THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

TOPIC: CAREER DEVELOPMENT INFORMATION SEEKING BEHAVIOR OF UNDERGRADUATE STUDENTS AT THE UNIVERSITY OF ZAMBIA: THE CASE OF SCHOOL OF EDUCATION STUDENTS.

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COURSE: LIS 4014 (RESEARCH REPORT)

A REPORT SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF ARTS DEGREE IN LIBRARY AND INFORMATION SCIENCE.

THE UNIVERSITY OF ZAMBIA

2021

DECLARATION

We declare that the work submitted in this final research report is our original work and to the best of our knowledge it has never been submitted to either a university or any other institution of higher learning for the award of a degree or any other honour in academics.

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DEDICATION

We dedicate this work to our sponsors and relatives for their unwavering financial, material, spiritual and moral support that has enabled us to come this far. We humbly thank you and will forever remain indebted to you for the effort you put to ensure that we were in school and achieved our potential. We also extend our dedication to course mates for the team spirit exhibited during the undertaking of this research.

ACKNOWLEDGEMENTS

ABSTRACT

This paper derives from an in-depth case study of the University of Zambia School of education students. It mainly aims to evaluate the career development information seeking behaviour of undergraduate students at the university. Despite the utmost importance of career development information seeking behaviour, it was not known where students at the university seek this information, their needs and the challenges faced in acquiring this information. The study was significant in assisting curriculum developers mainly lecturers in developing rich academic content necessary for the career development of undergraduate students. Methodology used in this paper was qualitative case study design, further the research was conducted at the University of Zambia School of education with a sample size of 40 students who were selected via purposive sampling. The data was analysed thematically and analysed via frequencies, graphs and bar charts. The research findings show that the respondents seek information that can; help them get a job, and course selection especially at master's degree level. The internet, lecturers, colleague's newspaper and TV were some of the information sources utilised by students. Some of the challenges that students faced are lack of adequate support and guidance from the lecturers, others are information illiterate making it difficult for them to identify authentic information from sources such as the internet and lack of networking between senior students and their juniors. The following were recommended in line with the findings of the study; sensitising students on career development prospects, to encourage lecturers to guide students on career development and to maintain a fruitful communication between the organisations where students are sent for attachment and the school.

Contents

KEY WORDS

CAREER refers to education, training, and work experience.

CAREER DEVELOPMENT means advancing one's knowledge in a career.

INFORMATION SEEKING BEHAVIOUR is the way people go about searching for information.

INFORMATION is data that has been processed to be well understood to satisfy the user's query.

INFORMATION NEED is an innate desire that prompt an individual leading to a search for information.

INFORMATION SEEKING BEHAVIOUR is the way people go about searching for informatio

CHAPTER ONE

INTRODUCTION
1.1. Background

The investigation of career development information seeking behaviour by undergraduate students is vital in supporting access to use of information resources to meet their career information needs. A career includes education, training, and work experience. The word career as used in this research paper refers to a profession, occupation, trade or vocation. Particularly the course of study (Profession) of an undergraduate student. Students of various professions have the responsibility of advancing or developing their knowledge in order to pass exams and do well in other academic assignments presented to them by their lecturers or education administrators. Examples of careers or professions includes lawyer, carpenter, veterinary assistant, electrician, cashier, teacher or hairstylist. Career development means advancing one's knowledge in such things as those mentioned above. In seeking for information effectively and efficiently, students' understanding of their information needs and how different types of information sources that can be utilized is very important (Nadzir & Salim, 2013). Ajiboye and Tella (2007) asserts that the way students organize their learning and search for academic information could be considered very crucial to their overall performance at the end of the day.

There are different sources for this information, however, notable are the lecturers introducing them to the students or the lecturers forming them and incorporating the students, aluminise of the institutions coming together and forming them, the different organisations that offer jobs in different fields, the libraries and different websites. Effective utilisation of this information motivates hard work among students and stirs morale among students while giving them clarity in their career paths.

According to Ajiboye and Tella (2007), information is data that has been processed to be well understood to satisfy the user's query. They go further in their definition to say that 'information is data value in planning, decision making and evaluation of any programme. In a more dynamic sense, the message is conveyed by the use of a medium of communication or expression. Bruce (2005) states that, "information plays a significant role in our daily professional and personal lives and we are constantly challenged to take charge of the information that we need for work, fun and everyday decisions and tasks. Information Seeking

Behaviour of Undergraduates is influenced by a variety of factors such as the range of information sources available, the uses to which the information will be put, the background, motivation, professional orientation and individual characteristics of the user. While other factors according to Nwagwu and Oshiname (2009), are the socio- political, economic, legal and regulatory. There must be a need that would prompt an individual to engage in information seeking. Information need is an innate desire that prompt an individual leading to a search for information.   Undergraduates have a lot of information needs which prompts their demand for information. When undergraduates are searching for information to meet their needs, they use different sources of information. Akinola, Afolabi and Chinedu (2009) defines information sources as the materials or means through which information can be found to meet a particular need. Case (2002) defines information seeking as a conscious effort to acquire information in response to a need or gap in your knowledge. Information seeking behaviour is a key concept in Library and information science profession (Career). Pettigrew Idel and Bruce (2001) defined information behaviour as the study of how people need, seek, give and use information in different contexts, including the workplace and everyday living.

The career information is the field of study one is venturing or has ventured into and its numerous components that comes with it. This is to mean information about associations pertaining to the profession the students are studying. It further entails the mentorship programmes that may be available at the various fields of study. Internship opportunities that are available for the career the students are undertaking or planning to undertake after their undergraduate studies. Further, it also entails the job or employment opportunities that may be available after the completion of the field of study.

This information helps the students, from the get go, know the job opportunities that are available in their field of study. This builds self-confidence in students. Further, it enhances their networks and makes them aware of the people to go to or information of their choice. Moreover, mentorship programmes enhance networking even among students and gives them a sense of belonging. Lastly, it provides students with the career role models during their study at the university.

According to Odongo and Bukenya (2004), information seeking behaviour is the way people go about searching for information. They also observed that students' information seeking behaviour involves purposeful information seeking as a result of the need to complete course assignments, prepare for class discussions, seminars, workshops, and write final-year research

papers. Information seeking behaviour is expressed in various forms, from reading printed material to research and experimentation (Bhatti, 2008). Information-seeking behaviour remains a key research area; academic librarians around the world strive to understand the information needs of undergraduate students and ways of satisfying these needs. Most undergraduate students find it difficult to locate the right sources of information to meet their needs and without adequate information succeeding academically would be a great challenge. This is attributed to lack of computer skills, irregular electricity supply and lack of good search skills, are factors affecting information seeking behaviour of the respondents.

1.2. Problem Statement

Students who are aware of their career development affirm their academic journey and achieve great things in society. The higher numbers of graduating students in different universities entails greater competition in employment scouting. The mentorship programs in the different field of study for students and the development of networking helps students acquaint themselves with the vast outside world after higher education. The different associations for the different professions enable students to be awake to the many possibilities of their future endeavours which stimulates academic performance and helps the students keep focused on their academic work. It gives the hope of a vision to hold on to because they become aware of the employment searching environment or even create their own employment for themselves and other students.

There are none known career development information providers at UNZA that help the students be on track with their careers and have the future perspectives on their career development. Knowing this was very important in even expanding the reach to stirring other schools and departments to provide career development information which is very important to the students.

This study provided solutions for libraries to deliver standard services which might improve the Academic performance of their students. Lack of provision of this information has caused many academic libraries to be mare building for students to study in than providing information materials to be effectively utilised by students.

The study of information needs and information seeking behaviour has been conducted among higher institution. There is currently a large volume of studies in the area of career information seeking behaviour. However, the researcher is unaware of any study that put into consideration

the students at the University of Zambia School of Education. Despite the utmost importance of career development information seeking behaviour, it is not known where students acquire this information. Therefore, there is need to deepen our empirical evidence into career development information needs and seeking behaviour of students. It is against this atmosphere that this study seeks to investigate the career developments information needs and seeking behaviour of undergraduate students of the University of Zambia School of Education

1.3. Objectives of the Study

General objective
To investigate the career development information seeking behaviour of Undergraduates in the University of Zambia.

Specific objectives
   a) Find out the career development information needs of the University of Zambia's undergraduate students.
   b) To determine the sources of career development information utilised by the Undergraduate students at the University of Zambia.
   c) To identify the challenges undergraduate students, face in seeking career development information.

1.4.   Research Questions

For the purpose of this research the following questions have been formulated:

   1. What are career development information needs of Undergraduates students at the University of Zambia?
   2. What are the sources of the career development information utilised by undergraduate students at University of Zambia?
   3. What challenges do undergraduate students at the University of Zambia face in seeking career development information

1.5. Significance of the Study

It was hoped that the findings of this study will be of benefit to librarians, researchers, university management, stakeholders, management of university libraries and Library and Information Science Lecturers and students in regards to the delivery of career development information. Also, this study was meant to assist librarians and library management to fill the

gap that exist between the academic material found in the library and the actual career development information needs of students of various field of specialisations. The findings of this study were also designed to be of great value in informing curriculum developers in the school of education to provide useful information about the type of professional training required by modern information workers. This was aimed at assisting departments in the School of Education and the University at large to plan for a rich academic course content to meet the career development information seeking needs of the undergraduate students. Further, the research was in partial fulfilment of the requirements to being awarded a Bachelor's Degree in Library and Information Science

1.6.   The scope and limitations of the study

The study was restricted to the University of Zambia and school of education in particular because it targeted the students who were easily accessible there. Having the research in the school of education was meant to be representative of the whole university students' populace.

The limitations of the study included financial resources, time constraints, difficulty in determining appropriate sample size to be used. The other difficulty arose in the area of conducting extensive interviews due to the covid-19 pandemic restrictions which were implemented at the main campus meant to curb the spread of the virus. These were hand sanitising frequently, wearing of face masks and social distancing. The willingness of prospective respondents to answer questionnaire was another limiting factor to the study because some of the students were not willing to take part in the study and thus delayed the data collection process and eventually the processes that followed afterwards.

1.7.   Ethical Considerations

The study faced ethical concerns of whether the interview was mandatory or students had the right not to participate, issues of personal identification and confidentiality, safety concerns with regards to covid-19 pandemic and the use of the information obtained from them.

To deal with these concerns and make sure that the interests and wellbeing of research participants were not harmed as a result of this study, the researchers made sure that participation was voluntary and by informed consent. Anonymity was ensured because no participant was identified by name. Participants were free to withdraw from the research at their own discretion and the study upheld all the tenets of open data collection. Though this posed a challenge because most of the participants were unwilling to voluntarily participate in such types of researches. However, the students were appealing to the participants in order to encourage them to do so. The researchers were also displaying knowledge of the covid-19

pandemic and strived to ensure that the health guidelines of hand washing, sanitizing, social distancing and masking up were followed so as to encourage participation and to protect themselves and the participants from the virus while upholding the importance of the research. Participants were informed that the data that was collected from them was not to be used against them instead, for the purpose of this study only and the researchers made sure the participants were informed of that fact prior to the interview.

1.8.   Summary

This chapter provided the road map to the whole of this research project. It provided the introduction or background of the study in which most of the important terms have been defined and explained. This chapter further outlined the main objectives of this study. Also, the significance and the scope as well as the limitations of this study have also been outlined. This chapter has also discussed the ethical considerations of the research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter outlines the literature on the research that boarders on the three specific objectives. Which are to find out the career development information needs of the University of Zambia's undergraduate students, to determine the sources of career development information utilised by the Undergraduate students at the University of Zambia and lastly to identify the challenges undergraduate students, face in seeking career development information.

2.2. The career development information needs of the University of Zambia's undergraduate students.

Information Seeking Behaviour deals with the psychological behaviour of the seeker. It involves the searching, locating, retrieving and using of information (Karunarathna, 2008). Wilson (2008) posits that, "Information seeking behaviour is the purposive seeking for information as a consequence of a need to satisfy some goal it can be for personal gain or career development. Information seeking behaviour can be described as an individual's manner of gathering and sourcing information for personal use, knowledge updating and development (Emmanuel, George & Oni, 2010). Ellis (1989) in his information seeking behaviour model identified six actions in sourcing for information, which include: starting, chaining, browsing, differentiating, monitoring, and extracting. According to Ellis, 'starting' is identifying the initial materials to search through and selecting starting points for the search. He explained 'Chaining' as following leads from the starting source to referential connections to other sources that contribute new sources of information. Ellis simply explains 'browsing' as casually looking for information in areas of interest. 'Differentiating', one of the search strategies as explained by Ellis is selecting among the known sources by noting the distinctions of characteristics and value of the information. 'Monitoring' is keeping up-to-date on a topic by regularly following specific sources as well as using small set of care sources including key personal contacts and publications. 'Extracting' is methodically analysing sources to identify materials of interest. Information seeking behaviour deals mainly with the study of information needs, demand and use by a particular set of people. The behaviour people exhibit while in

search of information differs significantly according to background, culture, conditions, needs, and requirements.

2.3. The sources of career development information utilised by the Undergraduate students.

A lot of studies have been conducted on the information seeking behaviour of undergraduate students. The study by Barakutty and Salih (1999) cited by Owolabi (2007) at Calicut University, India, shows that the students used the Internet as the major source of information for their academic development. Kakai, Ikoja and Kigongo (2004) in their study observed that most students concentrate on using particular materials recommended by either their lecturers or colleagues who have used them before, rather than searching to find the most appropriate document to use. Ajiboye and Tella (2007) maintain that the way students organize their learning and search for information is crucial to their overall performance. Wilberley and Jones (2000) asserted that, though undergraduate students in the humanities do turn more frequently to librarians, they do so with some reluctance. According to the findings of Kim, Joanna and Yoo- lee (2013), almost all participants (98.6%) reported using Wikipedia as an information source, while (95.7%) of the participants reported that Face book is an important source of information to them. These researchers agreed that social media is an important source of information for undergraduate students. Mabawonku (2005) highlights ways in which students can seek for information, which include colleagues, the Internet, library, friends, family members, recognized institutions, agencies, and private organizations. Mann (2003) posited that most researchers, even with computers, find only a fraction of the sources available to them. He explained that undergraduates tend to work within one or another mental framework that limits their basic perception of the universe of knowledge available to them. Students according to him use a subject-disciplinary method that leads them to a specific list of sources on a particular subject. He points out that while this method allows students and researchers to find more specific sources, it is limiting in that they may not realize that work of interest to their own subject appears within the literature of many other disciplines. He also observed that users want 'good enough' sources, not necessarily the best sources available. The evaluation of 'good enough' is based on a number of factors, the most important being ease of access and availability of full-text sources. The sources chosen follow the principle of Least Effort; they tend to choose perceived ease of access over quality of content in selecting an information source or channel. Ajiboye and Tella (2007) find out from their research on university

undergraduates that 12 percent of the students required information for their personal development, while 11.25 percent claimed that they sought information on health matter, and 64.1 percent sought for information for their academic development, 9.3 percent to secure employment.

2.4. The challenges undergraduate students face in seeking career development information.

Baro and Fynman (2009) in their study pointed out factors such as: information illiteracy among library users; absence of computer systems with Internet connectivity in the university libraries; poorly conducted user education programmes; reliance on manual information retrieval tools which leads to poor filing and slow retrieval; and limited sensitization of the library information resources and services as factors that hinder the effective utilization of library resources and services. This makes it difficult for undergraduate students to meet their information needs. Zondi (2002) in her study established that a majority of students show a very low level of competence in the use of a library and display poor information seeking patterns. It could be assumed that students could be experiencing technical problems in accessing information resources; being card catalogues, the library catalogues do not provide adequate access to the libraries' collections; or students are information illiterate and lack the required library literacy skills. Mellon (2006) concluded in his study that undergraduates encounter technical problems trying to locate materials from university libraries. Beyond the problem of facilities is the inability of students to use different search strategies to source information and how to source the academic information needed for them to excel. Meyers, Nathan and Saxton (2006), found out that information barriers transcend access to information to constraining forces which affects the information search of students.

Hartmann (2001) concluded in his study that undergraduate students experienced difficulty in locating items from the library collection and do not understand the processes for retrieving journal articles. According to the study of Kakai, Ikoja–Odongo and Bukenya (2004), undergraduates face the following barriers in their access to information; limited borrowing of the most relevant books in the closed access section; insufficient copies of the relevant information materials (books); out–dated (old) information materials dominating the stock; poorly conducting user education; reliance on manual information retrieval tools which lead to poor filing and slow retrieval; and, limited sensitization of the library information resources and services.

However, much of the studies done have focused on mare information seeking which is a nutshell of what this research is going to look at. Career development information seeking behaviour of undergraduates is important to be researched in order to broaden the knowledge of understanding information seeking behaviour beyond just seeking but specifically to career development.

2.4 Summary

The chapter outlined the literature surrounding the topic addressed patterning the three objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was used in this study. This entails the research design, targeted population, research sample, and data collection tools and data analysis. Additionally, the chapter also justified how and why these designs and procedures which HAD been adopted in this particular study.

3.2 Research Design

This study incorporated a qualitative method of research. This is due to the fact that the research was a case study and the anticipated data in response to the research questions that where formulated are non-numerical. Therefore, a qualitative method will prove to be a more effective choice to have an in-depth analysis.

This study implemented a case study design due to the qualitative nature of the data that was generated throughout the study. A case study is a research design which is appropriate for describing, comparing, evaluating and understanding different aspects of the research problem (McCombes, 2020). Unlike other research designs such as experimental research, case studies are more focused on infrequent, abandoned, or outlying cases that may add more answers to the research problem. In this case, the career development information seeking behavior of undergraduate students at UNZA has never been researched on. The study had opted for this design because few studies have been conducted and so many gaps were observed in the literature because most literature leaned in the mare art of information seeking. This design was meant to shed new light on objectives such as; to determine the source of career development information utilized by the undergraduate students and to identify the challenges undergraduate students face in seeking career development information by providing new or unexpected insights into the subject as well as challenging the assumptions why students face challenges.

3.3 Population

This study was conducted at the University of Zambia great east road campus in the school of education. The University of Zambia was opened in 1966 and has a population of over 30,000 undergraduate and post graduate students. It is the highest learning institution in Zambia ranked at number 18 in the world (Biology Department – UNZA, 2017). Researchers arrived at this location because of its population and reputation. In addition, no research was ever done regarding career development information seeking behavior. The results obtained from this study can be generalized to other schools at the Universities of Zambia.

3.4. Sample

A sample is a unit of the population consisting of individuals that are randomly selected by the researcher to participate in the study. They are a small representation of the total population who take part in the survey (Rafeedalie, 2021).

A sample is a unit of the population consisting of individuals that are randomly selected by the researcher to participate in the study. They are a small representation of the total population who take part in the survey (Rafeedalie, 2021).

The study employed purposive sampling when selecting respondents. Purposive (judgment) sampling is a sampling method which allows the researcher to use his or her own judgement when selecting a sample. This method allowed the researcher to use their own judgement by selecting respondents from the school of education from various departments in order to ensure uniformity and accurate representation of the population. Additionally, it was used because at the time of data collection, only fourth years and third year students were fully available to participate in the research.

3.5. Sample Size

Considering that sample size must be adequate to represent the population, the sampling procedures used were unbiased and objective. Ryan (2013), argues that, the bigger the size of the sample, the more accurate findings are, from a study, even though it attracts a high cost. Therefore, bearing in mind the time constraints and the accessibility of the respondents this study targeted forty (40) students from various departments of the school of education. This comprised of twenty (20) males and twenty (20) females in order to be gender biased. The research span across, five (5) first years, eight (8) second years, twelve third (3) years and

fifteen (15) fourth year students. The first years were few because they were not in campus at the time of the data collection therefore, they were contacted via telephone.

3.6. Data Collection Tools

The researchers conducted semi structured interviews. Semi structured interviews entailed questions that allowed the researchers to explore an idea or response in more detail. This data collection method proved to be more effective. It enabled the collection of objective data that was more accurate and qualitative. Telephone interviews were conducted to interview first year who were not in campus during data collection. This method was used because it helped gather information from the students. The interview guides consisted of three parts; background information, information needs and sources and, information seeking behaviour and challenges faced in seeking information.

3.7. Validity and Reliability

Reliability and validity were used to analyse the quality of research. Validity measures accuracy and precision, while reliability measures the consistency (Thought Co, 2020). The validity of this study was necessitated by conducting a pilot study prior to the main study to determine the accuracy of the data collection equipment. The technique was used in order to verify the validity of the data collection tools used such as questionnaires. A pilot study enabled the identification of any difficulties that may have developed during the actual data collection stage.

Other than this, the research also utilized triangulation. Triangulation helped to explore and explain the complex human behavior via different methods in order to offer a more balanced explanation to readers. Furthermore, secondary data from trusted sources such as the articles, books and periodicals referenced in the literature review were used as points of reference.

3.8. Data Analysis

The data collected were analyzed manually using qualitative data analysis techniques. Qualitative data analysis methods were employed because of the data collected from closed ended questions which are already categorized and are much amenable to various qualitative methods. Thematic data analysis was used to analyze, describe and report the data. The output data was presented using frequency tables, charts and graphs to give a clear visual presentation of the study findings.

3.8 Summary

All in all, this study incorporated a qualitative type of research as well as a Case study research design. A case study is a research design which is appropriate for describing, comparing, evaluating and understanding different aspects of the research problem. The study was conducted at the University of Zambian. Researchers arrived at this location because of its reputation and size of the population particularly the school of education and lack of existing literature on this body of knowledge. Furthermore, the sampling technique used was purposive. The sample size comprised of 40 respondents from the school of education. Semi structured interviews were conducted in order to collect qualitative information. In addition, for researchers to ensure validity and reliability of the tools pilot studies and triangulation will be conducted. Lastly, this study will analyze data collected through qualitative means of data analysis.
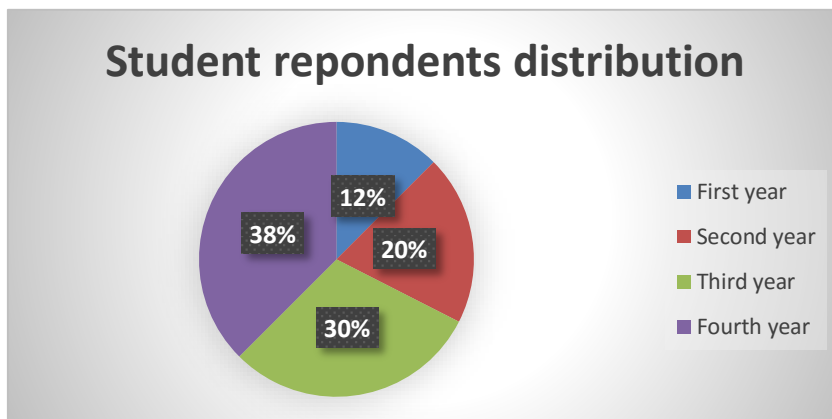
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Background information

Figure 1.1
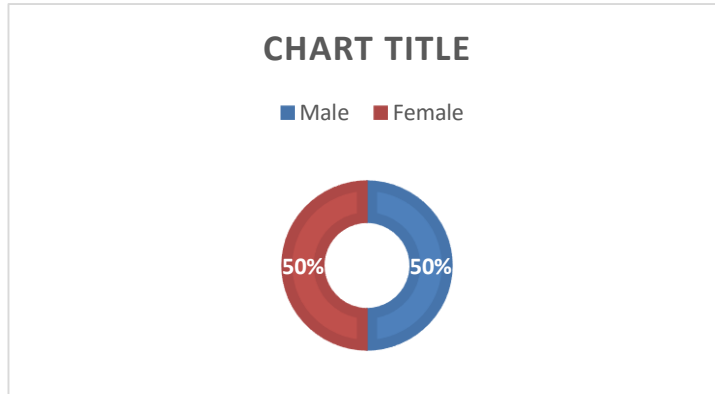
There was equal chance given the students for there to be equal representation of the gender.

Figure 1.2

The researchers targeted more fourth and third-year students because they were available for the study and more willing to respond to take part in the interview. The other students were not on campus during data collection.

4.2. Findings on objective one: The career development information needs of the University of Zambia's undergraduate students

> understanding of career development information   *Figure 1.3*
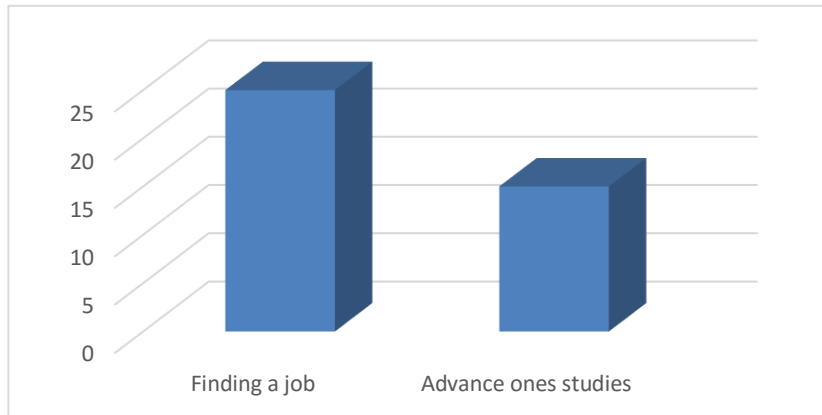
More students acclaimed that career development information was any information that could help them get a job. One student said "career development information is all about information that can make it easy for you to find a job after you graduate". However, as seen others thought of career development information as that information that can assist them to make better choice on the course to venture into when advancing their studies, that is whether to choose a University for doing a postgraduate masters' degree or looking for sponsorship for their course of study.

> importance of searching for career development information
> *Figure 1.4*
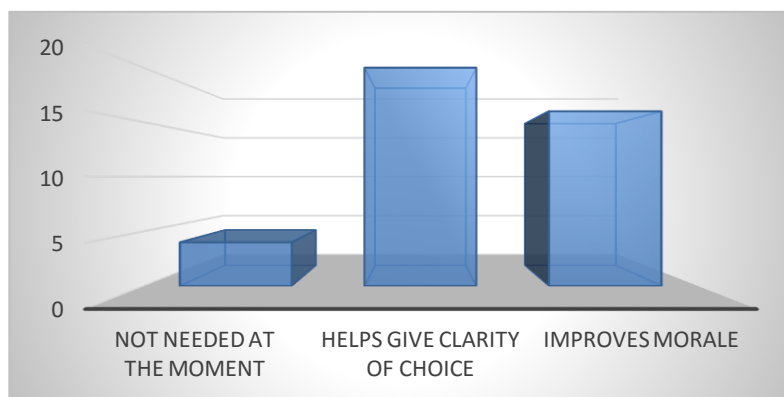
All four of those that responded that the career development information was not need were first year. One first year said they need to concentrate first on their studies then than thinking and "wasting" time about their career development when it was just starting.

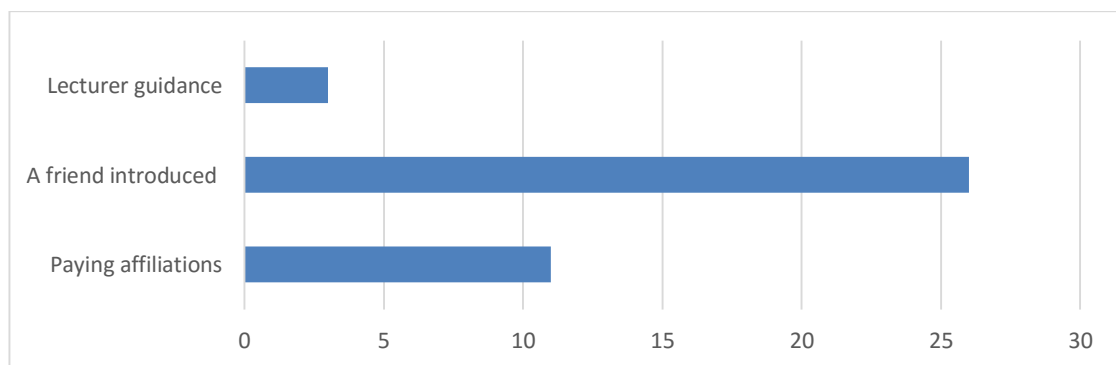> awareness of the postgraduate courses in their field of study

Figure 1.5
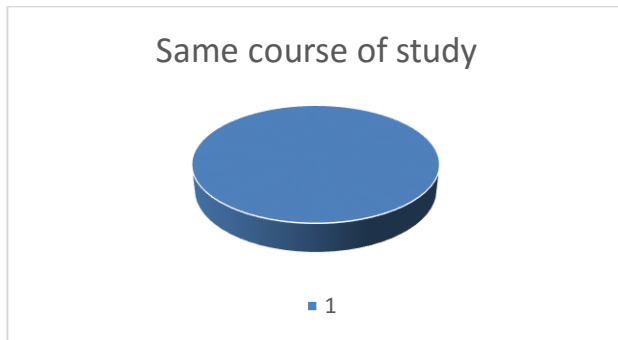
All the students were not aware of other courses to do at their master or any postgraduate studies apart from the course they were doing.

> awareness of any association in their course of study

figure 1.6

26 students came to know of their association in school through friends and colleagues while other only new of the associations because they had to pay affiliations. A student said "these associations only eat our money". Another student who was in third year narrated that they only hear about the association when they open and it is time to affiliate in order to get their confirmation slip to register or get their identification card, after that they do not hear from them again.

➢ knowledge of the professional association of their course

Figure 1.7
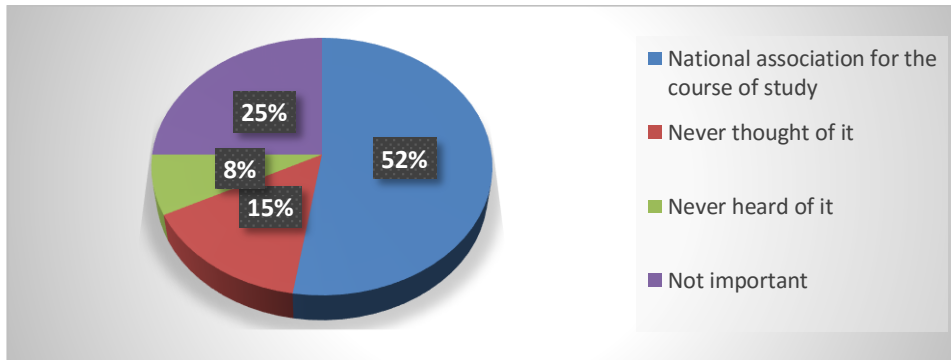
21 students responded that the profession association for their course was the at national level and they were aware of its existence and some of the roles it played. However, 6 have never thought of their association, 3 never heard of it and all of them were first years and 10 replied that it was not important to them to know of their profession association.

➢ Availability of mentorship programs on their course of study. *Figure 1.8*
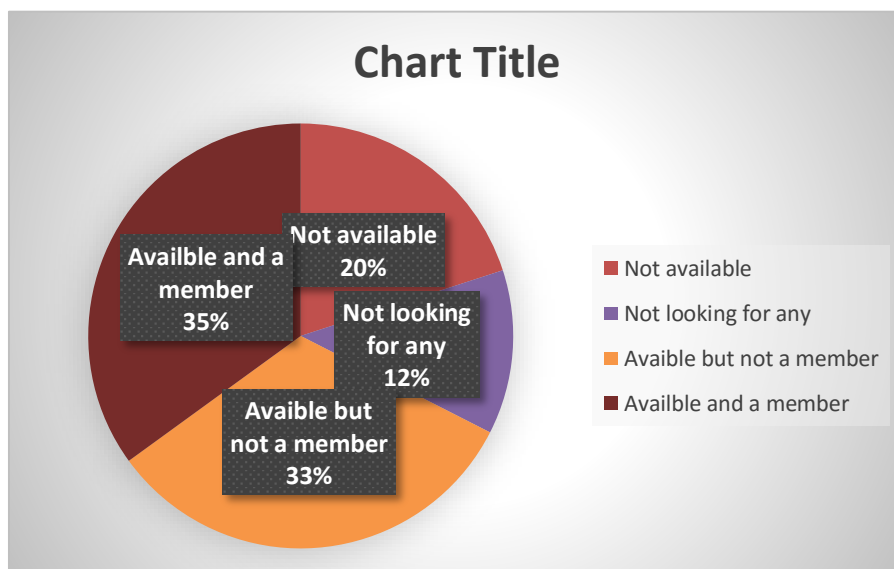
When asked to explain the availability of mentorship programs on your course of study how and when they need mentorship in their course of study most were members of some form of mentorship that they had people to look up to who were guiding them in their studies and decisions they were making. Another said they did not have any mentorship programmes available in their courses and it was hard to make career decisions. Others did not just take part

in those programmes citing that that they had to finish their studies first before venturing into any career development programmes like mentorship.

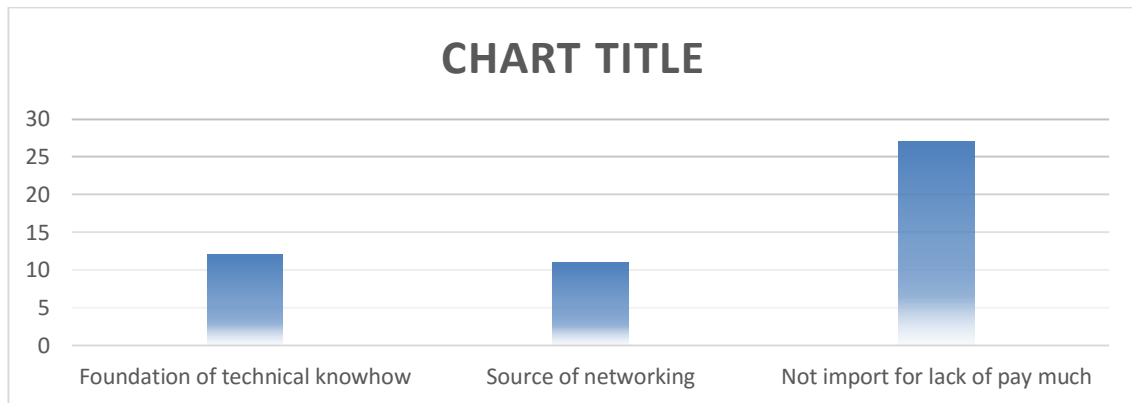- ➢ knowledge of the employment opportunities in their course of study

Figure 1.9
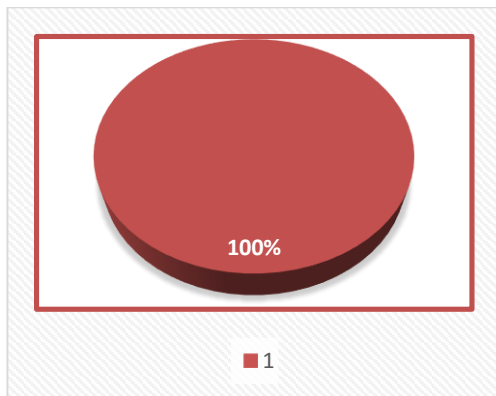
All the students had knowledge of the various employment opportunities that were at hand in the field of study. Should be noted that most of the students were not confident of that knowledge.

➤ importance of internships for the course of study they are doing

Figure 2.0

CHART TITLE

27 of the participants viewed internship to be of no value because it lacked the incentive for working with was pay. Others said the internships were a source of practical knowledge for the newly graduates.

4.3. Findings on objective two: The sources of career development information utilised by the Undergraduate students.

➤ where they got the knowledge about their professional association

Figure 2.1
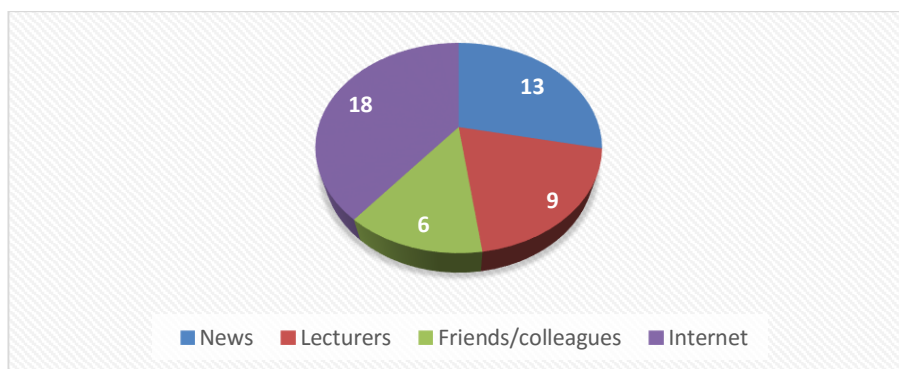
Majority of the students said their source of information on the professional association was the internet. On students said "the internet is very helpful in everything you want search for, immediately I came to school I started to search on the internet on the associations my course of study belonged to" While most senior students alluded that their source of information was mostly lectures and colleagues.

➤ the source of employment information for their field of study

Figure 2.2
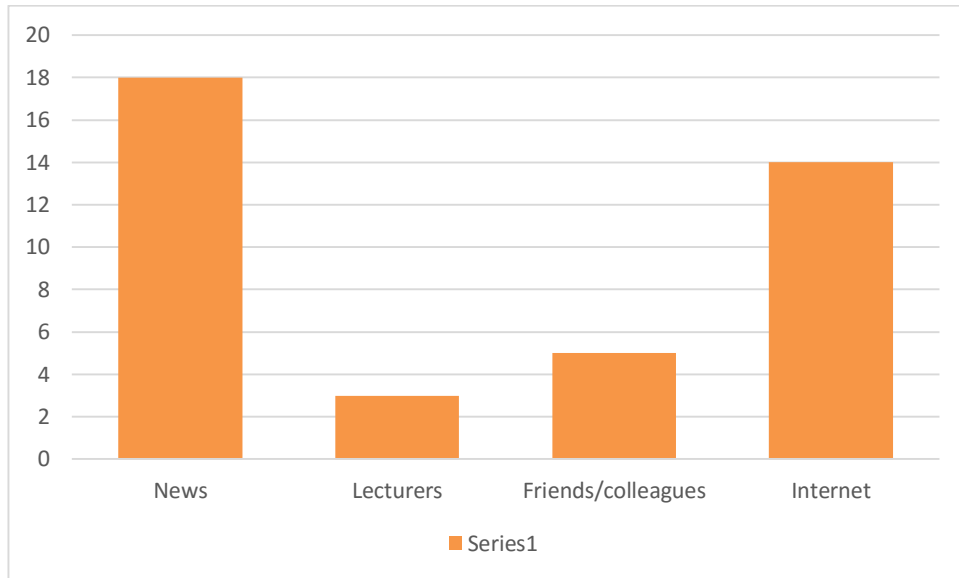
Those in teaching course indicated that their source of employment information was the news which was mainly from the television and newspapers. However, other mention that the internet provided them with the information the needed in regards to the employment possibilities that they were to look forward to.

➤ Responses on whether the lecturers provides respondents information with the job opportunities, internships or any other career information.

Figure 2.3
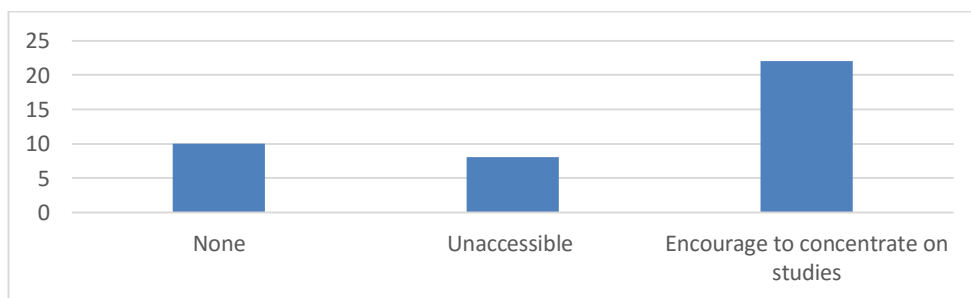
The third, second and first years referred to the lecturers and most of them said though they were given information, they were encouraged to first concentrate on their studies before looking for the information on employment opportunities.

➢ Explain your knowledge of information provision in your department about career development, postgraduate opportunities.

Figure 2.4
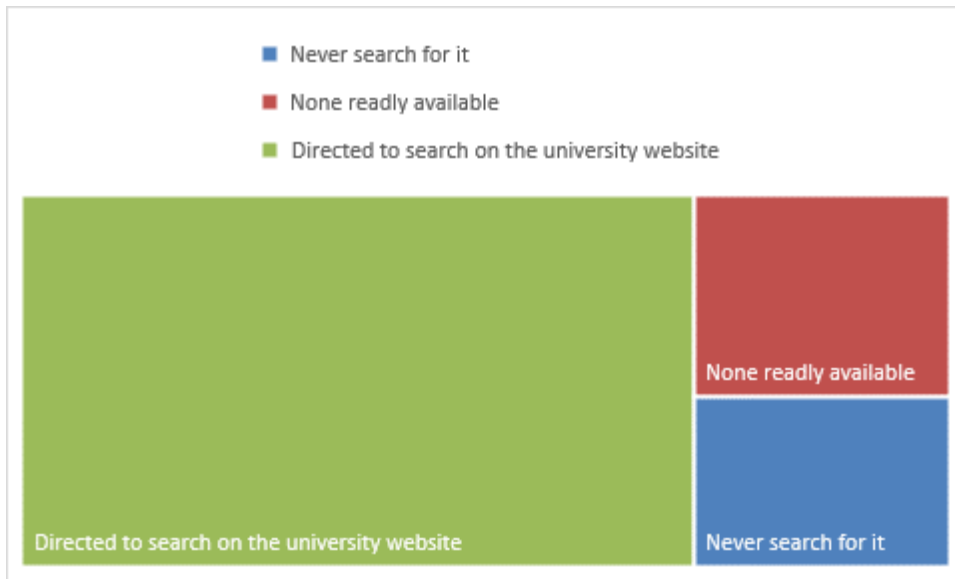
29 students indicated they were directed to go the university website for the information while, 6 said they did not see any information that was readily available in brochures or any hard copy available at their departments, 5 students pointed out that they never searched for that information.

4.4. Findings on objective three: The challenges undergraduate students face in seeking career development information.

> Explaining challenges faced in searching for information on where to do attachment? (for fourth year students only)

Figure 2.5
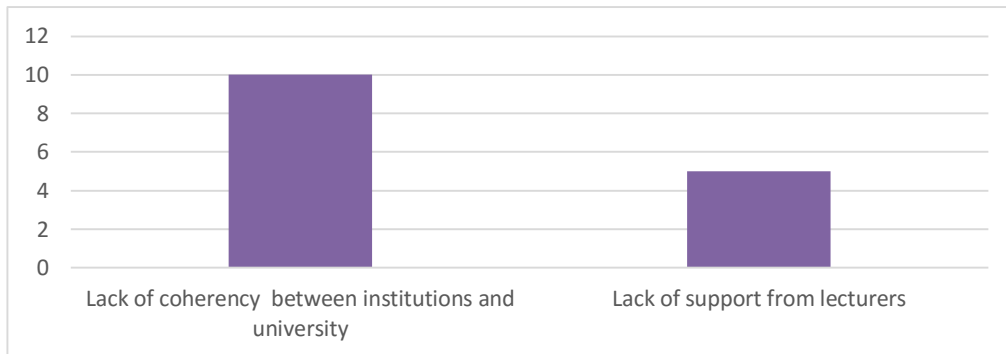
10 students alluded to lack of proper organisation between institutions where to do attachments and university. One student said they had to travel to Kabwe to get permission from an institution where they were going to do industrial attachments in the middle of lecture days abandoning lectures and other school work. The rest said they did not receive adequate support from the lecturers on the procedures to do teaching practice in the schools and departments they had chosen.

> challenges faced in searching for information on their career development

Figure 2.6
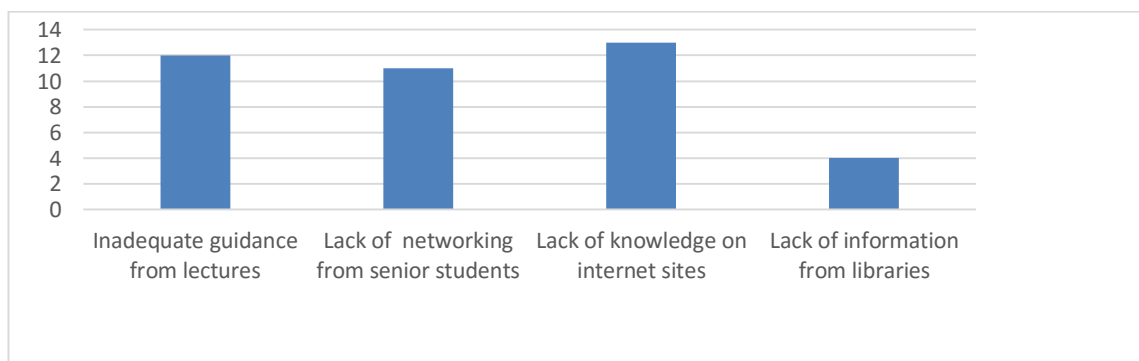
12 students said insufficient guidance from lectures, 11 said lack of networking from senior students, 13 alluded to lack of knowledge on the use and search of the internet sites and 4 said there was lack of information from libraries on their different career prospects.

> ➤ mitigations that can be put in place to curb these challenges

Figure 2.7
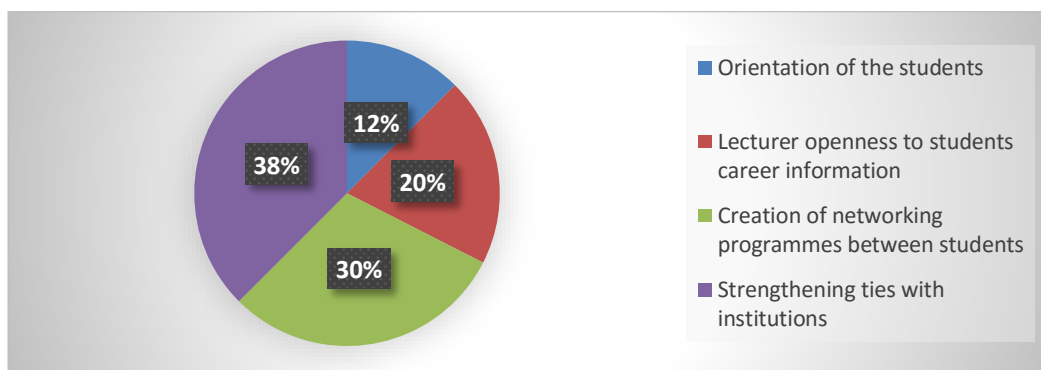
5 first year students sated that orientation of the students was an important mitigation for the challenges they faced in career development information seeking. While 8 students said lecturer openness to student's career information, 12 third years indicated that creation of networking programs between students would help them know more about the information and 15 fourth year students saw the strengthening ties between the university and outside institutions as a better mitigation to the challenges they faced.

CHAPTER FIVE

DISCUSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions

The Career Development Information Needs of The University of Zambia's Undergraduate Students.

More students said career development information was any information that could help them get a job. However, others thought of career development information as that information that can assist them to make better choice on the course to venture into when advancing their studies, that is whether to choose a University for doing a postgraduate masters' degree or looking for sponsorship for their course of study. All four of those that responded that the career development information was not need were first year. All the students were not aware of other courses to do at their master or any postgraduate studies apart from the course they were doing.

Most students came to know of their association in school through friends and colleagues while other only new of the associations because they had to pay affiliations A lot of the students responded that the profession association for their course was the at national level and they were aware of its existence and some of the roles it played. Which showed that they did not participate or take part in the affairs of their profession.

Most students were members of some form of mentorship that they had people to look up to who were guiding them in their studies and decisions they were making. Others did not have any mentorship programmes with their peers or aluminise and it was hard to make career decisions. Others did not just take part in those programmes citing that that they had to finish their studies first before venturing into any career development programmes like mentorship.

All the students had knowledge of the various employment opportunities that were at hand in the field of study. Should be noted that most of the students were not confident of that knowledge but just had a verge idea of what they were anticipating to do after their education. Majority of the participants viewed internship to be of no value because it lacked the incentive for working with was pay. Those that viewed internships as sources of practical knowledge for the newly graduates were on the right track of thought.

The mainstream students indicated they were directed to go the university website for the information while, said they did not see any information that was readily available in brochures

or any hard copy available at their departments, others pointed out that they never searched for that information. Which men

<u>The Sources of Career Development Information Utilised by the Undergraduate Students.</u>

Majority of the students said their source of information on the professional association was the internet. While most senior students alluded that their source of information was mostly lectures and colleagues. This showed that there was lack of information available at the school.

Those in teaching course indicated that their source of employment information was the news which was mainly from the television and newspapers. However, other mentioned that the internet provided them with the information the needed in regards to the employment possibilities that they were to look forward to. However, the reliability of these sources needed to be questioned.

The third, second and first years referred to the lecturers and most of them said though they were given information, they were encouraged to first concentrate on their studies before looking for the information on employment opportunities.

<u>The Challenges Undergraduate Students Face in Seeking Career Development Information.</u>

Most of the fourth-year students alluded to lack of proper organisation between institutions where to do attachments and university. The rest said they did not receive adequate support from the lecturers on the procedures to do teaching practice in the schools and departments they had chosen. Those this may have been due to the covid-19 pandemic that caused a lot of disturbances a lot would have been done to help the students.

Majority of the student pointed to lack of knowledge on the use and search of the internet sites. Others said insufficient guidance from lectures, lack of networking from senior students, and lack of information from libraries on their different career prospects. These were the major challenges the students faced which the University overlooks in the provision of information.

All fourth-year students saw the strengthening ties between the university and outside institutions as a better mitigation to the challenges they faced. While majority of the first-year students said lecturer should be more open to student's career information, most third years indicated that creation of networking programs between students would help them know more about the information.

5.3 <u>Conclusion and Recommendations</u>

This study provided an in-depth overview of career development and information seeking behavior for undergraduates at the University of Zambia. Since there has never been any research looking into this problem. In the future, it is hoped that this research will lead to the University being more aware about the importance of career development. According to the findings of the study, student's information sources are mainly the internet, lecturers and national news. However, many challenges have been highlighted such as lack of support, the institution not creating opportunities for jobs and interns, information illiteracy and lack of networks between junior and senior students.

There is need for more sensitisation on the career development prospects of the students at different levels of undergraduate studies. This is because it improves morale of the students as they are studying and consequently has potential to increase academic perform.

Further, the University should foster the growth of information literacy skills in the use of the library and other sources students seek career development information. This will help curb the challenges undergraduates face when seeking information from sources with diverse information such as the internet.

The library should not just be a place for studying information that the students have gone with, but should also provide information especially on career development in order lure readers to visit it more. Further, there lecturers should spare time in their lecturer hours to provide guidance to the students about their career prospects be it internship opportunities, where to search for job opportunities or where and how the students can access information on postgraduate studies.

In addition, there university through various department should ensure adequate communication between them and the institutions where they send the students on industrial attachments or teaching practices. In order to avoid students leaving academic work to make communications for their attachments.

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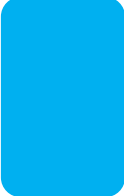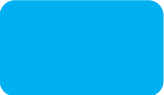[Accessed 25 September 2021].

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APPENDICES

APPENDIX A. WORK PLAN

ACTIVITY	PHASE 1	PHASE 2	PHASE 3
	SEPTEMBER	OCTOBER	DECEMBER
Formulation of the research topic, general and specific objectives.	█		
Proposal Writing	█		
Correction of Proposal		█	
Collection of Data		█	
Report Writing			█
Submission of research report			23rd 2021 █

APPENDIX B. <u>DATA COLLECTION INSTRUMENTS</u>

<u>INTERVI**E**W GUIDE</u>

Interview Guide for students at the University of Zambia in the school of Education

Dear participant,

We are 4th year students at the University of Zambia from the School of Education pursuing a Bachelors Degree of Arts in Library and Information Science. Along with the courses taken by students in this field, Research in Development Information Systems and Services (LIS 4014) is a course that involves undertaking research. As a course requirement, we are conducting a research on the career development information seeking behaviour of undergraduate students at the university of Zambia. the case of school of education students. This is to enable us to partially fulfil the requirements of the degree of Bachelor of Arts in Library and Information Science (BA).

You have been randomly selected as a participant and we will be very grateful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of our academic requirements. Please be as open and as honest as possible in answering the questions.

PART 1. BACKGROUND INFORMATION

Date of interview……………………………………………
Start time of interview……………………………………….
End time of interview…………………………………………..

Interview Guide

<u>Background information</u>

1. Gender   ……………
2. Year of study ……………

<u>The career development information needs of the University of Zambia's undergraduate students</u>

3. Give details of your understanding of career development information
4. Explain the importance of searching for career development information

31

5. What is your awareness of the postgraduate courses in your field of study?

6. Give details of your awareness of an association in your course of study

7. Explain your knowledge of the professional association of your course

8. Explain the availability of mentorship programs on your course of study

9. Explain how and when you need mentorship in your course of study

10. Explain your knowledge of the employment opportunities in you course of study

11. Give details of the importance of internships for the course of study you are doing

The sources of career development information utilised by the Undergraduate students.

12. Explain where you got the knowledge about our professional association

13. Give detail of the source of employment information for your field of study

14. Explain whether the lecturers give you information on the job opportunities, internships or any other career information

15. Explain your knowledge of information provision in your department about career development, postgraduate opportunities, internship and job opportunities.

The challenges undergraduate students face in seeking career development information.

16. Explain the challenges you faced in searching for information on where to do attachment? (for fourth year students only)

17. Give details of the challenges faced in searching for information on their career development

18. Explain the mitigation that can be put in place to curb these challenges