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Despite the prohibitive production cost of publication, we have been enthusiastic to produce this edition because of the encouragement from our readers and contributors as well as well as fulfilling our promise of getting the journal published in the months of June and December. We highly appreciate the encouragement from our readers.

I wish to commend the untiring efforts of the Editorial Board and the Research Director for keeping the flag of this journal flying in spite of their many pressing duties. I am grateful to them all.

I hope this journal will in particular improve capacity of staff to produce new knowledge for development through research and analytical thought, enliven teaching, inspire scholarship, improve the society, and define many crucial problems and original solution proffered.

We would like to encourage readers to give us as much feedback as may be considered helpful, so that together we can put in place a very effective, lasting journal package.

Finally, I thank the University Administration for the financial support in publishing this journal.

Editor - in - chief

Awoniyi, Samuel Adebayo

Notes to contributors

The Editorial Board of Solusi University Research Journal (SURJ) invites articles on a variety of topics pertaining to research for publications; however book review, articles of particular discipline or specialty area and papers presented at national and international conferences may also be accepted. The journal is published bi-annually in the months of June and December.

Manuscripts should fulfil the following conditions: All manuscripts, written in good English, should be submitted **electronically** as an e-mail attachment (in Microsoft Word) to the Editor-in-Chief. No paper versions are needed.

Abstract. Each article should be summarized in about 100 – 150 words, serving as a brief description of the content of the article. Manuscripts, including the abstract and references should be typed double-spaced on A4 paper set-up using Times New Roman 12 font size, must not exceed 12 pages and should have the margin of 1.5" for top and left and 1" for right and bottom of the page.

Organization: The background and purpose of the manuscript should be given first, followed by details of methods, materials, procedures and equipment used (where applicable). Findings, discussion and conclusions should follow in that order. Appendices are not encouraged except if considered necessary for the manuscript content to be understood. The title of the paper, name and address of the author should be on a separate sheet (Address should be departmental or institutional) References should follow the latest APA format.

All tables, graphs and diagrams should be in the appropriate places in the paper and not on separate sheet.

Each submission will be peer-reviewed. Before the publication of accepted article, corresponding author will receive an electronic version of their manuscript for final proof reading. It should however be emphasized that changes in content (new or additional results, changes in article title, etc.) are not permitted without the approval of the Editor-in-Chief.

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Democratic Parenting Practices and Academic Achievement: A Case Study of Secondary School Students in Matabeleland South Province in Zimbabwe.

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Abstract

This case study was conducted to assess the influence of democratic parental practices on the academic performance of rural Day secondary school students in the Bulilima District in Matabeleland South Province in Zimbabwe. The different academic performance by students exposed to the same teachers has become a cause for concern for researchers and educators, hence this study on democratic parenting and academic performance of secondary school students in the Bulilima District in Matabeleland South Province, Zimbabwe. The accessible populations were students, parents and teachers in three secondary schools. Purposive sampling was used to select 10 students, 6 parents and 3 teachers. The study concluded that democratic parenting practices had a positive and significant relationship with students' academic performance as compared to autocratic and mixed parental practices. The study recommended that the teacher training curriculum be revisited with the aim of readjustments to accommodate students from different parental practices. Awareness presentations for parents during school visits were recommended. Lastly, efforts should be made to provide counseling services to the affected students.

Key words: **democratic parental practices, rural day secondary schools, adolescents, academic performance.**

Background

Studies in Europe and West African countries show that parental practices are a major contributing factor to students' academic performance at school. This study assessed the influence of democratic parental practices on the academic performance of students at 'O' Level in the Bulilima District in Matabeleland South Province in Zimbabwe.

Understanding different parameters that contribute directly or indirectly to poor or good academic performance of learners in our schools is very important for any nation's education system. According to Epstein (2011) many factors

affect the academic performance of students in secondary schools. The factors may be classified as school factors, learner factors, peer factors as well as home environmental factors (Jacobs & Harvey, 2005).

However, the study on the influence of parental practices on the academic achievement of learners has been debated in the Euro-centric world, but perhaps not debated adequately in the Zimbabwean context and more importantly in the Bulilima District in Matabeleland South Province. Thus, the issue of good and poor grades for adolescents becomes a national one. A cursory view of the 'O' Level national pass rate for the past decade remains very low ranging from 9.85% to 19.86% against the expected 20% pass rate at 'O' level. However, 'O' Level results in rural high schools continue to be very low compared to their urban counterparts. This is despite the marked improvement in resources in the rural areas for example electrification of schools, availability of computers and improved qualification of rural school teachers. Holiday crash classes are well established in either urban or rural schools whether these are boarding or day schools. Nyarko (2008) states that; every effort has been made by the teachers and students to improve the academic performance of the adolescents but students seem to continue failing.

It is under such concerns that the researcher studied the contribution that parents can make towards the academic performance of a learner at 'O' Level in the Bulilima District of Matabeleland South Province through the study of the influence of parental practices on the academic performance of students at 'O' level in the Bulilima District in Matabeleland South Province in Zimbabwe. There have been concerns and allegations raised by media, civic-society, school management and non-governmental organizations that school and home factors are the major contributing factors to the poor 'O' level results.

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The critical question becomes: 'Do democratic parental practices influence the academic performance of students at Secondary School?' Therefore, this current study sought to establish the effects of democratic practices on the academic performance of Secondary Education Students in the Bulilima District in Matabeleland South Province in Zimbabwe.

The study sought to:

- Identify the types of parenting practices that exist in the Bulilima District in Matabeleland South Province.
- Discuss the influence of parental practices on the academic performance of adolescent students at 'O' level in the Bulilima District in Matabeleland South Province.
- Evaluate how parental practices influence the academic performance of 'O' Level students in Bulilima District in Matabeleland South Province.
- Expose the parents' perceptions on their influence on learner's academic performance at 'O' Level in the Bulilima District in Matabeleland South Province.

Methodology

Since the study is located in the interpretive paradigm, it assumed the qualitative approach. Qualitative methodology examines social meaning through observations and descriptions of persons who live the experiences. Sutter (2006) explains qualitative research as aimed at explaining complex phenomena through verbal descriptions rather than testing hypothesis with numerical values. This is a major methodological distinctive feature that separates it from other methodologies like quantitative research. Hennick, Hutter and Bailey (2011) explain that the objective of qualitative data is to gain an exhaustive comprehension of underlying attitudes, motivations and reasons for people's actions. Based on the problem as well as questions posed, the research design for this study was a case study design.

The accessible populations were students, parents and teachers of three Secondary schools. Their students' parents and teachers participated in the study. According to Alder, Mellennbergh and Hand (2008) a population refers to the entire group of individuals under a study. Therefore, this study was inclusive of male and female students, parents and teachers.

A sample is a subset of the population and is chosen from a sampling frame. In defining a sample, Karavaks (2008) opines that a sample is a selection of a given number of units from a population of interest. The sample for this study was 10 secondary school students, 6 parents and 3 teachers. Purposive sampling was used to select the respondents. Cohen, Manion and Morrison (2006) are of the same opinion that the researcher should handpick respondents that are typically suitable for the research study. Mason (2002) goes on to say the selection should be based on the nature of what is to be examined in terms of depth. Hence, the researcher handpicked students who indicated that their parents were democratic and were able to discuss academic and social issues with them.

Data collection for this study was collected using 2 focus group interviews, individual interviews and document analysis. These instruments provided a deep experience of the respondents who were experiencing democratic parental practices while grade reports provided the academic performance of students` achievements.

All focus group and individual interviews were recorded using an mp3 sensor clip. Data was obtained from individuals in their natural settings. The study triangulated sources of information (Creswell, 2010). The interviews and the grade reports gave an insight to the researcher of the validity and trust worthiness of the relationship between parental practices and academic achievements.

In order to analyse data for this study, an inductive approach to analyze the responses from respondents was adopted. Data was analyzed thematically while narration was used for data presentation.

Research questions for this study were;

- Which types of parental practices exist in the Bulilima District of Matabeleland South Province?
- Do democratic parental practices influence the academic performance of 'O' level students in the Bulilima District in Matabeleland South?
- How do democratic Parental practices influence the academic performance of students at 'O' Level in the Bulilima District of Matabeleland South Province?
- What are the parents' perceptions on their influence on the learners' academic performance in the Bulilima District of Matabeleland South Province?

Results

This research study assessed the effects of democratic parenting practices on the academic performance of rural secondary school students in the Bulilima District in Matabeleland South Province in Zimbabwe. The findings indicated that there was a positive and significant relationship between students' academic performance and democratic parenting practices. Students who experienced democratic parental practices had high marks in Mathematics, Integrated Science and English compared to their counterparts from other parental practices. Students experiencing democratic practices had average marks of 75% and above in Mathematics, Integrated Science and English. Students from autocratic parenting practices had average marks as low as 33% in Mathematic, Integrated Science and English. Average marks of 53% to 61% were scored by students from mixed parental practices. These subjects are considered to be the most difficult to

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pass at secondary school level. The study showed that mothers' and fathers' democratic parental practices had a positive and significant relationship to students' grades in Mathematics, Integrated Science and English. In summary, the findings inform that the academic performance of rural secondary in the Bulilima District in Matabeleland South Province in Zimbabwe was positively and significantly related to democratic parental practices.

The findings of this current study were consistent with the studies conducted by Demo and Cox (2000) and Park and Bauer (2002). These previous studies found out that there was a positive and significant relationship between democratic parental practices and students' academic performance.

Democratic parents tend to provide a conducive home and family environment which provides motivation for high achievements among secondary school students in the Bulilima District in Matabeleland South Province in Zimbabwe. In addition, democratic parents promote independence, support and some encouragement for academic success to their children. Democratic parents are also highly commended for helping their children with homework and personally attending School Development Committees or Associations (SDC/A).

In view of these findings the researcher recommends that parents should try to provide democratic environment at home in order to influence positive grades of their children at school. Parents need to be made aware by heads during SDC/A meetings about their influence on the academic performance of their children. Programmes for parents to sensitize them of their parental practices are hereby highly recommended.

Secondly, teacher training curricula needs to be revised in order to include and train teachers to be able to handle students from different parental practices in given communities in Zimbabwe. Thus, the teachers training curriculum needs to

be revisited and adjusted accordingly. This will be basically the work of policy makers. Training manuals should be produced for both teachers and parents on the positive and the negative effects of different parental practices on the academic performance of secondary school students

Future research should focus on broadening the sample size and expanding the research to other Provinces of Matabeleland North Province, Bulawayo Metropolitan and beyond. Conducting the study among different ethnic groups in Zimbabwe, future research studies should also consider studying other levels other than 'O' level secondary students. These may include primary, junior secondary school levels and 'A' level students. Considering the value the government and communities place on good academic performance, studying tertiary students will be considered vital.

Conclusion

Democratic parental practices have a positive effect on the academic performance of Secondary School students. It is therefore, vital that parents be sensitized and encouraged to adopt democratic parenting practices. In addition, there was significant relationship between democratic parental practices and academic performance of Secondary School Students in the Bulilima District Matebeleland South Province in Zimbabwe.

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Competitive Intelligence: Conceptualizing its Application in Zimbabwe as a Strategic Business Management Tool

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Abstract

This study sought to explore the evolving use of competitive intelligence (CI) as a strategic business management tool by companies in Zimbabwe. The study deliberately targeted the manufacturing sector because it is generally believed to be the engine that drives the economy of any given country. The study used a sample of one hundred Chief Executive officers out of five hundred who are members of the Confederation of Zimbabwe Industries (CZI) and the sample was selected using stratified random sampling. The method used for collecting data was the descriptive survey design and the instruments applied were the self-administered questionnaire, the structured and unstructured interview guides. The data collection instruments were deliberately designed to be able to generate quantitative and qualitative data. This approach was adopted to enable the research to benefit from the strengths of both approaches while at the same time minimizing on their weaknesses. Data collected was analysed using a special set of interpretive practices and narrative techniques. The evidence from this study suggested that the spy image continued to follow CI to this day. In addition, the research clearly showed that competitive intelligence as practiced today is seriously misunderstood by many company Executives in Zimbabwe. The study advanced a view that the Zimbabwe Chapter of the Strategic Competitive Intelligence Professionals (SCIP) be established to deal with awareness programmes and wrong perceptions of spy image associated with CI.

***Key words:* competitive intelligence, industrial espionage, business intelligence, competitor, competition**

Background

As the world economy becomes more global there has been a tremendous increase in the strategic use of competitive intelligence (CI) as a strategic business management tool. How a company gathers, manages and uses information determines whether it wins or loses customers, grows or fails. Evidence from the Western World shows that, the application of CI enhances the abilities of a

company to avoid surprises, and it enables it to identify threats and opportunities early. It is a truism that, 'the growth of Asian countries; China, Japan and South Korea etc. into giant economic-players is attributable to their adoption, practice and implementation of CI.

CI is inevitably evolving as a worldwide strategic business management tool. This evolution has been greatly influenced by many countries throughout the world that have embraced free markets and many companies that have become global business participants. The creation of regional trading blocs such as SADC, COMESA, ECOWAS, NAFTA and EU has also been major catalysts to companies seeking business opportunities across political borders. The changes in the global business environment have been a major driver for the study and application of competitive intelligence. It was the goal of this descriptive survey to provide answers to this central question: Is CI an imperative tool among Zimbabwean companies? This study moved to explore the challenges manufacturing companies encounter in the adoption, practice and implementation of CI in Zimbabwe as a strategic business management tool.

Methodolody

The study was located within an interpretive paradigm, using both quantitative and qualitative methods, since the intention was to examine the evolving use of CI as a strategic business management tool. Using a descriptive survey approach to provide answers to the identified central question, the study used a sample of one hundred (100) Chief Executive Officers who are members of Confederation of Zimbabwe Industries (CZI) out of total membership of five hundred (500).

The sample was selected using stratified random sampling. Stratified random sampling was chosen for this research because members of CZI were considered to be heterogeneous as they were in different industrial sectors. The instruments applied to collect data were the self-administered questionnaire, the structured and unstructured interview guides.

In the current study, the analysis and presentation of data was unquestionably a complex process specifically the analysis of the structured and unstructured interview schedules. The process involved inductive analysis of data to isolate critical themes which emerged from the data. The analysis of the data from structured and unstructured interview guides involved a special set of interpretive practices and narrative techniques. The Descriptive statistics were used to analyze quantitative data.

This study emerged from the application of the questionnaire, the structured and unstructured interview guides. Out of one hundred questionnaires sent to sampled companies only sixty were completed and returned. The response rate was therefore sixty percent. While the self-administered questionnaire was completed by all the sixty respondents the structured interviews were administered to fourteen and the unstructured interview guide was administered to ten participants.

Table 1: Classification of manufacturing companies by sectors

Strata	Sample	Actual received
Beverages, foods and food additives	26	19
Pharmaceuticals, adhesives, chemicals and cosmetics	20	12
Clothing, textiles, leather, footwear and rubber.	16	9
High tech and industrial goods manufacturers	21	13
Households, building materials and agricultural equipment	17	7
Total	100	60

Research Question One

Are senior executives leading companies in Zimbabwe able to distinguish between CI and industrial espionage?

Evidence from the study suggests that the spy image continues to follow CI to this day. Data analysis established that forty one percent of senior executives in the manufacturing sector of Zimbabwe still confused CI with industrial espionage. On the same question, eighteen percent failed to express an opinion with another forty one percent being able to distinguish CI from business espionage. Table 2 shows the results. The same confusion was also prevalent in the respondents' responses to structured and unstructured interview guides. The results clearly show a divided opinion on the subject.

Table 2 : Competitive intelligence is spying on competitors

Response	Frequency	Percentage	Cumulative %
Strongly Agree	10	16	16
Agree	15	25	41
Neutral	11	18	59
Disagree	13	21	80
Strongly Disagree	12	20	100
Total	60	100	

The study noted that indeed some captains of industry still associated CI with industrial espionage. Associating CI to industrial espionage is clearly inconsistent with the expressions of Vedder and Guyness (2000). Vedder and Guyness (2000) clearly separate CI from business espionage and this happens to a position supported by Gilad and Herring (2000). On the same vein Prescott and Herring (1997) observe that despite the growing literature in favour of CI several studies have on a number of occasions pointed out that competitive intelligence is sometimes misunderstood and this confusion is attributed to confusion between CI and industrial espionage.

The study noted that failure by a large number of captains of industry to distinguish between CI and business espionage could be one of the factors hindering companies in Zimbabwe from adopting and practicing competitive intelligence. It also emerged from data analysis that eighty-five percent (85%) of managers believed that CI obtain information using legal and ethical means with only ten percent suggesting CI obtains information using illegal and unethical means. These results are as shown in table 3 Responses to both structured and unstructured interviews also supported those from the self-administered questionnaire.

Table 3: Competitive Intelligence obtains information using illegal and unethical means

Response	Frequency	Relative Frequency	Cumulative
Strongly Agree	2	3	3
AGREE	4	7	10
Neutral	3	5	15
Disagree	24	40	55
Strongly Disagree	27	45	100
Total	60	100	

These findings are consistent with those of Vella and McGonagle (1987) and Vedder and Guyness (2000) who all contend that CI obtains information using legal and ethical means. This research cannot ignore the few who still feel competitive intelligence obtains information using illegitimate methods. Therefore it was felt that a body that deals with awareness programmes to remove from the CI the spy image was needed.

Are senior executives leading companies in Zimbabwe able to distinguish between CI and other information rich disciplines?

Data analysis from both qualitative and quantitative responses established that some captains of industry still confuse CI with other information rich disciplines such as marketing research, business intelligence, market intelligence, knowledge management and competitor analysis.

The results as depicted in figure 1 above clearly showed that sixty-nine percent of senior executives leading manufacturing companies are not able to distinguish CI from other information rich disciplines. This is despite that Gilad and Herring (2000) having done a good job in proving the unique nature of CI and clearly distinguishing it from other information rich disciplines. The failure to distinguish the difference between CI and other information rich disciplines might also be the reason behind the slow acceptance of competitive intelligence in Zimbabwe. The successful implementation of CI in a company require leadership which clearly understand its role and able to distinguish it from other business functions.
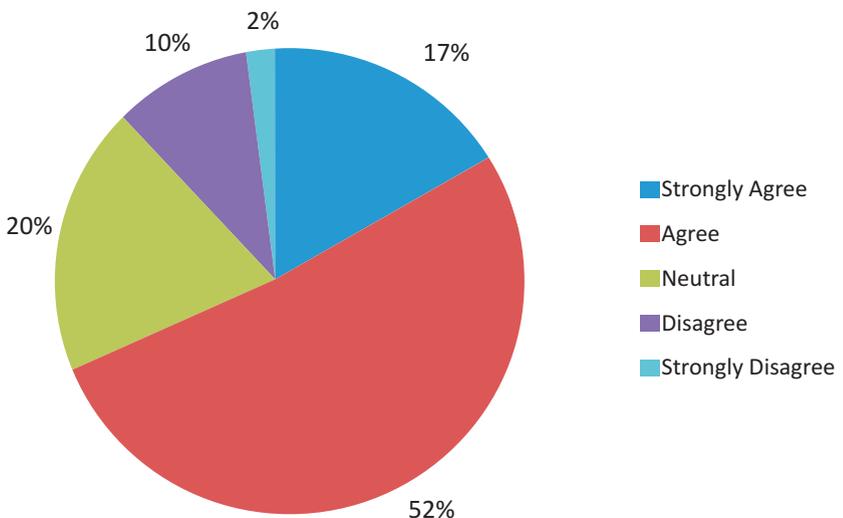

Fig. 1: CI is the same as the other information rich disciplines

The study advanced a view that the Zimbabwe Chapter of the Strategic and Competitive Intelligence Professionals (SCIP) be established to deal with awareness of CI issues which will assist in getting rid of the wrong perception of spy image. In addition to publicity and awareness programmes the SCIP will provide training services to companies on the role, importance and benefits of CI to companies and also to offer support to CI practitioners. In order to effectively deal with the eradication of the spy image senior executives continue to associate CI to the study further recommended that all major Business Schools in the country should introduce compulsory core modules for all undergraduates and post graduate Business management degrees. The compulsory teaching of these modules on CI will assist in ensuring that management graduates from these schools clearly understand what CI is and its benefits to the company. This will further enable these graduates to appreciate that, CI is indeed clearly distinguishable from industrial espionage. The study also recommended that companies in Zimbabwe should consider seeking accreditation with the Fuld-Gilad-Herring Academy of competitive Intelligence and this will enable them to access latest developments and practices.

Conclusion

It is evident that some captains of industry in Zimbabwe still confuse CI with industrial espionage. This is not surprising, since CI is a direct offshoot of military and political intelligence and has heavily borrowed from that discipline in its development. The empirical evidence presented in this study further suggests that CI as practiced today is seriously misunderstood by many senior executives in Zimbabwe. Some of these managers still confuse CI with industrial espionage and some are also failing to distinguish it from other information rich disciplines such as marketing research, business intelligence, market intelligence

and knowledge management. There is therefore no doubt in the researcher's mind that there is need for a professional body to be created to drive awareness and publicity campaigns on CI if it is to be successfully adopted and practiced in Zimbabwe.

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An Analysis of Gender Specific Factors Influencing Female Pupils' Drop-out Rate in Secondary Education in one Rural District of Zimbabwe

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Abstract

This study sought to establish gender specific factors influencing female pupils' dropout rate in secondary education in one rural district of Zimbabwe. The descriptive survey design was employed. The sample comprised fifty-six (56) class teachers selected from the participating secondary schools in one rural district of Zimbabwe. Stratified random sampling procedure was employed to select the respondents. The data was collected using the semi-structured questionnaire and personal interview guide. In the study the collected quantitative data was analyzed using simple frequency and percentages while the qualitative data was manually analyzed according to emerging themes. The findings revealed that work load, caring for the sick relatives; early marriage and parents' separation are some of the gender specific personal factors that influence female pupils' dropout rate in secondary education. Information from the analyzed data revealed that female pupils' dropout rate was influenced by gender specific personal, socio-cultural and school-based factors. It was further revealed that gender specific socio-cultural factors do play a big role in female pupils' dropout rate in one rural district of Zimbabwe. Information from the analyzed data revealed that female pupils' dropout rate in secondary education in one rural district of Zimbabwe was influenced by the gender specific personal, socio-cultural and school-based factors. Community sensitization on the importance of females' participation in secondary education; ending sexual harassment and provision of adequate guidance and counseling are some of the strategies recommended to arrest female pupils' dropout rate in secondary education. Thus with this notion it is probable that the gender specific indignations may be curtailed.

Keywords: **dropout rate, female pupil, gender specific and secondary education**

Background

Education is considered as the process of acquiring knowledge, skills, interest, abilities, competence and cultural norms of a society by people to transmit this life to the coming generations so as to enhance perpetual development of the society (Okoro, 2011). It is important and very essential to mankind the world over as it is regarded as a right which enables both female and male pupils to acquire necessary knowledge and skills for economic sufficiency and social emancipation. With this in mind the attainment of political independence in 1980 ushered in a new platform for universal education under which no one was supposed to be discriminated against in terms of race, sex, ethnicity and or religious affiliation among others (Chibaya & Gudhlanga, 2001). Chinyani (2007) noted that there has been a recurrence of gender concerns, despite decades of gender activism. This illustrates that gender disparities are still embedded in the Zimbabwean socio-political and economic system.

In spite of the importance attached to education both nationally and internationally, female pupils' education is still facing a lot of problems the world over (Kainuwa & Yusuf, 2013). Female pupils have not been spared by various challenges being faced by the Zimbabwean education system among which is the issue of dropout, despite the concerted efforts by the government accord both females and males equal opportunities in education and training (National Gender Policy, 2004). Thus, in Zimbabwe, the problem of school dropouts seems acute at primary and secondary school level (Government of Zimbabwe, 2004). This has been due to parental factors which include socio-economical support, cultural traditions and practice and also religious beliefs towards the education of female pupils (Kainuwa & Yusuf, 2013). According to Kwinjeh (2007) and Gordon (2004) gender equity issues have not received adequate attention in Zimbabwean

studies. Very little attention has been given to what happens to female pupils within the school walls (Machingura, 2006). With much emphasis on equality to access to schooling, parity in enrolment taking little account of the diversity of contexts and conditions in which young boys and girls live and attend school or their gendered aspirations and experiences of schooling (Aikman & Rao, 2010). According to Mingat (2002) the non-completion of schooling by female pupils contributes to their low social status in society as well as their reduced decision-making power in the household and over their lives. This has resulted in females internalizing negative beliefs about themselves; they perceive themselves as unequal and inferior to males (UNICEF, 2004). Therefore female pupils continue to drop-out, perform more poorly and have less access to education than males (Gordon, 1995). In other context, pupils from disadvantaged socio-economic backgrounds are most vulnerable to dropping out of schools (Nesselrodt & Agler, 2005). Rolleston (2009) notes poor pupils are more likely to be out of school than their wealthier contemporaries so it is also with female pupils than the males pupils.

The disadvantaged female pupils run the risk of being neglected and eventually failing if the secondary education system falls short in addressing their needs. This results in an anomaly in terms of enrolment ratios vis a viz retention and completion of secondary education cycle in one rural district of Zimbabwe. The anomaly lies in the number of female pupils who enroll in a given year and those who complete the secondary education cycle. Some of the female pupils drop out of the secondary education and fail to re-enroll. The current situation of female pupils in one rural district of Zimbabwe and the fact that no known research has been conducted on female dropout rate aroused the researcher's interest to explore gender specific factors influencing female pupils' dropout rate in secondary education in one rural district of Zimbabwe.

Despite many policies and strategies that are developed to enhance smooth transition rate in secondary education there are still some female pupils who withdraw prematurely in one rural district of Zimbabwe. This prompted the researcher to conduct a study guided by the following main research objective: Establish gender specific factors influencing female pupils to drop out of school before completing secondary education.

Methodology

The descriptive survey was employed to present a picture of the specific details of a situation under-study. Descriptive survey was preferred over other methods as it enabled the researchers make predictions, narrate events, compare and draw conclusions based on the information obtained from relatively large and representative sample of the target population (Kothari, 2004). According to Parakash (2005) this method assists the researchers to collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic or educational conditions and processes. The descriptive survey was advantageous to the study due to its flexibility; as either qualitative or quantitative data or both could be used, thereby giving the researchers greater options in the selection of instruments for data collection (Saunders, Lewis & Thornhill, 2003).

Stratified random sampling was done to select a representative sample. The target population two hundred and eighty class teachers was split into distinguishable strata that were quite different from each other. From each stratum separate random samples were taken and put together to form the sample of fifty-six class teachers from the target population creating a 20% representation. Fairfax County Department of Systems Management for Human Services (2003)

noted that stratified sampling procedure provides more precise estimates if the population being surveyed is more heterogeneous than the categorized groups, can enable the researcher to determine desired levels of sampling precision for each group and can provide administrative efficiency. According to Neuman (2000) a sample of 10 - 20% of the target population is large enough to allow for reliable data analysis by cross tabulation and provides the desired level of accuracy in estimates of the large population.

In data collection, the primary source of information the researchers used was a questionnaire and in addition conducted interviews. A semi-structured questionnaire was used to collect data from the respondents. The items on the questionnaire were classified under the two basic objectives of the study. It comprised of the following: the first section was focused on the demographic data of the respondents; the second section sought data on causes of female pupils' drop-out rates in secondary education. The third part of the questionnaire was aimed at soliciting data on the strategies that can be used to reduce female pupils' dropout rate in secondary education in one rural district of Zimbabwe. The response category set was a Likert type five point rating scales ranging from strongly agree to strongly disagree. After gathering all the completed questionnaires from the respondents, total responses for each item were obtained and tabulated. Frequencies and percentages were used to reduce the responses making them easier to work with and to interpret. Tables summarizing the collected data were employed and findings presented were used to draw conclusions for the study. The research findings were presented on a summary sheet and descriptions arising from the findings were used in answering the objectives of the study.

The assumption that the respondents have had a particular experience, on which elaboration was sought, was based on background information. The situation has been analyzed before the interview and the researcher sought to

validate primary data from the questionnaire, through the use of an interview guide. The semi-structured interview guide which contained a similar idea with the contents of the questionnaire was used to solicit data from ten (10) purposively selected class-teachers from the participating rural secondary schools. Not only did the data from the individual interviews facilitate better understanding of the motive behind the responses from the questionnaire, but they revealed some strong and almost emotional responses to the issue under-study. The open-ended questions enabled the interviewer to probe further, giving the interviewees a chance to qualify their responses (Dhliwayo & Keogh, 2002). In the study, the responses given during the face-to-face interview were recorded by means of both field notes and tape recording. The responses from the respondents were then transcribed, coded and 'analyzed by hand' according to emerging themes.

The study was conducted to establish the gender-specific factors influencing female pupils' dropout rate in secondary education in one rural district of Zimbabwe. The study utilized tables as basis for analysis of the gender specific factors influencing female pupils to drop out before completing secondary education.

This section presents data on gender of the fifty-six (56) respondents. On gender of the respondents 29% were females while 71% were males (table 1). This indicates that most of the respondents were males.

Table 1: Demographic characteristics of the respondents (n=56)

Gender	(n)	(%)
Female	16	29
Male	40	71

Table 2 presents data on teaching experience of the respondents. Most of the respondents have been in the teaching fraternity for a period of 6-10 years. Some 21% of the respondents highlighted that they have been teaching for 1-5 years, while those with more than 16 years are only 7%. Therefore most of respondents have more teaching experience which makes them create and sacrifice more of their time in handling factors leading to female pupils' dropout rate in secondary education. Due to the fact that most of the respondents have been teaching for a long period; it is assumed that they provide valid and reliable data on the topic under study.

Table 2: Teaching experience of the respondents

Length of service (Years)	(n)	(%)
1-5	12	21
6-10	35	63
11-15	5	9
Above 16	4	7

Research Question One

What causes female pupils to drop out of secondary education?

In order to elucidate the study objectives, the discussion of the findings is divided into two parts. The first part addresses the first objective of the study which sought to identify the possible causes of female pupils' drop-out rate in secondary education. The respondents were given a series of questions to respond to and the responses were as follows.

Table 3: Personal factors influencing female pupils' dropout rate in secondary education (n=56)

Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
A. Work load at home	18	32.1	30	53.6	0	0	6	10.7	2	3.6
B. Sickness	4	7.1	15	26.8	25	44.6	9	16.1	3	5.4
C. Caring for sick relatives	23	41.1	13	23.2	9	16.1	5	8.9	6	10.7
D. Teen Pregnancy	30	53.6	17	30.4	2	3.6	6	10.7	1	1.8
E. Early marriage	33	58.9	14	25	0	0	6	10.7	3	5.4

According to table 3, 32.1% of the respondents are strongly in agreement with the fact that workload at home influences an increase in the female pupils' drop-out rate in secondary education. This finding concurs with Rihani (2006) who noted that girls are required to combine school work with household chores and do not often complete their school work.

The majority of the respondents (58.9%) strongly agree with the notion that early marriage influences an increase in the female pupils' drop-out rate in secondary education. Some of the respondents (53.6%) agree to the fact work load at home influences an increase in the female pupils' drop-out rate in secondary education. Therefore family problems contribute to a great extent to the female pupils' dropout rate in secondary education. The findings from the respondents (41.1%) further revealed that some female pupils drop out of secondary education to care for their sick relatives. Some respondents (53.6%) noted that teen pregnancy influences female pupils to dropout of secondary education. This supports World Bank (2005) who highlighted that pregnancy is currently a wholly female challenge in the world of African school girl, who is likely to be refused re-

entry into school to complete secondary education. This concurs with the findings in a study by Fagerlind and Saha (2006) who highlighted that pregnancy is a major factor leading female pupils to dropout from school. In addition Zimbabwe Demographic and Health Survey (2011) cited in Sithole, Manwa and Manwa (2013) revealed that six percent of females are sexually active by fifteen years. They are at the stage where they experiment with sex and most of them are caught in the wrong net, hence the increase in the dropout rate (Country Analysis Report for Zimbabwe, 2010).

The findings revealed that work load, caring for the sick relatives; early marriage and parents' separation are some of the gender specific personal factors that influence female pupils' dropout rate in secondary education. These findings are similar to those of Kainuwa and Yusuf (2013) who noted that in African traditional societies, cultural norms and values dictate that the major role of the woman is centered on maintaining the home-front, whereby she is expected to marry soon after puberty.

Table 4: Socio-cultural factors influencing female pupils' drop-out rate in secondary education (n=56)

Variables	Strongly Agree (n)	(%)	Agree (n)	(%)	Neutral (n)	(%)	Disagree (n)	(%)	Strongly Disagree (n)	(%)
A. Taking on parenting jobs and responsibilities	33	58.9	20	35.7	0	0	1	1.8	2	3.6
B. Financial constraints	14	25	28	50	6	10.7	8	14.3	0	0
C. Parents' separation	31	55.4	11	19.6	3	5.4	6	10.7	5	8.9
D. Parents' death	35	62.5	18	32.1	0	0	2	3.6	1	1.8

In table 4, slightly above half of the respondents (55.4%) revealed that parents' separation also influence the female pupils' dropout rate in secondary education. The study revealed that 62.5% of the respondents stated that the death of parents as a leading reason that influences an increase in the female pupils' dropout rate in secondary education. This view is supported by Ersado (2005) who described how changes in the household circumstances such as death of a parent force children to leave school to be involved in activities such as prostitution to earn some sort of a living. This concurs with the suggestion by Ainsworth, Beegle and Koda (2005) that bereavement among family members and in particular parents often makes children more vulnerable to drop out of the education system.

Half of the respondents (50%) agree with the notion that financial constraints contribute to female pupils' drop-out rate in secondary education. This supports what was highlighted by Kibugi, Cheserek, Murgor and Mutwol (2013) who noted that the increased levels of poverty and reduced returns in education have made parents unable to pay school fees for the children.

During the interview, one of the respondents also gave some weight to the view that; socio-cultural factors contribute to female pupils' drop-out rate in secondary education. One class teacher asserted that females' have major roles centered on their homes:

From the early age daughters are groomed for their marriage roles of wife, mother and food providers. They are conditioned from early age to believe that a woman is inferior to a man and that her place is in the home and the cultural belief that schools are meant for boys makes them reluctant to pursue their secondary education.

These findings are in line with Mushi (2002) who stated socio-cultural practices have a big influence in education. In most cases society has a male-preference attitude, while females' place is at home, keeping up with the

livelihood of the family. The findings imply that gender specific socio-cultural factors do play a big role in female pupils' drop-out rate in one rural district of Zimbabwe.

A few respondents (17.9%) strongly agree with the view that female pupils' drop-out of school due to sexual harassment by male pupils (table 5). However the following were revealed as other reasons leading to female pupils' drop-out; poor teaching methods (44.6%), teacher's negative comments (53.5%). The class teachers also gave some weight to the view that, the teacher-female pupil interaction during the learning process may influence female pupils' dropout rate in secondary education. One-class teacher asserted that there is lack of recognition by some teachers that female pupils can succeed in secondary education:

There are barriers. There are teachers who are stopping girls in their secondary education track such as less encouragement from teachers during the learning activities. Their expectations on what girls can do and achieve in secondary education are too low. Most teachers in the rural areas do not motivate the female pupils to be actively involved in their school work.

Table 5: School based factors influencing female pupils' dropout rate in secondary education (n=56)

Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
A. Poor teaching methods	20	35.7	25	44.6	1	1.8	8	14.3	2	3.6
B. Teacher's negative comments	30	53.5	14	25	7	12.5	3	5.4	2	3.6
C. Sexual harassment by male teachers	2	3.6	1	1.8	15	26.7	3	5.4	35	62.5
D. Sexual harassment by male pupils	10	17.9	5	8.9	15	26.8	16	28.5	10	17.9

This concurs with Ames (2004) who noted that teachers have low expectations of female pupils, because they drop out. The above findings are consistent with those from a study by Govindaraju and Venkatesan (2010) who noted that in Indian rural settings neglect by teachers, poor teaching, discrimination, punishment meted out by teachers, absentism are some of the teacher centered reasons for dropping out of school. Chinyani (2007) cemented the findings from this study by noting that there has been a recurrence of gender concerns. The findings from this study supports Adetunde and Akensina (2008) who highlighted that prevalent factors such as outmoded cultural practices, ignorance, family cost, socio-cultural barriers, early marriages, gender biases in classroom practices, inaccessibility of schools, teenage pregnancies and lack of parental support are some of the constraints to female pupils' participation in the education system.

Research Question Two

Find out strategies to reduce female pupils' dropout rate in secondary education

The second part of the discussion illustrates the second objective of the study that sought to find out strategies of reducing female pupils' dropout rate in secondary education. To provide answers to the objective respondents were asked a series of questions whose responses are discussed.

Table 6 shows that most of the respondents (75%) supported the idea of community sensitization on the importance of females' participation in secondary education. Slightly below half of the respondents (46.4%) highlighted encouraging females to re-enroll back after delivery as a way of improving the participation of females in secondary education. Slightly more than half of the

respondents (55.4%) strongly agree to the need to end sexual harassment in the secondary education as a way of improving the female pupils' participation in education. This concurs with Brigeon (2005) who recommended the need to change behavior pattern which involves significant cultural changes in order to curb girls' sexual harassment in schools.

Table 6: Ways to improve female pupils' participation in secondary education

Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
A. Community sensitization on										
The importance of female education	42	75	11	19.6	0	0	2	3.6	1	1.8
B. Ending sexual harassment	31	55.4	21	37.5	0	0	4	7.1	0	0
C. Encourage females to re-enroll back after delivery	26	46.4	19	33.9	3	5.4	6	10.7	2	3.6
D. Guidance and counseling	40	71.4	15	26.8	0	0	0	0	1	1.8

A large number of the respondents (71.4%) strongly agree to the need to enhance guidance and counseling in secondary education in a bid to reduce the female pupils' dropout rate in one rural district of Zimbabwe. This concurs to the findings by Mbani (2008) who noted that girls' dropout of school due to lack of parental guidance.

Conclusion

Education is the right of every girl across the globe and a means to transform her life and the life of her community (Sithole, et al, 2013). Information from the analyzed data revealed that female pupils' drop-out rate in secondary education in one rural district of Zimbabwe was influenced by the gender-specific personal, socio-cultural and school-based factors. Community sensitization on

the importance of female pupils' participation in secondary education and provision of adequate guidance and counseling is recommended. Thus with this notion it is probable that the gender-specific indignations may be curtailed.

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Comparative Study on the Career Satisfaction Levels of Employees who were Influenced by Formal (School) Career Guidance and Non-Formal (Parents) and both Formal and Non-Formal Career Guidance in Secondary School

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Abstract

This study compares career satisfaction levels of employees who were influenced by formal and non-formal and both formal and non-formal career guidance. A causal comparative study was done on 90 participants, purposively selected from a population of four research sites in Harare. The participants completed a 45-item, questionnaire. The results were analyzed using SPSS. ANOVA results showed a p- value of 0.116. This indicates that there is no significant difference between the career satisfaction levels of the participants from the three groups compared. The standard deviations obtained for the three groups are: Formal, 16.14; Non-formal, 10.28 and "Both", 9.30. Collaboration of the two forms of career guidance is likely to result in optimal career satisfaction levels of more employees.

Keywords: **Formal career guidance, Non-formal career guidance**.

Background

Good career guidance leads to satisfying career choices; a good career choice contributes a lot to one's self-fulfilment. According to several researches (Dubrin, 1992; Belkin, 1988; Hoppock, 1957) one's career determines one's social and financial status. A poor career decision may result in many negative ripple effects; on the other hand a good career choice may lead to self-actualization and career satisfaction. Researches indicate that employees who make the right career choices are most likely to attain job satisfaction and career satisfaction (Zaidi & Iqbal, 2011; Ipaye, 1996). Papalia, Olds, and Feldman (2009) added that people who feel that their career is something worthwhile will tend to do it well, feel good about themselves. Conversely those who feel that their career is of less significance to them and to society tend to wonder about the meaning of their

lives. As career dissatisfaction mounts, the employee burns out and this results in high employee turnover. Gothard (1985) observed that young people change careers more frequently than adults on a voluntary basis and not as a result of sacking. Dissatisfaction with their present career is reason commonly cited by most of them.

Cheunyane (1990) posits that such tenuous career choices seem to stem from inadequate career guidance; lack of career awareness and poor self-awareness-awareness of one's abilities, interests, strengths and weaknesses. In brief, inadequate career guidance is the major contributing factor for career dissatisfaction. Since most of career dissatisfaction stems from inadequate career guidance, career guidance strategies need to be revisited and refined for good career guidance lays the foundation of satisfying careers.

Adolescents need adequate guidance in choosing careers. Murwira (1995) posits that career choices cannot be made on trial and error basis. Ipaye (1996, p. 144) observed that "if left unguided students are more prone to choose occupations without directly relating them to their interests and abilities". Without adequate career guidance, adolescents are apt to make blunders in choosing careers or scramble for non-existent careers that have become obsolete (Shumba, 1985; Mutungwe, Dondo, Tsvere & Momanyi, 2010).

In Zimbabwe, career guidance is the primary responsibility of the school; parents only assist in a non-formal way (Nziramasanga Commisssion, 1999). Since teachers are considered as *in loco parentis* (Davidson, 2009), they can easily motivate, encourage and influence the students in their career decisions. According to the plan by Nziramasanga Commission (1999), schools lay the foundation of career guidance. The ultimate choice of the career would be left to the student and his/her parents, according to availability of resources (Nziramasanga Commission, 1999). However, the daunting challenge has been that each of the key stakeholders in career guidance seems to want to play solo and

not seek the cooperation of the other. As a result there is a tug of war over who should do what. This leaves the student in confusion especially during the transition time the learner has just completed secondary education. The school may seem to stand aloof and the parents alone may fail to give informed career guidance at a critical time when the student needs it most. There is a gap between secondary school years and career training period. The school guides the student in subject selection with few prospective careers in mind. When the results come out, in most cases the school stands aloof. Generally, the parents take over the career guidance process, leading their child to fulfil some of their own aspirations for their child. In such cases, the leaner is usually caught in a dilemma. He or she may give little or no choice by the parents thus following the parental career-guidance.

If there is collaboration between formal career guidance, (allowing the schools to join hands with the parents in providing career guidance), the student will forge on with career decision-plans even during the transition time between secondary school academic work through career-training and finally to deployment with less stress. Most likely the student who has the benefit of receiving career-guidance from both formal and non-formal career-guidance will experience higher career-satisfaction levels. According to several researches (Ipaye, 1996; Triddel, 1996; Melgosa, 2001; Singh, 2005; Lemmer, 2007; and Davidson, 2009) both the school and the parents have the most positive influence on the adolescent's career choice. The parents know their child best and have good intentions for their child's future. On the other hand, the school has the record of the student's academic performance and so they know the student's abilities. Ipaye (1996, p. 127) concurs with that as he states that: "What children will be when they grow up has been a matter of intense interest to mothers, teachers and to some extent, manpower planners" Hence harnessing the energies of these key

stakeholders will most likely result in synergistic benefits to the students. Epstein's Model of overlapping spheres (of the home and the school) explains it better. The concerted efforts of these two forces can enhance the adolescents' career self-efficacy. The most effective approach for both is to focus on their shared goal; students' career success and career satisfaction.

> …the shared responsibilities of the school and home, emphasise the coordination, cooperation and complementary nature of schools and families, and encourage collaboration between the two (Epstein 1987, p. 121). Schools and families share responsibilities for the socialisation of the child. These common goals for children are achieved most effectively when teachers and parents work together {overlapping of the spheres: Epstein's Theory of Parent Involvement}(Lemmer, 2007, p. 220).

According to this integrative model, the family is responsible for the career developmental aspects in the home whilst the school is responsible for the formal academic developmental aspects. This maximizes the student's academic and career success. Their concerted endeavours pushes the sphere of family and school influence together, increases interaction between parents and school and creates *school-like families* and *family-like schools* (Epstein cited by Lemmer, 2007, p. 220). Both parties need to extend a welcoming hand to each other. Triddel (1992) posits that; there is need for teachers to share their academic space with the parents (including career guidance responsibility).

Many employees seem to be dissatisfied with their first choice career (Gothard, 1985; Ipaye, 1996; Zaidi & Iqbal, 2011). One of the major causes of this career dissatisfaction is inadequate career-guidance. There is a tug of war between two most influential sources of career-guidance, formal and non-formal career guidance. Many students cannot tell which of the two most influential sources of career-guidance (formal or non-formal) is more effective.

The purpose of this study is to find out whether there is a difference in career-satisfaction levels between the employees who were influenced by formal, non-formal or both formal and non-formal career-guidance.

Methodology

The researcher carried a causal comparative descriptive survey, following a quantitative approach to compare the career-satisfaction levels of the research participants from three groups; those who were influenced by formal, non-formal, and those influenced by both formal and non-formal career guidance. The 90 participants in this research were drawn from a population of 500 employees from 4 different employing institutions: Ministry of health, Ministry of education, Manufacturing sector and Service-oriented sector, in Harare, the Capital city of Zimbabwe. The participants represented 71 different secondary schools from different parts of Zimbabwe. These were purposively sampled according to the following criteria;

a. Participant who has received secondary school education;

b. Participant who has been employed for at least two years.

A 45-item questionnaire (with 3 sections) was used to solicit responses from the participant. Section A of the questionnaire collected information on demographic data. Section B and C comprised of 35 questions on a Likert scale, soliciting information about the major sources that influenced the participant's career decision and self-reports on how satisfied they are in their current careers. The responses to section C of the questionnaire were weighted and a total score was computed for each participant's responses. This instrument was validated by specialists at the Curriculum Development Unit.

Is there a difference in career-satisfaction levels between the employees who were influenced by formal, non-formal or both formal and non-formal career guidance?

In Table 1 the participants' levels of career satisfaction were compared according to the type of career guidance.

Table 1: Cross-Tabulation of Career Satisfaction Score versus Type of Career Guidance

Category	Career satisfaction score	Formal		Non-formal		Both		Total	Level of Career Satisfaction
		Freq.	%	Freq.	%	Freq	%	Freq	
F	20-29	3	17	5	12.5	3	9	11	Very low career satisfaction
E	30-39	2	11	12	30	8	25	22	Low career satisfaction
D	40-49	5	28	13	32.5	12	38	30	Average career satisfaction
C	50-59	3	17	8	20	6	19	17	Above average career satisfaction
B	60-69	1	5	2	5	3	9	6	Very high career satisfaction
A	Above 70	4	22	0	0	0	0	4	Extremely high career satisfaction
	Grand Total	18	20	40	44	32	36	90	

Twenty percent of the participants reported that they received formal career-guidance, 44% received non-formal career-guidance and 36% received both formal and non-formal career-guidance. Of those who received formal career guidance, 72% had average, above average, very high and extremely high career satisfaction. Those who reported that they received non-formal career guidance, 57.5% had average, above average, very high and extremely high career satisfaction. For those who received both formal and non-formal career guidance, 66% had average, above average, very high and extremely high career satisfaction. These results indicate that few participants received formal career guidance but in that group, more were satisfied with their jobs and only 28% were

less satisfied with their jobs. While more participants received non-formal career guidance, the majority of them (43.5%) were less satisfied with their jobs. Of those who received both formal and non-formal career guidance, 34% were less satisfied with their jobs. It is only in formal career guidance that respondents reported extremely very high levels of career satisfaction (22%).

Table 2 compares the means and standard deviation of the career satisfaction scores. Table 2 indicates that formal career guidance had a mean score of 48.632 and a standard deviation of 16.136 showing the widest range of career satisfaction levels. This is the case as formal career guidance had scores ranging from 20 to above 70 and satisfaction level ranging from very low career satisfaction to extremely high career satisfaction.   Non-formal career guidance had a mean score of 42.073 and standard deviation of 10.284. Both formal and non-formal career guidance had a mean score of 43.1613 and standard deviation of 9.303 as the scores ranging from 20 to 69, that is, very low level of career-satisfaction to very high career-satisfaction. The group influenced by both formal and non-formal career-guidance has the smallest standard deviation indicating that there is less distribution of scores.

Hypothesis: There is no significant difference between the career satisfaction levels of employees influenced by formal, non-formal and both formal and non-formal career guidance in their career decisions.

Table 2: Comparing Means and Standard deviations of career satisfaction scores

Career guidance	Mean	N	Standard deviation
Formal	48.632	18	16.136
Non-formal	42.073	41	10.284
Both	43.1613	31	9.303
	43.813 (average)	90 (total)	11.591 (average)

A One Way Analysis of variance was carried out to compare the means of the career satisfaction scores of the three groups under study. From table 3 the p-value of 0.116 is greater than 0.05 indicating that there is no statistically significant difference in means of the career satisfaction scores of the three groups under study.

Table 3: One way Analysis of Variance

	Sum of squares	Df	Mean square	F	Sig.
Between groups	578.429	2	289.215	2.211	0.116
Within groups	11513.395	88	130.834		
Total	12091.824	90			

The results of the Analysis of Variance, (p = 0.116 > p = 0.05) indicated there is no significant difference in the means of the career satisfaction scores of the three groups under study at p = 0.05 level.

From the observations a relatively large percentage of the participants (44%) indicated that they were influenced by non-formal career guidance whilst 20.0% reported to have been influenced by formal career guidance and 36% were equally influenced by both formal and non-formal career guidance. This may imply that non-formal career guidance has very strong influence on students. This strong influence could be attributed to the strong social contexts. A strong social fabric tends to promote non-formal career guidance as was observed by Watts, Law, Kileen, Kidd and Hawthorn (1996, p. 371).

> In addition to economic and political factors, the significance attached to guidance and its nature are strongly influenced by social and cultural factors...for example; countries with strong social stratification are likely to have relatively limited needs for formal guidance services; individuals tend to make choices within socially circumscribed limits and are able to get much of the help they need from their family and from informal networks. In societies with high levels of social mobility...formal career guidance assumes greater importance...their family and informal networks are less

likely to provide informed help...and there is likely more recourse to formal guidance services to provide the help that is required.

Cultural biases in career development are promoted by the strong social fabric of the African communities or families. However, the results seem to indicate that non-formal career-guidance does not necessarily result in high levels of career satisfaction. Although non-formal career-guidance is well accepted, it still is not very effective. Several studies (Kerka, 2000; Davidson, 2009; Sheldon, Hillman, McMillan & Curtis, 2008; Desai, 2012) indicate that parental approach to career guidance tends to be student centred, proactive, individualised and responsive to the students' needs. Further, the students are most satisfied with career guidance in the form of individual consultation. Thus, according to Kerka (2000), career-guidance providers and career educators might be more effective in achieving their desired goals if they shift the focus from the individual to the family system.

Formal career guidance is described as "information centred", that is, providing the needed information. Since 20% of the participants reported to be influenced only by formal career-guidance this seems to indicate that formal career guidance is not very convincing to most secondary school students since some of them still have to go and consult their parents as indicated by 36% of them using both formal and non-formal career guidance. However, since formal career-guidance is information centred, its strength is the ability to provide relevant and useful career information. Hence, formal career-guidance has participants reporting extremely high levels of career satisfaction (22%) whilst non-formal career guidance had non reporting extremely high levels of career satisfaction. While those who receive both formal and non-formal did not report any participant with extremely high levels of career-satisfaction, it still recorded

67% percent satisfaction implying that the formal career guidance they received played a big role in shaping the career they chose and thus the satisfaction.

Although "Formal" career guidance seems to be associated with high career- satisfaction levels, it also has some participants reporting that they were not satisfied with their career. Formal career guidance seems unable to attract many students whilst non-formal career guidance seems to attract large numbers of students. Capitalizing on the strengths of both will most likely optimize career-satisfaction levels of most students. It is therefore advisable for students to go for career-guidance counselling in their schools.

Conclusion

There is no significant difference in the career satisfaction levels of the participants from the three groups compared. Those participants influenced by formal career guidance were a small percentage, (20%) but a large percentage of this group indicated to be satisfied with their careers and the majority of the participants seemed followed non-formal career guidance. The participants seemed to prefer to use both formal and non-formal career guidance although this seems to confuse them as their satisfaction level was lower.

The researcher believes that career-satisfaction is everyone's aim as they enter into any career. As observed by Belkin (1988, p. 511), people make decisions about careers with an aim of optimising their satisfaction by finding the best possible fit between their first priority needs and desires and opportunities that confront them in the world of work. Realising that everyone's aim in career decision making is to attain maximum possible career satisfaction, it is imperative for both the parents and the school to collaborate and adopt the best strategies of implementing career guidance.

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