a very crucial aspect; however, in public secondary schools, time is very limited. This is a challenge to the effective implementation of career guidance services whereby teachers use only the available time to ensure effective teaching and learning processes. It is, therefore, difficult for teachers to utilise the available time for effective implementation of career guidance services.

Shortage of Career Guidance Materials

The findings showed that the shortage of career guidance materials in schools was a challenge to the provision of career guidance services which face teachers who are engaging in the provision of the service. This sub-theme is supported by the findings indicated in *Tables 2* and *3*, whereby 54 per cent of

students strongly agreed that the shortage of career guidance materials in school was a challenge in the implementation of guidance services (see *Table 3*). Also, findings in *Table 2*, 47.5 per cent of teachers strongly agreed that the shortage of material resources in schools was a challenge in the implementation of career guidance services in schools. The findings correspond with Boit (2016), whose study revealed that the shortage of career guidance materials was a challenge in the implementation of career guidance services in schools. However, in secondary schools, the provision of career guidance services was ineffective due to the shortage of career guidance materials like guidance and counselling books for the implementation of career guidance services.

The findings are supported by the information obtained during the interview with the head of school B. The head of the school explained that teachers who were involved in the delivery of career guidance services in schools used only their teaching experience since they did not have any material which would guide them in offering career guidance services. The interviewee said;

In my school, there is no career guidance book which guides teachers on how to provide effective career guidance to the students on the choice of future professional training. This is a challenge to the teachers since they do not have enough experience in the provision of that service; thus, many students join unplanned professional training after completing their secondary school education (Interview 1, 2021).

This implies that in many schools, there are no materials which support the provision of career guidance services to the students, hence, rendering career guidance services ineffective in the schools. This therefore hinders its contribution to the choice of future professional training among secondary school leavers. Likewise, Boit (2016) comments that the lack of facilities which are involved in the

provision of career guidance services is a challenge in the implementation of career guidance services in schools.

This finding corresponds with the information provided by one of the secondary school leavers who explained that most teachers used their experience in providing career guidance services to the students; thus, students get insufficient information which will direct them to the choice of future professional training. In this scenario, there are no career guidance materials in schools which will guide teachers in the provision of career guidance services to the students (Interview 2, 2021). Furthermore, Maliwa (2016) asserts that a lack of material resources is an obstacle to the delivery of career guidance services in public secondary schools. Thus, career guidance materials are crucial in the provision of career guidance services in secondary schools.

The findings are consistent with the Social Cognitive Career Theory (SCCT) developed in 1994 by Lent, Brown, and Hackett. The theory explains that an individual chooses a career based on internal and external factors. Career guidance material is among the external factors which impact the provision of career guidance services and hence impact the choice of future professional training. Generally, the provision of career guidance among students in secondary schools is hindered by different issues that, include the shortage of career guidance materials.

Generally, the effective delivery of career help services in secondary school needs enough facilities and materials involved in career guidance services. Where the provision of career guidance services depends on the availability of career guidance materials, the availability of time and the cooperation among teachers and students. All of those are observed as the challenge facing teachers in the provision of career guidance services to students.

CONCLUSION AND RECOMMENDATION

The study concludes that, though career guidance services are provided in schools, teachers who are involved in the provision of that service face different challenges including a shortage of career guidance materials, lack of cooperation among students and teachers, and lack of professional training on career guidance. This shows that most of the public secondary school teachers in Magu District face various challenges during the implementation of the provision of career guidance services; the challenges are observed as an external factor which results in the ineffective provision of career guidance services and choosing of unplanned professional training among secondary school leavers. In addition, the study recommends that public secondary school administrators should provide time for career guidance services in their schools. This will enable the students to acquire information concerning the choices of their future careers. Moreover, the study recommends that public secondary school teachers should cooperate with their students with the aim of ensuring the effective provision of career guidance services in schools. Teachers are the ones who are responsible for the provision of career guidance services in schools. Effective provision of career guidance services depends on their cooperation with students when providing career guidance services.

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