

## **Perceptions of Zimbabwean School Girls and their Teachers on the Extent to Which the School Curriculum for Girls Correlates with their Career Choices**

**Edmore Mutekwe\*, Maropeng Modiba\* and Daniel Madzanire\*\***

*\*University of Johannesburg, Auckland Park, Kingsway Campus, RSA*

*\*\*Great Zimbabwe University, Zimbabwe*

*Telephone: +27-11-559-2669; E-mail: edmorem@uj.ac.za/emutekwe@yahoo.com*

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**ABSTRACT** The study explored teachers' perceptions of the degree of association between the curriculum followed by Zimbabwean secondary school girls and their career aspirations or choices. A sample size of 40 participants comprising 20 secondary school teachers and an equal number of Sixth Form girls participated in the study. The sample was conveniently and purposively selected from eight schools in the Central Masvingo District of Zimbabwe. The study adopted a quantitative research design and utilized a questionnaire as the instrument for collecting data from the participants. The study found that the girls' curriculum as determined by the school subjects studied at school have a great impact on their resultant career preferences. Other aspects of the hidden culture curriculum that were found to impinge upon the girls' career aspirations include their teachers' attitudes and expectations towards them, their socio-economic backgrounds and parental or siblings' influences. The study concluded that the girls' self concepts and academic achievement are influenced to a very large extent by a whole range of factors embodied in the school curriculum in both its explicit and implicit or hidden forms.