



THE CAREER PATH WAY IN SECONDARY SCHOOLS OF ZAMBIA: A REFLECTION OF THE CONTINUITY OF MUSICAL ARTS EDUCATION

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Abstract

In 2014, the Ministry of Education revised the curriculum with help from the United States Agency for International Development in an effort to improve and enhance pupil performance at secondary school level. Against this background, the Zambia Education Curriculum Framework was developed to provide guidance on the preferred type of education for the nation. This new curriculum gave birth to career paths for learners at secondary school level which was aimed at providing an opportunity to academic progression in line with learners' abilities and interests. The career pathways are academic and vocational. The vocational career pathway is for learners with ambitions and interests in technical and practical jobs while academic career pathway is for learners with ambitions and interests in white collar related jobs. The purpose of the study was to analyse how well the career pathway had been understood by stake holders and determine its implications on Musical Arts Education in schools. The results indicated that the concept of career paths was not fully understood by stakeholders. Instead of allowing learners to choose which path way they would follow; schools tend to choose for learners. On the part of Musical Arts Education, the study indicated that the subject had so far suffered and poses challenge of diminution this is because most schools have not taken on board music to be offered as a subject. The study also indicated that leaners' career interest fluctuates as they grow.

Key words: Career Path, Career Interest, Academic Career Path, Vocational Career Path.

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