

UNIVERSITY OF EDUCATION, WINNEBA

**FACTORS INFLUENCING CAREER CHOICE AMONG SENIOR HIGH
SCHOOL STUDENTS IN THE NKORANZA SOUTH DISTRICT, GHANA**



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DECLARATION

STUDENT'S DECLARATION

I, Isaac Arhin hereby declare that this project, with the exception of quotations and references contained in published works which has all being identified and duly acknowledge, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

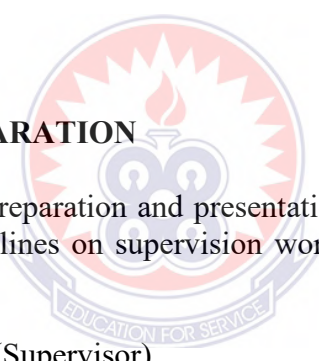
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision work laid down by the University of Education, Winneba.

Dr. Eric Ofosu-Dwamena (Supervisor)

Signature:

Date:



DEDICATION

I dedicate this work to all those who made immense contribution towards its success and my little Adriel, I could have finished earlier if not for your disturbances.



ACKNOWLEDGEMENTS

I am most grateful to the Almighty Lord for His loving, care, and mercy which have made it possible for me to complete this Work. I also wish to acknowledge with gratitude, the encouragement, corrections and guidance given to me by Dr. Eric Ofosu-Dwamena, my supervisor.

Finally, I wish to express my gratitude to all those who helped in diverse ways throughout the entire work for their criticism, encouragement, and corrections. Special thanks go to all the lecturers in the Department of Education and those who took their time to see to it that the necessary corrections were made.



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ABSTRACT

The research was set out to investigate factors that influence career choice among the senior high school students in the Nkoranza South District of Bono East Region, Ghana, and the extent to which those factors influence students' choice. Survey design was used. The main instrument used for data collection was questionnaire. Simple random sample techniques were used to select 78 students from three public second cycle institutions in the district. Descriptive statistics was used in analysing data. The results show that, there are no laid down steps students follow in making career decisions and students don't attend any career workshop in selecting their desire careers. Parents sometimes aid their wards in selecting the course of study when they go to the senior high schools hence, deciding what they should become in future. Government policies sometimes also affect career choice of students especially when the government becomes the sole medium of employment. It was recommended that Career Education and Guidance should be introduced in the primary school to enable children to explore the world of work as young people need to make a smooth transition from primary school to the initial years of senior high school and the Ministry of Education should allocate funds for a Guidance and Counselling activities in all basic and second cycle schools. It is also prudent for the District Educational Offices to organise career workshops to aid the students in the quest to make career selection.

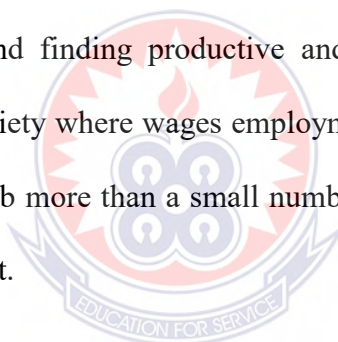


CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Choosing a career has become one of the biggest problems among Senior High School students in Ghana. Irrespective of one's age, the choice of career is important question for everyone. Good career planning includes a match between requirement for a job, aptitude, interests, personality of the youth and expectations from the parents. Nowadays, students in Senior High Schools are concerned about early entry in occupational world and finding productive and rewarding places quickly after school in this modern society where wages employment is unlikely to be available on a scale sufficient to absorb more than a small number of young people when they do arrive at the labour market.



Education is universally recognized as the answer to the socio – economic problem of the world. Nations and individuals look up to education to provide a cure for poverty, jobless, bad government, poor communication, hunger and inadequate shelter among other things. According to (Kaur, 2020) career decision is not just a matter of selecting an occupation that is good match with person's characteristics, but in reality, the process is lot more complicated. According (Joshua, Terungwa, & Saanyol, 2018) career decision making is a dynamic and ongoing process where knowledge of self, values, interests, temperament, financial needs, physical work bring changes in one's life situation and environment.

Career selection is one of the important choice students will make in determining future plans. This decision will impact them throughout their lives. How students of today meet the problems of tomorrow will depend upon the amount of success they make in planning for that tomorrow. Planning for tomorrow itself is primarily the responsibilities of the parents, teachers and school counsellor. Students need general orientation into the world of work through the curriculum. The choice of career is a delicate issue that requires caution and serious considerations.

According to (Osagie & Alutu, 2016), career choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. Personality plays an important role in choosing of the right career. A student's personality must be self-motivated type, as to investigate career possibilities early in their lives, and not the procrastinating type that waits till they are compelled to decide. It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans. Some careers require that you have the personality to match the qualities of the occupation. For example, sales personnel have to be out-going. Opportunity is the factor that has shaped career choices of students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all.

The importance of career cannot be overemphasized since through it one is able to provide the basic necessities of life such as food, shelter and clothing and other

higher-level needs such as those of self-actualization. Moreover, career provides a sense of purpose, self-fulfilment, challenges and development, (Baruch, 2004). Moreover, an individual's career does not influence his life and family alone but the society and country in which the person lives as well. When an individual has employment, he or she is able to contribute his or her quota through the payment of income tax to help in the development of the country making the country have a good economy.

Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. A major turning point in adolescent's lives involves the career choice that they make while in Senior High School. Frequently, it is viewed by family and community as a mere start to work place readiness. However, this decision plays a major role in establishing youth in career path that opens as well as closes opportunities.

Career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one's happiness in life as this could result to career maladjustment. This kind of career the youths pursue can affect their lives in many ways. Example it can determine where the individual lives and the kind of friend kept.

In the words of (Bandura, 2002), the major part of peoples' life is spent in occupational activities and these pursuits do more than simply provide income for livelihood. There is a widespread agreement that the high school years are crucial for adolescents to become prepared for transition from school to work or college (Amoah,

Kwofie, & Kwofie, 2015). It is the time the for Senior High School students to prepare to think of the work he or she is planning to do in the future (Ojeda & Flores, 2008a). Career related decisions Additionally, as a result of career choice, students can be exposed to prospects career-salaries, opportunities for further training, career hazards and other risks in the career. In 2005, career trend was observed in Ghana where most of the youth trooped into the nursing career because the government realized the risks involved in that career and, therefore, increased the salary of nurses (Amoah et al., 2015). This made so many young people strive to be in the nursing profession because they would earn much. These individuals forgot that career is not all about money and that their interest and abilities really count in their choice of career. This is because the interest that took him/her there was not for the career itself but on the monetary aspect of the career.

1.2 Theoretical Framework

This theory was guided by The Social Learning Theory of Career Decision Making and Contingency Theory of Management.

1.2.1 Social Learning Theory of Career Decision Making

Social Learning Theory of Career Decision Making by John Krumboltz was first developed in 1976 (Krumlotz, Mitchell & Jones, 1976). The theory is divided into two parts namely: the Krumboltz's Social Learning Theory of Career Decision Making (KSLTCDM) and the Krumboltz's Learning Theory of Career Counselling (KLTC). The first part of the theory; KSLTCDM, addresses the reason behind decisions to enter, change or express interest in educational programs or occupations while the second part focuses on how career counsellors could solve career-related problems.

In regard to the first part of the theory, KSLTCDM, Krumboltz (1998) believed that there are four factors that influence career decision making path, these were: genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills. As a result of the interaction of these four factors people develop self-observation and world view generalizations. The generalizations and skills developed make persons get involved in several actions that steer entry into a career.

The second part of the theory; that is, KLTC recognizes that life is constantly changing, and (Krumboltz, 2009) makes allowances for “happenstance”, that is, the possibility of unexpected career opportunities. Therefore, the role of the career counsellor is to help the career seeker, who is an explorer, to cope more effectively with career concerns, such as, acquiring more accurate self and worldwide generalization, learning new tasks approach, hence, taking appropriate actions, expanding their interests and capabilities and preparing for a changing work environment.

This theory is very important in this study because it describes the four factors that influence career decision-making path, besides expounding the role of the career counsellor, both of which help the researcher to make analysis of factors in guiding career choice among students in Senior High schools. The theory recognized the influence of factors such as genetic endowment and special abilities; environmental conditions, task approach skills, and learning experiences on career choice. These factors were more or less the same as the independent variables of the study, namely; nature of career services and programs provided to students, parental aspirations, mass media and school policy on students’ subject choice.

In the first part of Krumboltz theory, career guidance programs availed to Senior High School students should help students to understand certain inherited qualities that may limit them in educational and occupational preferences. Additionally, genetic endowment and special abilities can also inform the school on the most appropriate policy on subject selection, particularly in situations where a school dictates that students taking certain subjects should have scored certain annual mean grades in specified subjects. The factor on learning experiences was useful in identifying the people who were significant. Such individuals included: parents, teachers, peers and family members in influencing career choice of Senior High school students. The learning experiences were linked to the exposure that a student has in school, their interactions with subject teachers, peer influence, and other people. By understanding the influence people have on career choice, the researcher was able to interrogate the findings related to these constructs and make appropriate recommendations.

Factors that are outside an individual, to a large extent, influence educational and occupational decision making. For example, the environmental conditions help to understand orientations that a student undergoes while at home, in the presence of role models, and parental interventions which go a long way in shaping one's knowledge on career options and prospects. Further, according to the second part of the theory, the role of the career counsellor is to help the career seekers to cope more effectively with career concerns such as acquiring more accurate self and global generalizations that affect their career choice. Accordingly, this concept helped the researcher to establish the nature of career guidance services provided to secondary school students which was the first research objective of this study. The Krumboltz theory of career decision making argues that career decision making is a product of numerous learning encounters that are as a result of interactions with people, institutions and events in

the unique environment of a person. That is, people choose careers based on what they have learnt and the kind of the interactions they have had. Events such as career days, mentorship programs, academic days and career guidance programs in Senior High Schools are practical applications of this theory.

Critiques of social learning theory argue that the theory is purely behaviourist since it argues that children are motivated to imitate a behaviour so long as there is some kind of reward or praise. These criticisms of the theory are outside the scopes of this study, and the highlighted weaknesses cannot affect the relevance and application of social learning theory in this study.

1.2.2 Contingency Theory of Management (CTOM)

Contingency Theory of Management by Joan Woodward was developed in 1958. The theory was a result of an investigation on why some organizations were performing better than others. Contingency theory postulates that managers of high performing organizations made better decisions on situational context. In other words, effective managers must be adaptable to unique situations and circumstances by developing skills that are most useful in identifying the important situational factors. Contingency theory as an organizational theory claims that, there is no one best way to organize, lead or make decision in an organization, the optimal course of action is contingent upon the internal and external situation. Thus, the theory recognizes that every situation is unique and that no one best way can fit in all situations. Ideally, successful application of a technique in one situation does not guarantee success in its application in another. Therefore, contingency theory is designed to provide a manager with the capabilities to examine numerous possible solutions to a problem. The application of this theory to the present study derives from the fact that principals

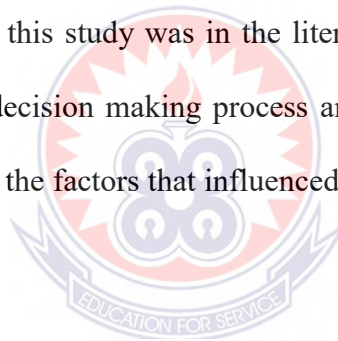
are managers of Senior High Schools and career guidance teachers are expected to provide a leadership role in career guidance services. By examining, for examples, school policy on the subject selection in terms of how it is affected by contextual, infrastructural and human resource, the principal is able to influence and mobilize teachers, students, parents and other stakeholders, towards actualizing the intent that is embedded in such policies. This can be achieved through establishment communication and control, staff training and development, and identifying and solving problems under different situations and contexts since decisions are understood on the basis of internal and external fit. This study acknowledges that Senior High Schools in Nkoranza face different geographical and geoeconomics environment approaches which may have a bearing on policy that guides on the subject selection.

The career guidance teachers may apply this theory by considering a wide range of external and internal factors that influences student's career aspirations and paths, and hence focus on corrective and directional actions that best fit a given situation. Despite its strength, contingency theory of management has been criticized on the basis of the fact that unique situations would lead management to practice only by intuition and judgement, thereby negating the values of prior knowledge and wisdom. However, the theory remains possible because it helps understand contextual variables that lead to organizational effectiveness in the highly complex and dynamic world. It is undisputable that in career counselling, there is no one best way in handling different career aspirations of Senior High School students. This is because circumstances and situation in the job market keep on shifting, geopolitical and geoeconomics environment varies, and the society keeps on experiencing frequent changes of tastes and preferences. Moreover, the impact of ICT is enormous with far

reaching and unpredictable impacts on emerging careers. That notwithstanding, career guidance teachers and principals are expected to use their intuition, experience and skills in providing leadership and guidance to students within the confines of given contexts something that makes their Senior High Schools effective organizations in so far as contributing to community and labour development.

1.3 Conceptual Framework

A conceptual framework builds a structure or “concept” of what has been learned in a particular area of study “The purpose of a concept is to simplify thinking by including a number of events under one general heading”. Developing a conceptual framework goes beyond a simple literature review and builds a framework of research. The conceptual framework in this study was in the literature available on the theory and behaviour of the career decision making process and was reviewed in an attempt to provide some insight into the factors that influenced career choice among Senior High School students.



Krumboltz Social Learning Framework assumed past experiences through both direct and observational stimulus can strengthen individual behaviour (Y. Kim, 2002). According to Krumboltz (1979), people are assumed to be intelligent, problem-solving individuals who strive to understand the positive and negative reinforcement that surrounds them and then attempt to control their environment to suit their own purposes and needs. In Krumboltz’s (1979) framework, he considered the effect of both internal and external factors and their interactions.

Krumboltz’s (1979) framework addressed the question of why individuals enter particular occupations and why they may express various preferences for different occupational activities at selected points in his or her life. In the theory, however,

Krumboltz does not provide conclusive evidence of internal and external factors individuals perceive as having influenced as actual decision to enter a specific occupation at selected points in his or her life. (Lent, Brown, & Hackett, 2000)

1.4 Purpose of the Study

The main purpose of this study was to find out the determinants of career choice among Senior High School students in the Nkoranza South District in the Bono East Region. However, especially, the study sought to:

1. To examine the influence of career guidance services provided on career choice among students in among Senior High School students in the Nkoranza South District in the Bono East Region.
2. To assess the influence of parental aspirations on career choice among Senior High School students in the Nkoranza South District in the Bono East Region.
3. To investigate the influence of mass media on the choice of careers among Senior High School students in the Nkoranza South District in the Bono East Region.

1.5 Research Questions

The following research questions guided the study:

1. What career guidance service influence the choice of career among Senior High School students in the Nkoranza South District in the Bono East Region?
2. What parental aspirations influence the choice of career among Senior High students in the Nkoranza South District in the Bono East Region?
3. What are the factors available which students in Nkoranza South District can be guided in selection of career goal?

1.6 Significant of the Study

It is hoped that the finding of the study would be of immense help to the stakeholders of career guidance in the country. The stakeholders include senior high students, educational institutions, and counsellors in the Bono East Region and beyond. The study would help the students because they would come to know the importance of career choice. Students would also know the essence of considering their abilities, interests, aptitude before making an informed career choice. The study may help schools to develop or improve the quality of career guidance and counselling they give to their students by taking into consideration factors that influence the choice of career pathways. School heads and teachers in the Nkoranza South District in the Bono East Region may be made aware of the importance of career guidance in the schools and counsellors in the schools to provide career guidance to the students to know the factors that influence their career choices. The study may also help national planners of curricula to make informed decisions with regard to career guidance and counselling. The study may also be used as baseline study to encourage other scholars to carry out similar studies in other provinces in Ghana and also other Africa countries.

1.7 Delimitations of the Study

The study did not survey all factors that influence the career choice of Senior High School students in the Nkoranza South District in the Bono East Region. The study was also delimited to only some selected Senior High School students in the Nkoranza South District in the Bono East Region. The study sought to find out the determinants that influence the career choice among Senior High School students in the Nkoranza South District in the Bono East Region. Therefore, the findings cannot be generalised to all students in Ghana. Also, some respondents declined from

participating in the study while others might keep on postponing the filling of the questionnaires. Others submitted the questionnaire uncompleted while others never submit it at all. This slowed down the process of data collection. Despite these limitations, measures were taken to ensure validity and reliability of the data that helped to limit some of the weaknesses of the findings.

1.8 Definition of Terms

Career Path: In this study, career path was used to denote the way that individuals achieve something or the way that their life develops. The term “pathway” was used interchangeably with career choice in this study.

Career: In this study, career is the job or work one does to earn a living. **Choice:** In the study, the term career choice refers to the basis of student in preferring the career he wants whether it comes from his/her relatives, peer, and his values in life, interest and school guidance counsellor.

Economic factors: Factors that have the potency of influencing one’s career choice in the area of finances and conditions of the work.

Educational factors: Factors in the field of learning that have potential of influencing an individual’s career choice. **School Guidance Counsellor:** A person specialized in assisting students in choosing their career and solving educational problems in schools.

Factors: something that helps produce or influence a thing.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews studies on factors influencing students' career choices. It focused on the work of several authors concerning factors that influence the career choice among Senior High School students. It is organized according to the research variables, namely: career choice, nature of guidance services availed to Senior High School students, influence of parental aspirations on career choice, and impact of mass media on career choice among Senior High school students in the Nkoranza South District.

2.2 Concepts of Career Choice

Career choice in this study was perceived to mean the act of selecting a particular occupation or work in an individual's life while living out other occupations. Due to the complexity in the job market, individuals are faced with the task of eliminating seemingly unfavourable career options so as to be left with those that would bring life satisfaction (Mudulia, Ayiro, & Kipsoi, 2017). Similarly, the complexity in human nature in terms of uniqueness in personality and characteristics, environmental circumstances in which individuals live and their special abilities, career choice may assume diverse set of steps and stages (Mberia & Midigo, 2018). Career choice is perceived to be a critical aspect in an individual's life that involves an implementation of one's vocational self-concept usually influenced by feedback gained from individual experience, as well, as feedback received from others (Mberia & Midigo,

2018). Notably, career choice is not a one-point decision since what one may have perceived at the age 18years may not necessarily be true at 21years of age. Thus, continued flexibility based on guided, informed and well thought out career decision is necessary (Mberia & Midigo, 2018). This is also confirmed by (Mutekwe, Modiba, & Maphosa, 2011) who asserts that as early as grade one, pupils in Zimbabwe are often asked about their future career aspirations.

A study by (Nachmias & Walmsley, 2015) noted that in the recent past, the nature of career decision has become challenging in the context of the changing labour market, globalization, socialization which have presented a significant challenge for individuals to negotiate as they approach the labour market. These challenges explain why some people have found themselves in careers that do not fit them; a situation that is commonly called job mismatch (Lent, Brown, & Hackett, 2000). To avoid this, every person entering a certain occupation needs to prepare well in advance and create occupational profile for specific jobs; as well as to identify his or her unique abilities, talents and required skills so as to match these traits with the appropriate tasks. (Njogu, Kibaara, & Gichohi, 2019) Such considerations have today become relevant more than ever before because information technology has made the world a global village a thing that has enhanced people to enter into careers as long as they have required skills and knowledge. Fundamentally, what a student wants to become revolves around what he/she wants to do with his /her lifelong work. The questions that arise and beg for answers are; what determines how Senior High School students make a career choice, who influence these career paths, and what is the extent of their influence? This is the knowledge gap which this study intended to address.

Different studies have given varied reasons as to why people engage in certain occupations. Nevertheless, there are many life events that take place in our cultural settings that often shape our values and expectations in relation to jobs. Uncertain labour markets, inability to identify one's skills, talents and abilities, as well as, poor adaptability can have a negative effect on the nature of career decision made, as individuals feel less confident and more ambivalent (Nachmias & Walmsley, 2015).

Therefore, an individual's career decision impacts on his or her life in the short run as well as in the future. The process of achieving the above desirable end results of career choice as opposed to the reasons for choosing a career is more critical. In other words, how students negotiate the career decision path dictates the outcome. Students in public secondary schools in Kenya today, more than ever before need career preparation in order to adjust to the ever-changing socio-economic dynamics of the society (Mberia & Midigo, 2018).

Career choice by Senior High School students can be regarded as a process that led students to making informed decisions on available occupations. A study by (Nachmias & Walmsley, 2015) observed that majority of students were sure of the career path they wanted to pursue yet, they lacked the ability to make informed and effective career decisions. Against such background, (Ombaba, Keraro, Sindabi & Asienyo, 2014) state that proper career guidance offered to Senior High School students to enable them take up fitting post Senior High School careers is key in the realization of vision. Career choice is therefore a multifaceted matter that is dependent upon not only the personality or the opportunity factors, but also on environmental factors (Eremie, 2014). (Gacohi, Sindabi, & Chepchieng, 2017) asserts that the responsibility of choosing the course to pursue in the university is an essential career

task in the life of a student. Indeed, such career choices marks readiness for work life much as it determines the availability of future job opportunities of the learner.

From the reviewed literature, several factors have been cited as having influence on career choice. For example, (Kim, Ahn, & Fouad, 2016); (Hooley & Rice, 2019); Gacohi, 2017) and (Mundi, 2017) observed that family informational support, family expectation, family financial support and parental educational background may influence students' career choice. Students' values and characteristics, as well as school characteristics such as curriculum structure may also have influence on career choice (, Vergouw, Wigersma, Batenburg & Marlies, 2016). Other studies noted that the process of career choice is largely influenced by issues such as student's personal interests, misconceptions, mass media, teachers who teach the subject, parents' aspirations, prospects of getting a job, influence by peers, performance in examinations, knowledge that students have and contribution of career guidance teachers (Prof Henry K. Kiplangat; Prof Frederick B. J. A. Ngala, 2020); Mberia & Midigo, 2018; Okiror & Otabong, 2015).

Some of these factors have been investigated by diverse scholars to confirm their influence on career choice. For example, (Kimani, Kara, & Njagi, 2013) investigated teacher factors would influence students' performance. Their findings revealed that teachers' workload, administration of students' classroom assignment and completion of form four syllabuses significantly influenced students' performance. It is worth noting here that good academic performance provides flexibility in career selection as students are not limited by grades. It was further noted that interest in the subject had some linkage with personality type. (Mishra, Ismail, & Al Hadabi, 2017) observed

that school or academic advisors in secondary schools or colleges, as well as the availability of career information may also influence career choice

These scholarly works demonstrate that many researchers have investigated varied and diverse factors that influence career choice. Several factors have been brought forth to have contributed to the choice of career by Senior High Schools students. Training, provision of career information services and career counselling offered to students in private universities in Kenya Arguably, the development of such curriculum would check the career choice challenge among rural secondary school girls highlighted by (Hooley & Rice, 2019), where she notes that girls generally choose careers that are poorly paid to be in keeping with socio-cultural norms of the society.

From the studies, there are four recurring factors which influence career choice, namely; career guidance services, parental aspirations, and mass media. Additionally, financial outcomes, future job opportunities, social and print media, industrial mentors, personal dynamics and subject selection and grades that students achieve at form four level are also cited as determinants of career. However, whereas the aforementioned studies focused on factors influencing career choices among Senior High School students, there is none that investigated degree of influence that each had on career choice among Senior High School students in Nkoranza South. This study focused on the extent to which career guidance services, parental aspirations, and mass media on subject selection independently and jointly influenced career choice among Senior High School students in Nkoranza South District, Ghana.

2.3 Career Guidance Services and Career Choice

Career guidance refers to all activities that consist of planned experiences designed to facilitate the development of self-awareness, opportunity awareness, decision learning and transition learning skills. These activities form an individual's lifespan in relation to work-related and other relevant experiences, both inside and outside an organization (Sullivan & Baruch, 2009)

There are many life events that take place in people's cultural settings that often shape their values and expectations in relation to jobs. This implies that every person entering in a certain occupation needs to create an occupational profile for specific jobs and identify his or her unique abilities, talents and required skill. The creation of such profiles and ability to identify these unique personality traits rest with the provision of career guidance services within the education system of a country. The study reported several benefits accrued when career guidance services are provided to secondary school students. Some of the benefits highlighted in his study include;

1). Improved output in the job market. Improved output in the job market is a consequence of intensive career research on what suits individual student and aligning their abilities, interests and skills with the trends in the labour market. It is argued that when an individual chooses what he/she likes, they end up in careers that give them job satisfaction, and subsequent increased output, commitment and high adaptability in the organization.

2). Increased job employability rate, by enhancing availability of critical skills. When students receive comprehensive career guidance services, they are more likely to stick to a particular occupation when offered a chance. Arguably, change of jobs creates

unemployability due to high job turnover, job dissatisfaction, negative attitude toward the work and lack of motivation

3). Leads to high rate of school completion. When high school students are adequately guided on career choice, they are motivated to complete schooling and to perform well in their KCSE since they have a driving force on what they want to achieve, unlike those who have not gone through any career guidance.

In the present economic age, which can be termed as “economic globalization age”, all individuals are affected by an array of work-related concerns due to increased complexity and competition in the job market. Therefore, many people, particularly the youth, face serious challenges as they transit from school to the world of work. In order to tackle this problem and navigate the changes in the job market successfully, an individual requires extensive knowledge about self, education and occupational opportunities that are available (Hooley & Rice, 2018). In view of these studies, the present research underscores the need to embrace varied approaches to career guidance.

2.4 Parental Aspirations and Career Choice

Parental aspirations refer to the extent to which the parents or family members influence the career decision paths of children. Parental aspirations comprise of parental expectations, career related parental support and educational plans that parents have for their children. However, some parents have been found to have a misconception of what their expectations are, about their children’s career choices. This can be illustrated using hypothetical scenario of Joan and her mother. ‘Joan’, not her real name wanted to be a dancer but her mother insisted that Joan should enrol for a ‘real’ career like journalism since to them dancing was just a hobby. A similar

predicament is observed in two high school boys in Embu Country who lamented that their parents were persuading them into becoming a gym instructor and a doctor respectively, instead of pursuing their dream careers of comedy and newscaster respectively. Scholars have suggested that in order to achieve an effective education plan for their children, parents must be involved in their education both at school and at home and must discuss with them about their career choices (Watson, Verson, Seddon, & Wang, 2016). For example, a study by (Watson, 2016) revealed that Senior High School students in Australia who discuss with their parents their university aspirations recorded a higher aspiration and expectation to attend University. Parental involvement as a construct can be considered in four dimensions namely;

1. Parent-child communication about school. This aims at enhancing academic performance, school discipline as well as selection of subject in relation to career choice.
2. Home and environmental and monitoring. This is an essential aspect of parental involvement because the socioeconomic status of the family and family involvement in schooling has been found to statistically influence career among Senior High School students.
3. Parental participation in school related activities like attending class meetings, academic clinic days and other forums that discuss students' welfare.
4. Parental aspirations and expectations that basically express the hope or desire that parents have for their children in relation to career choice based on more realistic facts that are derived from well thought out process of career decision making. It is argued that parents who do not expect their children to enrol for courses in tertiary institutions are less likely to be involved in their secondary education.

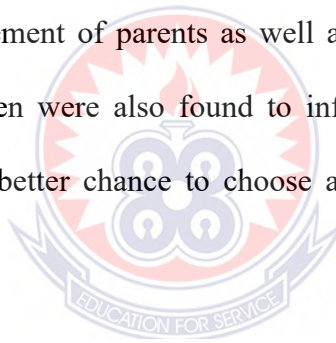
From the forgoing discussion, it is evident that parental involvement in a school setting is conceptualized as the act of the parents being engaged with children in school activities, providing instructions of academic skills, engaging in and out of school learning activities, being involved in school process, provision of the required learning resources, providing educational experiences and providing relevant learning. In addition, parental involvement can take many forms conveying both explicit and implicit expectations, and providing parental support and encouragement. Thus, parental discussion on future career expectations is necessary. (KUCCPS, 2019) contends that children's career choice is significantly influenced by their parents and as such if parents were involved in supporting and assisting the adolescents in their career aspirants, then they are more likely to pursue their dream careers.

However, KUCCPS cautions parents not to pressurize children into their (parents') career interests but encourage their children by giving them support, guiding them in decision making, motivating them to develop and achieve their academic goals and instilling in them a responsible attitude and positive outlook towards life (KUCCPS, 2019). Nevertheless, parents should help the students to carry out a self-assessment test in readiness for career choice, plan for possible career paths they can pursue in institutions of higher learning and encourage them to perform better in high school in order to increase their chances of being admitted to universities and colleges to do courses that are in line with their career path.

Another aspect of parental aspirations is control and monitoring. This involves exerting control over the child's learning environment, tracking and having knowledge of daily educational activities, and giving parental approval and communication between parents and children regarding achievements and schooling.

Likewise, students from disadvantaged socio-economic background were less likely to enrol in university education compared to those from higher socioeconomic background (Watson et al., 2016). (Muyalo, 2017) explains this scenario from three perspectives. First, he argues that students from such poor backgrounds often lack resources to go beyond secondary education unlike their counterparts from higher socioeconomic background. Secondly, parents of students from disadvantaged backgrounds hardly encourage them to maintain good grades that would lead them to university education. Lastly, unlike high social class parents, low social class parents have either limited or no time to spend with their children hence the subject of career choices was hardly discussed.

High educational achievement of parents as well as ability of the family to finance education of their children were also found to influence academic performance of students by providing a better chance to choose appropriate career paths (Muyalo, 2017).



Kenya observed that some parents especially those with low education attainment were unenthusiastic about educational matters of their children. No wonder majority of such parents had delegated their parenting duties to teachers and guardians. Further, (Ochieng, 2015) conducted a study on self-efficacy and academic achievement, particularly in Mathematics, among secondary schools in Kenya. He observes that 57% of the students did not believe in their ability in mathematics performance yet they expressed interest in mathematics-related courses. Such students, according to (KUCCPS, 2019) need to consult for clear insight from among others; parents, teachers, career guidance and counselling professionals, mentors, role models and people currently engaged in the profession and institution of their choice.

First and second year students in the faculty of education in South Africa and found out that family, parents and guardians play a significant role (30.83%) in occupational aspiration and career goals development of their children. In particular, family financial and education background greatly influences students on what career they choose at a specific period of their life assert that parents' educational background and financial ability can also affect students' education progression.

However, they stress that parents play a major role in the career choices of their children. This report corroborates with a study in China, the youth of ages 18-24 years and majority of whom were university students, ranked their parents as second most in influencing their career decision. Involving parents in the education matters of their children positively impact on learning both at school and out of school. This involvement surpasses parents' income and educational levels in influencing career choice (Muyalo, 2017). However, parents with limited exposure to knowledge and little experience in higher education levels may negatively influence students' future expectations to attend university (Watson et al., 2016)

These findings correlate with Watson et al. (2016) who investigated the influence of parents on secondary students' university aspirations in Australia. Though they agree that parental involvement was a strong predictor of higher education aspirations, they observe that a parent's communication of high expectations of the student to go to university does not always support the student aspirations to go to the university.

Different countries have used different approaches to tap the benefits of parental influence on students' academic and career success. In Singapore, for example, the education curriculum has included involvement in career guidance where the parents are first educated to ensure that they are able to guide their children through the

education and career decision making processes (Ministry of education, Singapore, 2012). Similarly, Parents Teacher Associations (PTA) was to heighten the combined involvement of teachers and parents in their children's education by assuming a partnership responsibility. In Kenya, Parents Association (PA) is mandated to encourage healthy working relationships between parents and teachers by assisting school management in monitoring, guiding, counselling and disciplining students among other functions (Ministry of Education, 2013).

In order to perform the above functions, parents are expected to have relevant knowledge and skills. In an interview with the standard newspaper on the role of parents in course selection, director Ma Taji advised parents to be knowledgeable on the emerging careers so that they do not ruminate on the old traditional course but rather allow children to explore more career options. However, while examining the role of BOM & PTA in district public schools in Pakistan in the context of conflicts and challenges, 50% of the parents did not have an understanding of their role, though 90% recognized PA as partners in the teaching and learning process. The PA members who were interviewed revealed that lack of training, lack of clear guidelines, lack of appropriate induction programs and lack of confidence were some of the challenges they encountered while carrying out their mandate. They also noted that parents with low level education were limited in their ability to provide accurate information and career guidance Kenya recommended the formulation of relevant policies to enable PA to be more useful in management. Asserts that there has been limited effort to involve parents on career choice of their children by schools, yet the parents are actively involved in other school activities.

However, their study left yawning gaps since the principals did not conclusively identify the nature of parent representing the students. Children career choice apprehensions are eased when parents approve of their decisions to prepare for a certain career through frequent discussions (Hairston, 2000; Watson et al., 2016).

The reviewed studies have showed that parental involvement, control and monitoring as well as parental approval of desired courses were important aspect of parental aspirations that influence career choice. However, studies were inconclusive on whether parental aspirations included parental involvement in the academic and career guidance of their children. Similarly, the extent to which parental role has been implemented in the public Senior High School was not well documented in literature thus the pertinent issue here was whether appropriate induction and training programs were in place and whether clear guidance policies were available to enable the parents make informed decisions on career choices of their children. Based on this gap, this study set out to assess the influence of parental aspirations on career choice among students in Senior High School in Nkoranza South.

2.5 Summary of Literature Review

The reviewed literatures were based on themes that emanated from the objectives of the study. From the literature reviewed in this chapter, it was clear that Senior High School students are faced with career choice challenges as they transit from school to the world of work. In order to tackle this problem, individuals require extensive knowledge about self, education and occupational opportunities that are available. This career information would be relevant if provided at Senior High School level. However, despite availability of good policy framework on career guidance, students had continued to experience difficulties in making informed future career decisions.

There were different approaches to career guidance that were reviewed in various studies but the extent to which they influenced career choice among Senior High School students had not been adequately addressed by researchers. This study therefore was concerned on the training needs of career guidance teachers, planning for career programs and activities; career budgetary allocation, and provision of relevant and diverse career services.

The reviewed studies have indicated that parental aspirations encompass engagement with children in school and out of school learning activities, providing required learning resources and instructions of academic skills and providing relevant learning experiences. However, studies were inconclusive on whether parental aspirations comprised parental involvement; career-oriented support as well as parental approval of desired courses; and whether these factors were important aspects that influenced career choice. Similarly, the extent to which parental role had been implemented in secondary schools was not well documented in the literature review of this study. Thus, the pertinent issue here was whether appropriate induction and training programs were in place and whether clear guidance policies were available in order to enable the parents to make informed decisions on career choices for their children. Based on this gap, this study was set out to assess the influence of parental aspirations on career choice among students in the Senior High Schools in Nkoranza South. Yet, not much was gathered on how the students were using the phone bearing in mind that mobile phones are nowadays used as a medium of accessing all other mass media. Therefore, this study had embarked on addressing these gaps by investigating the impact of mass media influence on students' career choice in Senior High Schools in Nkoranza South District.

Evidently, the reviewed literature applied quantitative methods of data analysis. At the globally scale, studies reviewed have empirically ascertained that career choices by secondary school students are a defining phase in their lives however difficult a task this is. Through surveying and interrogating literature on students in terms of factors that would influence their career choice, the researcher was able to understand the complexity in career choice. Locally, little research was done in line with career choices at secondary school level at the time of this study. The studies done globally, however, were geared towards planning appropriate career guidance and counselling interventions to secondary school students. There were a shortfall of well documented career choice works, as well as works on factors influencing career choice in Nkoranza South District. The few studies accessed by the researcher were based on either the influence of specific subject areas on academic performance, or they were case studies on particular career occupations. There was inadequate literature on the area of factors influencing career choice at the local scale. Consequently, the status of career choice among Senior High School students was therefore not available at the time of this study

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the procedures that were used in carrying out the study. Specifically, the chapter focuses on the research. It discusses the research design, the target population, sample and sampling procedure, data collection procedure, reliability of the instruments used, validity of the instrument used in analysing data, data analysis.

3.1 Research Design

A research study may be conceived in terms of research philosophy it subscribes the research strategies used, the type of research instruments employed, as well as the research objectives. A survey research design will be used, employing the quantitative approach. (Donkor, Donkor, & Kwarteng, 2018) defined survey as the use of cross-sectional, longitudinal and pooled studies using questionnaires or structured interviews for data collection with the intent of generalizing from sample to a population. According to (Personal & Archive, 2016) survey allows one to study large numbers of people through self-report measures supplied by interviews or questionnaires. Descriptive survey is a method of research whereby the phenomena under study are looked into at a particular moment and described precisely. It is a formal procedure of obtaining what is more or less insulated from the sample (Amoani-Arthur, Essien, & Omari, 2016). It is a technique of descriptive research that seeks to determine present opinions of a specified population.

3.2 Target Population

Population refers to the total number of human inhabitants of a specified area, such as a city, country, or continent, at a given time. Population study as academic discipline is known as demography. (Personal & Archive, 2016) defines target population as all the members who meet the particular criterion specified for a research investigation. The research will be conducted in three Public second cycle institutions in the Nkoranza South District, namely: Nkoranza Senior High/Technical School, Kwabre Senior High School, and Nkoranza Technical Institutes. The final year students are the targeted group from whom the information will be sought. The total number of students from Kwabre Senior High School is 52 are boys and 50 are girls. The total population of Nkoranza Technical Institute is 150 of which 70 are boys and 80 are girls. Also, the total population of Nkoranza senior High/Technical School is 137 of which eighty 80 are boys and 57 are girls. In all, this population consist of 202 boys and 187 girls. These groups of students are chosen because they are more likely to have a career in mind. They would soon complete school, and end up determining their career of choose a career without necessarily furthering their education and will be in better position to respond adequately to the questionnaire.

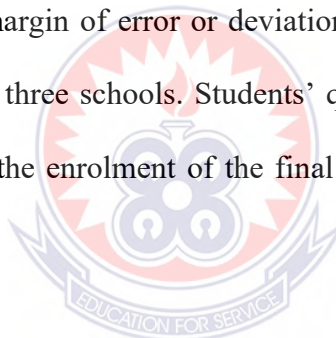
3.3 Sample size and Sampling Procedures

Sampling is the process of selecting a number of individuals for a study from a given population in such a way that, the individuals selected represent the large group from which they were selected (Wilson, 2016). It is a deliberate selection of a predetermined number of subjects from a given study for the purpose of representing the entire group of the study (Cantor, 1996). In order to obtain an in depth understanding of the factors influencing career choice of secondary school students and collect credible data, the researcher employed both probability sampling

techniques in this study. Probability sampling is a technique where a sample is selected using random selection so that each element in the population has a known chance of being selected (Sim, Saunders, Waterfield, & Kingstone, 2018). Probability sampling technique has less risk of bias and it enables one to make inferences from information about a random sample to the population from which it was selected (Cantor, 1996). Probability sampling techniques that were employed in this study were stratified random and simple random sampling techniques.

The sample size calculation that was used can be found in Cochran (1977) formula

$n = \frac{z^2 P(1-P)}{d^2}$, where; Z represents the level of confidence, P represents the population and d, representing the margin of error or deviation. Of 10%. A total of 78 students will be selected from the three schools. Students' questionnaire will be administered in each school based on the enrolment of the final year students and their programs offered.



3.4 Research Instrument for Data Collection

The main instruments used in the collection of data for this study were structured questionnaires. That is, questionnaire will be used for collecting data from students. The instrument was employed because the questions in the schedule were pre-determined standardized items meant to collect numerical data that would be subjected to statistical analysis. Questionnaire is a set of written questions answered by a large number of people that is used to provide information. It is an efficient tool for data collection in educational research because of its effectiveness in securing information from people. Structured questionnaire was used for the study because it was found to be appropriate for the research work and it was an effective instrument

to elicit the needed information from respondents. The questions in the schedule were closed-ended and answers outlined, giving respondents the opportunity to respond to simple questions. Likert scale items such as those that require responses like, Strongly Agree (5), Agreed (4), Undecided (3), Strongly Disagree (2), Disagree (1). A detailed questionnaire was designed for data collection. The instrument was designed based on the research questions of the study. It also sought to know how senior high school students make their career decisions and how these decisions affect their choice of academic programmes

3.5 Data Collection Procedure

It is a public knowledge among researchers that the instrument used in data collection is an important factor of determining the success or otherwise of any research paper. It is for this reason that questionnaire will be employed for collecting data for this research work. The researcher will be at the schools to administer the questionnaires personally to ensure maximum response. The investigator will explain the instructions and the various items to the students. This will explain the instructions and the various items to the students. This will help to obtain desired responses. Fifteen (15) minutes will be given.

A detailed questionnaire was designed for data collection. The instrument was designed based on the research questions of the study. The questionnaire consists of two sections. Section A deals with bio data and section B with the three main factors that influence students' choice of career. The questionnaire will be administered by the researcher right at the school premises.

3.6 Reliability of the Instrument

Validity and Reliability in research is the degree of stability exhibited when measurement is repeated under identical conditions. Research validity refers to whether the researcher actually measured what was supposed to measure and not something else. Reliability means that responses to the questionnaire were consistent (Ng, Burke, & Fiksenbaum, 2008b). To ensure reliability of the instrument, the questionnaire was pre-tested on twenty randomly selected respondents from St. Benedict Senior High School who were not part of the present study. The responses in the pilot helped to modify certain aspects of the questionnaire before they were administered in the main study and it also convinced the researcher that there was the need for an interview to elicit certain responses that could not be catered for by the questionnaire.

3.7 Validity of the Instrument

To ensure validity of the instruments, the questionnaire was submitted to my supervisor to scrutinize to ensure its validity. The researcher also gave the questionnaire to colleagues for peer review. The colleagues and supervisor added some questions and certain aspects of the questionnaire were rephrased for clarity. This helped clarify portions where participants did not understand. Thus, both face and content validity were established. With the face validity, items in the questionnaire were structured to measure what it is supposed to measure. With the content validity, the questionnaire covered the areas under study. For them to respond to the questionnaires. Answered questionnaires will be retrieved on the same day.

3.8 Data Analysis

The researcher will use the statistically descriptive statistical data analysis approach, the main tools are tables, frequencies and simple percentages that would be realised from the data collected to do the analysis. These statistical instruments will be use because they allow data to be organized for further analysis. It also allows large amount of raw data to be sorted. The response on the respondents will be analysed using mean and standard deviation on the Likert-type scale scored.



CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

This chapter presents the research findings, analysis and discussion of the results of the study according to the objectives. The process of data analysis and interpretation involves categorizing, ordering, manipulating, summarizing, interpreting data and comparing results with previous studies in order to come up with solutions to the problem under investigation (Bryman & Cramer, 2012). Simple tables, frequencies and percentages were used for analysing the data. The main focus of the study was to examine how senior high school students in Nkoranza South District make their career decisions and how these career decisions affect their choice of academic programmes. This was done through the use of structured questionnaire and semi structured interview in the data collection process. The total questionnaires administered and retrieved were 78, a credible and handsome return. Although returns of the administered questionnaires were described as credible and handsome, it does not mean that the researcher got everything on a silver platter. Follow-ups were made to homes of some respondents to retrieve administered questionnaires since data was collected during vacation classes. In analysing the results of the data collected through the study, data collected is analysed using descriptive statistics.

4.1 Personal Data

The Sex distribution, age distribution, and programmes pursued by the 78 students are analysed.

4.1.1 Sex distribution of students

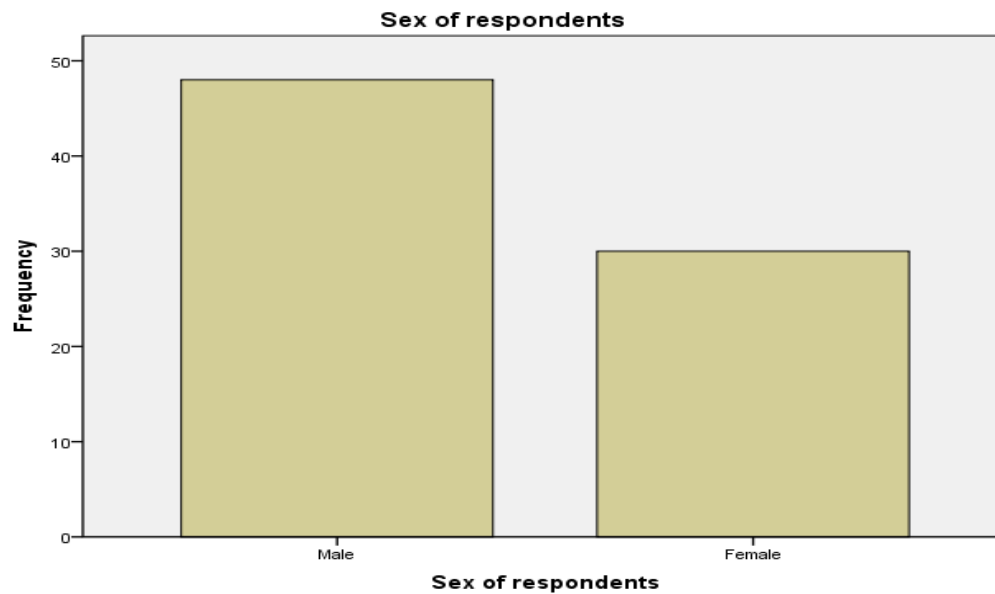


Figure 2: Sex Distribution of Students

Source: field survey, 2022

Data on the sex of respondents were collected as shown in Figure 4.1 indicates that out of the total sample size of 78 students, 48 were males representing 61.5% of the total number of respondents, while the rest 30 representing 31.5% were females. Looking at the population of the final year students in the district, it suggests that both male and female students were fairly represented as far as this study is concerned.

4.1.2 Age distribution of the students

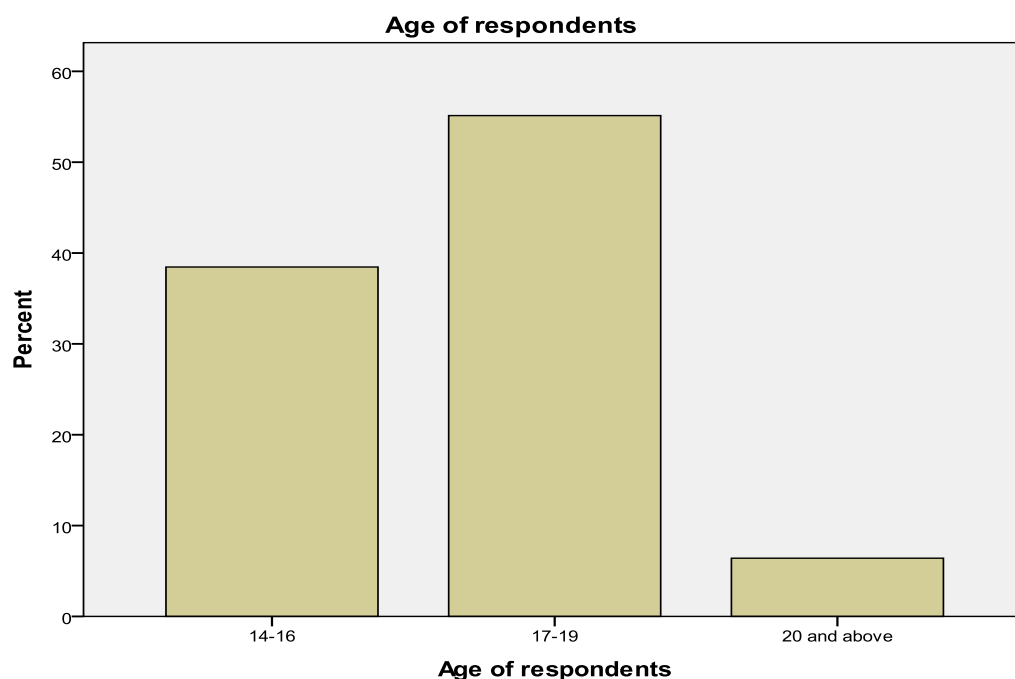


Figure 3: Age Distribution of Students

Source: field survey, 2022

The students were requested to tick the age range that applied to them as showed in Figure 4.2. With regard to the age of students, thirty of them fell within 14-16 range representing three percent (38.5%), forty-three of them were in the range 17-19 representing 51.1%, and 5 were in the 20 and above range representing 6.4% of the respondents. Thirty (38.5%) of the respondents were below the prescribe age for the senior high schools. Five (6.4%) of the respondents were also above the prescribed age for the senior high school students. The age range 17-19 years represents those students within the prescribed age for senior high students and they were the majority. It implies that majority of the students in the Nkoranza South District enrolled in school at the prescribed age.

4.1.3 Programme pursued by students

Question three in the bio data sought to find out the programmes pursued by the respondents in the second cycle institutions. The responses are shown in table 4.1.

Table 1: A Frequency Table Showing Distribution of Respondents by Programme

Programme	frequency (f)	Percentage (%)
General Arts	22	28.2
Science	14	17.9
Business	13	16.7
Vocational	19	24.4
Agriculture	6	7.7
Technical	4	5.1
Total	78	100

Source: field study, 2022

Data collected as showed above indicates that 14 respondents representing 17.9% of the sample size were offering Science; 22 respondents representing 28.2% were offering General Arts; 19 respondents representing 24.4% were pursuing Vocational programme; 6 of them representing 7.7% offering Agricultural Science; 4 of them representing 5.1% were pursuing Technical; and 13 of the respondents representing 16.7% were pursuing Business. The er of students offering Agricultural and Technical programmes were very low; which implies that low proportion of school leavers will go in for jobs in the Technical and manufacturing, and Agricultural sectors.

4.2 Career Goals Available for Students in Nkoranza South District

4.2.1 *Intended careers of students*

Items four on the questionnaire requested the respondents to state their intended choice of career. The responses were grouped as in Table 4.2 below. Table 4.2 indicates that 27 of the respondents representing 34.6% were of the intention to work in the Health Care sector, 13 of them representing 16.7% intended to serve in the Administrative, Managerial, and Administrative support sector, 5 of them representing 6.4% had the intention of working in the Technical and Manufacturing sector, 8 respondents representing 10.3%, intended to work in Communication and Legal Sector, 13 of them representing 16.7% intended to work in the Education and Other Services, 6 of the respondents representing 7.7% intended to work in the Agricultural related areas and another 6 of the respondents representing 7.7% intended to work in the security services.

34.6% of the respondents with the intention to work in the health sector and 7.7% to work in the agricultural sector showed that majority of the students are aiming at the health sector and very few at the manufacturing sector and agricultural sector which has only 6.4% of the respondents having interest in.

This may be as a result of the availability of very few industries in the country as a whole and specifically in the Bono East Region. This demotivates the students in the second cycle to choose a career in such fields since at the end of the day, their chances of securing jobs will be less or minimal relative to the other sectors. Also, the required skill that is needed for one to work in the manufacturing sector takes years to build especially in area of craftsmanship; this requires special training and technical education which very few of the respondents are interested in as illustrated in table

4.1. This finding is not different from that of (Onoyase & Onoyase, 2009) which indicated that a great number of students indicated their interest for prestigious career like health, Law, Engineering and administration instead of those that match their personality type and ability. Many students are ignorant of not only subject combinations that lead to their career, but also the type of course that fits their career, probably, this was why almost all the students took prestigious careers.

Table 2: A Frequency Table Showing Distribution of Students by Intended Choice of Career.

		Frequency	Percent
Valid	Health care sector	27	34.6
	Administrative, Managerial, and administrative support sector	13	16.7
	Technical and Manufacturing sector	5	6.4
	Communication and Legal Sector	8	10.3
	Education and Other Services	13	16.7
	Security services	6	7.7
	Agriculture	6	7.7
	Total	78	100.0

Source: field study (February, 2022)

4.2.2 *Special enquiries in career selection*

Students were asked whether they make enough enquiries concerning their desire careers and the response shows that, as illustrated in figure 4.3, 52 of the respondents representing 66.7% strongly disagree with the assertion that they make enough enquiries on their career choices, 19 of them representing 24.4% disagree with the statement and only 9% of the total respondents agrees with the statement. This shows clearly that students in the Nkoranza South District do not make any proper enquiries before the settle on them. This could lead to career mismatch taking into consideration the students' abilities.

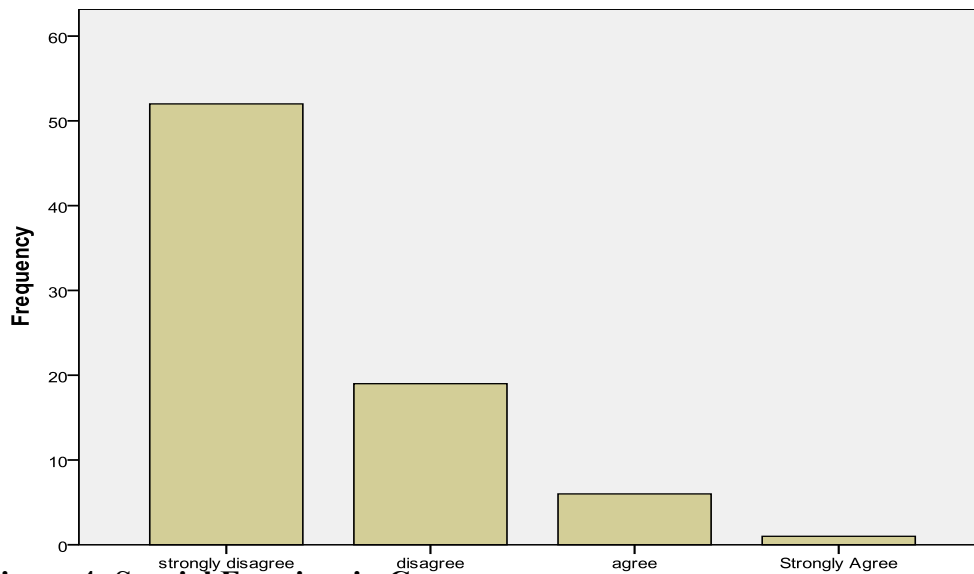


Figure 4: Special Enquires in Career

Source: field survey, 2022

4.2.3 Interest in intended occupation

Item five on the questionnaire sought to find out the extent to which a respondent has an interest in intended future occupation. The results are tabulated below; The background information revealed that, out of 78 respondents, 8 representing 10.3% disagree with the assertion that they have interest in their intended occupation, 10 of the respondents representing 12.8% are not sure of their liking of the intended profession. 39.7% of the respondents forming the majority agree to the fact that they have interest in the intended occupation in future. This means that, majority of students in the Tano North district have specific areas they have interest in working in future.

Table 3: A Frequency Table Showing in Intended Occupation

		Frequency	Percent	Valid Percent
Valid	Disagree	8	10.3	10.3
	Undecided	10	12.8	12.8
	Agree	31	39.7	39.7
	Strongly Agree	29	37.2	37.2
Total		78	100.0	100.0

Source: field study (March, 2022)

This finding is similar to the study of (Ng, Burke, & Fiksenbaum, 2008a) (Kobla, Odame-Mensah, Hammond, & Amoako, 2019) which showed that interest was the most motivating factor that influenced career choice among students in Sogakope Senior Secondary and Dabala Secondary Technical Schools without considering ability, monetary reward, and prestige. This suggests that, students in the second cycle institutions consider their interest in selecting career rather their abilities.

4.2.4 *Job is easy to access*

Respondents were also asked on how easy their intended occupations could be accessed and the responses are tabulated as follows;

Table 4: A Frequency Table Showing my Career job is Easy to Access

		Frequency	Percent	Cumulative Percent
Valid	Undecided	15	19.2	19.2
	Agree	27	34.6	53.8
	Strongly Agree	36	46.2	100.0
Total		78	100.0	

Source: field study (March, 2022)

The above information reveals that, 15 of the respondents representing 19.2% were not sure if their intended occupation is easy to be accessed, 36 of the respondents forming 46.2% of the total respondents strongly agree that their intended jobs are easy

to come by. This means that, majority of students in the second cycle schools in Tano North district choose careers that are accessible and easy to come by.

4.2.5 Good salary influences career choice

Respondents were also asked whether their career choice is being influenced by good salaries and the results are shown in table

Table 5: A Frequency Table Showing Good Salary Influence my Choice of Career

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	8	10.3	10.3
	Disagree	32	41.0	51.3
	Undecided	8	10.3	61.5
	Agree	26	33.3	94.9
	Strongly Agree	4	5.1	100.0
Total		78	100.0	

Source: field study (March, 2022)

Table 4.5 shows that, 40 of the respondents representing 51.3% disagree with the statement that good salary influences their intended career choice; 30 of the respondents representing 38.4% agree that good salary has influenced their decisions to choose such careers in the future. 8 of the respondents representing 10.3% were undecided. This means that, most of the respondents interviewed, have a genuine likeness to their intended occupations and not necessary the amount of remuneration they are going to receive.

This finding goes contrary to the viewpoint of that each individual would like to work at a place where there is effective machinery for negotiating pay increases or conditions for employment, where selection of most appropriate methods of calculating the wages or salaries which are important for cooperation and high

morale, and department for the setting of wages and salary scales and the procedure to be followed should be clearly defined.

4.2.6 Governmental policies and career choice

The respondents were requested to tick the range that applied to their opinions on how a government policy affects career choice and the response is shown below.

Table 6: A Frequency Table Showing Government Policy affects Career Choice

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.7	7.7
	Disagree	13	16.7	24.4
	Undecided	7	9.0	33.3
	Agree	31	39.7	73.1
	Strongly Agree	21	26.9	100.0
Total		78	100.0	

Source: field study (March, 2022)

The response shows that 52 of the respondents representing 66.6% agree to the statement that government policy affects career choice of second cycle schools in Tano North district while 19 of the respondents representing 24.4% disagree with the statement, 9% of the respondents were not sure of the statement. This means that, government policy does affect career choice as most people who initially planned of working in the administrative sectors reversed their decisions because of the frequent embargo on employment being imposed by government in recent years. Again, the intension of government to cancel teacher and nursing training allowances has demotivated many students in the second cycle institutions to choose such areas of occupation in the future.

4.2.7 Thinking about career choice now is a waste of time

Respondents were also asked on their views on career selection in their periods at the senior high school. 44 of the respondents forming 56.4% of the total respondents

disagree with the statement that thinking of career choice at this stage is a waste of time. 27 of the respondents representing 34.6% agree with the statement and 9% of the respondents were undecided. This shows that, majority of senior high school students in the Nkoranza South District believe that career selection at the senior high school level is very important and hence, the necessary attention should be given to it.

4.3 The steps involved in the selection of career goal for student in Nkoranza South District

4.3.1 *There is a lay down steps students follow to make career decisions*

Item ten on the questionnaire sought to find out if there is a lay procedure or steps that students follow in making career decisions. The findings are tabulated below in table 7

From the respondents, 67 representing 85.9% disagree with the assertion that there is a lay down steps students follow in making career decision. Only 6 of the respondents agree with the statement. This means that there is no formal guidance given to students to assist them makes career choices, only the student that decide what is best for them base on their ability and interest.

Table 7:A Frequency Table Showing There is a Lay Down Step I Follow to Make career Choice

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	40	51.3	51.3
	Disagree	27	34.6	85.9
	Undecided	5	6.4	92.3
	Agree	6	7.7	100.0
Total		78	100.0	

Source: field study (March, 2022)

This brings to mind the findings that majority of students in the second cycle schools in Ghana are not aware of major occupation groups in Ghana, knowledge of training and qualification necessary for employment in the various occupations, conditions of work, earning and other rewards of occupation, and did not have better understanding of their career interest, aptitudes and abilities mostly because of the unavailability of career selection processes. Most of them were concerned about their future career and were of the view that there was inadequate career guidance in the school.

4.3.2 Workshop on career selection

Item eleven on the questionnaire sought to find out whether the respondents have attended some career workshop that will aid them in making career selection and the results reveals that all the respondents do not agree with the statement as shown in table 8. This means that student in the senior high school at Nkoranza South District do not get any orientation or training on career selection processes. There is no significant difference between the results of this project work compared with the past research work conducted. Students chose career without considering the factors that influenced career choice such as career workshop. In his study, he interviewed 200 students and 74% of those interviewed do not attend any career workshop before taking a career decision. This makes it difficult for students to get the clear-cut career plans. Training has become a constant force for both at work and in life outside of work. However, training often brings opportunities, flexibility, versatility and adaptability during transitional times, which can be the keys to career- building success.

Table 8: A Frequency Table Showing I have Attended a Workshop on Career**Selection**

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	40	51.3	51.3
	Disagree	38	48.7	100.0
	Total	78	100.0	

Source: field study (March, 2022)

4.3.3 *My parents influenced me choosing my senior high school course*

This item on the questionnaire sought to find out the influence the parents exert on students choosing their senior high school courses and it was revealed that, as tabulated in table 4.9, 33 respondents representing 42.3% disagree with the statement that parent and influence them in selecting their senior high school courses while the majority of the respondents forming 57.7% of the total respondents agree with the statement that their parents and teachers influenced them selecting their senior high school courses. This finding is not different from the previous studies by (Jungen, 2008). He studied 100 students from schools. The results revealed factors such as parents, peer group pressure, societal valued jobs and the school teachers directly influences students' choice of career. This means that, students are more likely to set up a career goal base on what their environment tells them; generally, the choice of a career is influenced by parents, teachers, and counsellors. (Abiodun, Husseini, Fati, & Florence, n.d.) stresses that parent sometimes censoriously set up standard worthy of emulation for their children and this motivates them to be achievement oriented.

Table 9: A Frequency Table Showing Parents Influence me on Career Selection

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	13	16.7	16.7
	Disagree	20	25.6	42.3
	Agree	19	24.4	66.7
	Strongly Agree	26	33.3	100.0
Total		78	100.0	

Source: field study (March 2022)

Parents were asked to describe how they influenced the career path of their children. One parent narrated how she spotted outstanding public speaking ability in her child and hence started building and growing the identified talent. Similarly, another parent said that she noticed that her daughter was good in languages and hence the parent convinced the child to take journalism course; the parent further said, “I bought lot of books for my child to read and also looked for opportunities for her to make speeches in various gatherings in order to build confidence”. Other responses regarding how parents were involved in influencing careers of their children were discussed as follows:

1. Giving advice on why some careers are better than others. A majority of the parents asserted that they were involved in discussing with their children on the most marketable and possible careers that they should consider pursuing.
2. Allowing the child to choose the career that is going to help in securing a good paying job. Most parents were more concerned with their children’s socio-economic life rather than career satisfaction; hence they were found to encourage them choose the careers with high economic returns
3. Provided information on the job opportunities available in given careers. Some parents stated that they sourced for information from various sources like newspaper, career books, TV, mobile phones and radios and discussed with their children what such careers entails and what it takes to pursue them.

4. A majority of the parents also guided children on career choice based on their strong subjects in high school because subject selection was the foundation on preferred career choice.
5. Some parents agreed to have discussed with their children and provided advice on career path according to their performance in the subjects they were studying.
6. Some parents argued that students perform well if they have a clear career path. To have an idea of what their career paths entailed most parents admitted to have shown and connected their children with mentors.

From the results, it emerged that parental aspirations play a key role in influencing career choice among public secondary school students. This is manifested through the provision of moral support, discussing and monitoring academic progress of students at school and at home; encouraging children to seek information on careers, and rewarding students when they perform well in school. These findings correlate with (Ombaba & Keraro, 2014) who observed that 75.8% of the girls' respondents affirmed that their occupational choices were influenced by their mothers. A study on parental factors that influence career choice among high school students in Nairobi County by (Mwaa, 2016) also reported that 74.4% of the respondents agreed that their parents had provided the relevant educational opportunities, encouragement and resources for their educational development while 37.3% were certain that their parents were able to finance their 147 vocational aspirations regardless of career chosen. However, 68.7% agreed that the parents encouraged them to consider many different educational and career options. Earlier, on, (Hairston, 2000) noted that children often indicated that their career choice apprehensions were eased when parents approved their decisions to prepare for a certain career and that parental support indicated career choice approval and elicited expressions of pride and

satisfaction among students. Further, (Olusola Isaac, 2010) noted that young adults understanding of their parents' expectations will influence their own career decisions, depending on whether the adolescent feels the need to go along with their parents' views or to rebel against them. From the foregoing discussion, it is clear that parental aspirations exert substantial influence on career choice of their children. This implies the need for parents to deliberately communicate their expectations to their children without being overly persuasive. Also, the strength of the parental influence can be harnessed by educating the parents on career choice. Through this, parents can stir students to areas that align with one's interest based on the career information that is available to the parents.

In this study, the parental influence in career choice was noted to be beyond the subject selection. The social-economic status was reported by majority of the parents as having substantial influence on some students. This was evidenced by comments received from parents during interview session on the question that sought their opinion on whether the availability of finances in the family influences career paths of their children. Parents' responses were discussed as follows:

1. Availability of financial resources makes it possible for parents to pay for whatever career a child wants or is interested in despite its cost. Similar observations were made by (Muyalo, 2017) who indicated that the ability of the family to finance education of their children was also found to influence academic performance of students hence, provide a student better chance to choose appropriate career paths.
2. With stable finances, a family can focus and fund career path of a child rather than allowing her /him to take any career that comes on their way. Students had

difficulties in career decision making with those at risk of poverty and social exclusion being highly affected.

3. In many cases, a child may be having the potential to take up certain course; for example, medicine course, but family finances inability deters him/her to do it. Hence, one ends up taking up a course that favours the family's financial ability. (Liu, McMahon, & Watson, 2015) asserts that students from disadvantaged socio-economic background where less likely to enrol in university education compared with those from higher socioeconomic background.
4. The availability of finances influences the career paths because some careers are too costly hence poor family may not afford. Muyalo (2017) argued that students from such poor backgrounds often lack resources to go beyond secondary education unlike their counterparts from higher socioeconomic background.

The study further noted that the education level of parents played a crucial role in assisting their children make informed career choices. Many described parental education as critical in providing informed guidance to the child. A parent said, "When the parents are educated, they can tell the requirements for students to pursue certain careers and intentionally encourage them to work on those areas". It was also clear that educated parents are able to notice talents in their children in early stages in life, and hence use their knowledge and exposure to help them make better career choices.

The results support the claims that, In America,(Sarah Wambeti Njogu, 2019) purported that the career process of young people can be compared to rocks in a rock polisher. All kinds of people grind away at them but parents are the big rocks in the tumbler. Similarly, other American studies also reveal that, even if schools had the

resources with which to meet young people's career needs, neither teachers nor counsellors can replace the influence parents have on their children (Baloch & Shah, 2014). Besides parents, other American family members are viewed as influential in their children's career choices (Ojeda & Flores, 2008b). The results further support the work of (Bracey, 2008). According to his study, by using the specific roles of parents in influencing their children's career aspirations, the literature clearly identified mothers as the most influential parents (In early childhood, many African American children, especially, African American females are influenced by the aspirations of their mothers. (Bracey, 2008) also found that the employment status of mothers, as well as the mother-child relationship, influence the vocational outcomes of African American children. In a study of students from two schools in a Midwestern city in the USA, (Paa & McWhirter, 2000) discovered that 'both girls and boys identify their parents as important influences on their career expectations' and that both boys and girls indicated that they considered their parents influence to be positive.

Again, (Irakoh, 2020) revealed that German families influence students' career choices. All these studies were carried out in completely different environments from the current study. Parents influence career choices in a number of ways, for example, parental support and encouragement. A study carried in Kenya reflects that when adolescents require information on topics such as career planning, they consult their parents (Boateng, 2018). Although the study was similar to the current study in terms of focus and objectives, the study used a qualitative approach which limits the objectivity and generalisability of results

4.3.4 Teachers influence my choice of career

Information gathered from the respondents reveals that, as illustrated in table 5.0, 46 of them representing 59% of the total respondents disagree with the statement that teachers influence their choice of career. 32 of the respondents representing 41% of the total respondents agree with the statement. Very few of them were influenced by the teachers. It suggests that career decisions taken by students are mainly influenced by students themselves or their parents with little influence from others.

The finding also showed that the choice of career of students can be influenced by teachers also. This situation implies that teachers have a lot to do in the form of guidance activities to equip students to make informed decision as far as the choice of their career is concerned. The view that career education and guidance are often considered to be the sole responsibility of the specialist career guidance staff, rather than the joint responsibility of all members of the teaching staff has to be discarded.

Table 10: A Frequency table Showing Teachers Influence my Choice of Career

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	27	34.6	34.6
	Disagree	19	24.4	59.0
	Agree	25	32.0	91.0
	Strongly Agree	7	9.0	100.0
Total		78	100.0	

Source: field study (March 2022)

In similar study, (Leong, 2014) reiterated the importance of teachers in the career guidance when they purport those teachers were second most important group in helping students choose their careers. According to (Senyonyi, Ochieng, & Sells, 2012), British school teachers can identify aptitudes and abilities and encourage

students to take certain subject options, take part in work experience or employment visits.

The results from the current study support the assertion that, in developed countries, career guidance is not solely the duty of the school counsellors and teachers but also includes independent counsellors. Such counselling may require a fee which could deter some students from getting that help. However, (Balin & Hirschi, 2010) advocate that the students who do not go to independent counsellors to seek help may benefit from classroom career guidance, where they may have the chance to build relationships with school counsellors and become more comfortable in seeking one-to-one interactions later in the process. School career counselling may be the answer for those who may have problems with attaining professional guidance offered elsewhere.

Coupled with the above, it was evident elsewhere that career guidance teachers in schools have an important role in advocating for broad based career plans that focus on the student's interests and abilities and that will increase future career options (Sheridan, Hoyt, & Imazeki, 2014). Similarly, (Obiyo & Eze, 2015) emphasised the role of career guidance teachers when they stated that American school guidance teachers are uniquely positioned to stimulate students' interest in the health professions. In the same American study, it was revealed that many of the focus group participants felt career guidance teachers were largely helpful.

4.3.5 Career guidance

This item on the questionnaire sought to find out whether students in the Tano North district receive any career guidance when selecting their career choices and the response shows that 22 of them representing 28.2% strongly disagree with the

assertion that they receive career guidance from their schools in making career choices, 44 of them representing 56.4% disagree with the statement and the remaining 12 of the respondents were not too decisive on that statement. This suggest there is little or no career guidance counsellors in the schools and that is affecting the students when it comes to making good decisions that will affect their future. This is illustrated in figure below

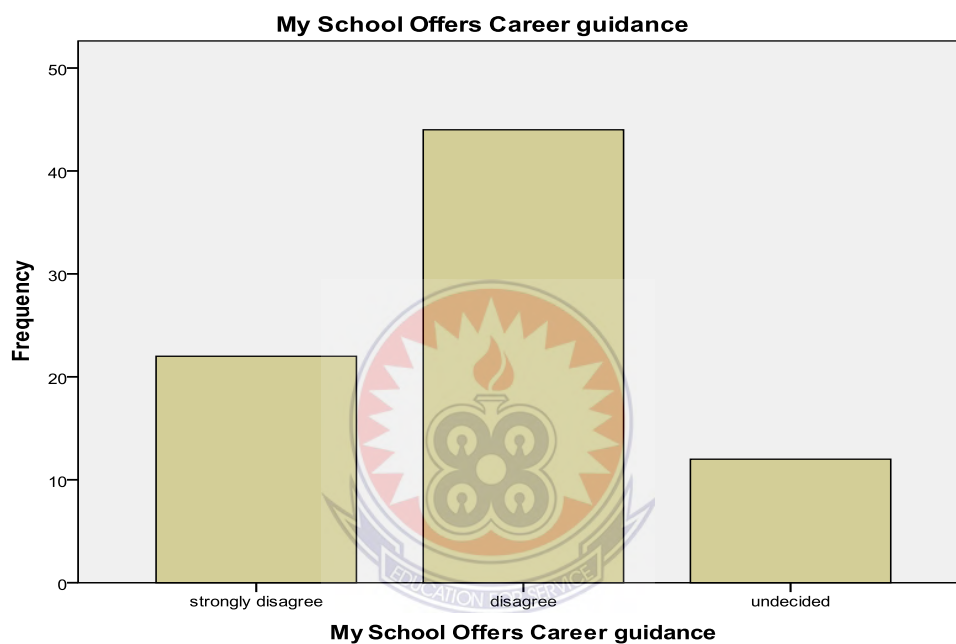


Figure 5: Career Guidance

Source: field survey, 2022

Similarly, decision-making is one of the basic tenets of Bandura's Social Cognitive theory which emphasises self-efficacy. According to Social Cognitive Theory, self-efficacy entails the belief in one's capability to succeed on a given task. Hence, students are likely to choose careers based on whether they have the capacity to do well in their chosen careers. If career guidance enhances the acquisition of self-efficacy, it was critical for the current study to establish its influence in Ghana.

(Bardick, Bernes, Magnusson, & Witko, 2004) revealed that a proactive career counselling approach that benefits Canadian students would include building trusting relationships with students, encouraging them to closely examine and explore their occupational interests, providing students with information about the stages of decision making involved in career planning and guiding them in their search for information about careers. This could build trust and legitimacy in the counsellor making him or her influential in the students' career choices. (Bardick et al., 2004) further purported that counsellor who wish to become more influential in students career planning may need to become more actively involved in students' everyday lives. Career guidance is not only confined to the classroom but could be extended to the external world.

Robert's review (2011) noted that, teachers' subject knowledge and teaching style are vital factors, but it is often their enthusiasm that capture pupil's interest and motivated them to study a subject. (Roberts, 2013) found that Continuing Professional Development (CPD) generally among teachers was found to be lacking; it is worrying that few teachers develop their subject knowledge through CPD.

4.4 What School Factors Influence the Choice of Career Among Senior High School Students in the Nkoranza South?

4.4.1 Peer advice on careers is essential to fellow students

The findings are tabulated below in table 4.7.

From the respondents, 67 representing 85.9% disagree with the assertion that there is a lay down steps students follow in making career decision. Only 6 of the respondents agree with the statement. This means that there is no peer advice to students to assist

them makes career choices, only the student that decide what is best for them base on their ability and interest.

Table 11: A Frequency Table Showing Peer Advice on Career is Essential to Fellow Students

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	40	51.3	51.3
	Disagree	27	34.6	85.9
	Undecided	5	6.4	92.3
	Agree	6	7.7	100.0
Total		78	100.0	

Source: field study (March 2022)

The results support the work of (Fizer, 2013) who also found that many students choose their careers based on their academic ability. However, some students work habits do not match the field of study they have chosen. These students may experience low satisfaction with the field of study they have chosen. Such students may find their chosen field to be challenging and uninteresting. Therefore, career guidance plays an important part with such students in assisting them to choose a field of study.

The results further support the work of (Hoyt, 2014) who mention that preparedness is an important element in making a career choice, learners could benefit from extra interventions in assisting them to be prepared for life after high school. A study that focused on interventions for assisting learners to be prepared for career choice indicated that learners proved to be better equipped to make a career choice, after attending a workshop. Furthermore, the study indicates that through interventions learners are equipped in planning for their careers which assists them in their career

preparedness. It is also said that there are cost effective ways to assist learners to make appropriate career choices, such as workshops.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The data analytics were covered in the preceding chapter. Discussion, a summary of the findings, conclusions, and recommendations are all covered in this chapter. It also proposes areas for further research on the study conducted to determine characteristics that influence students' profession choices in Nkoranza South District Senior High Schools.

5.1 Summary of Findings

The study's goal is to find Senior High School pupils in the Bono East Region's Nkoranza South District. The questionnaire was utilised as the tool. The statement in the questionnaire required respondents to choose one of the 5 options: strongly agree, agree, uncertain, disagree, and strongly disagree on the 5 points Likert scale.

The respondents were randomly chosen from 389 students to which 78 students from three senior high schools in the district were selected. The data collected were analysed using descriptive statistics. The main findings are summarised below:

1. On intended career of the respondents, majority of the respondents representing were of the intention of working in the Health Care sector. Very few of the respondents were interested in working in the agricultural and industrial avenues mainly because of the little incentives in the agriculture sector and unavailability of industries in the district.

2. In terms of student's interest in their chosen occupation, the majority of the respondents stated that they are interested in their desired occupation and choose it based on that interest.
3. Majority of the students believe that their intended career choice is easy to access. This means that, students in the Nkoranza South District make career choice taking into consideration how accessible their choice is before settling on them.
4. The majority of the students polled disagreed with the assumption that a decent wage influenced their profession choice. This implies that the students make decisions based on their significant interest in a certain sector of work rather than the monetary compensation they would receive.
5. Majority of the students interviewed agreed with the fact that government policies do influence career choice and therefore considers the policy direction of the government when making the career decision.
6. Largely, the students interviewed agreed to the assertion that thinking about career choice as a senior high school student is not a waste of time. This means that career selection needs a very serious attention in the senior high schools in the district since the students consider it as paramount.
7. Mostly the students interviewed disagreed with the statement that there is a lay down step they follow in making career choice. This makes it difficult for the students in making career decision Students in Nkoranza South District Senior High School do not attend Any career workshops, which has an impact on their profession choice.

5.2 Conclusion

The study clearly shows that:

1. Parents influence students' career selection process in the Nkoranza South District. Parents, based on what they would like their children to be in the future, guided students in selecting their courses of study at the senior high school. It was found out that there was no school counsellor in the school visited to guide the students on the choice of career as well as how or what subject the students should read for a specified choice of career.
2. Lack of proper laid down procedures or steps to guide students in career selection process affects students in making good career decisions that will have influence in their lives in future. Students don't attend workshops on career selection and explorations and this limit their abilities to exploit their full potentials since they know little on what they can do.
3. Both teachers and parents have a role to play in influencing students' choice of career as educators and providers of students' need respectively if they are to make an informed judgement as far effective career choice is concerned. Their guidance and contribution will go a long way to change the lives of their students and their wards respectively. Parents, knowing what is best for their children, should also consider their abilities when assisting them choosing their courses at the senior high school.

5.3 Recommendations

In the light of the findings made in this study, it is recommended that;

1. All teachers should be equipped with counselling skills by the Ghana Education Service to enable them involve in career guidance activities of the

school. Career education and guidance should be the responsibility of the entire staff and not only the career guidance specialist.

2. Persons that offer career advice to students should ensure that they are well informed so as to provide accurate information that will lead students to make correct career choice. Career counsellors should provide students with experiences that expand the exploration process and a wide range of career information on all the available careers so that they can be able to explore widely before making their choices.
3. The Government has to recognize career guidance as one of the school subjects and attach to it the same value like other subjects. This will ensure that all schools in Ghana treat career guidance equally, and not only the schools, which can afford qualified career guidance teachers. To make it interesting, it could be blended with topics in social studies, such as decision-making skills, HIV/AIDS and other social and economic related problems, which are facing the youth today.
4. The study also recommends that parents and teachers should motivate their children and wards respectively to have higher goals than to only finish school. Parents could also contribute to the development of their children if they try to find out what their children's interests, abilities and aspirations are from an early age and try to develop those areas.
5. District education directorate should also take career development serious by organising career workshops in all educational districts. With this, seasoned entrepreneurs and career men and women could be invited to give speeches and training as a form of motivation to the students and this will go a long way to help them make good career choices.

5.4 Suggestion for Further Research

Since this study was limited to 3 schools in Nkoranza South District, a further study will be necessary to cover other schools in the district so as to establish a holistic trend regarding the career decision of senior high school students and how these decisions affect their choice of academic programmes.

Also, career decision making is a crucial moment in the life of every individual, therefore much care must be given to youngsters in this regard at their early stages in life. This implies that serious research is required to discover how students make career decisions at their early years in school.

The present study focused on the factors that influence the career choice among Senior High School Students in the Bono East Region of Ghana. Further studies are required from other District in the country to collaborate the findings of the present study and to ensure their generalizability.

Finally, detailed research is required to investigate into the various role teachers, parents and society play in the career decision making of students.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF POST GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

The study seeks to find out **determinants that influence the career choice among Senior High School students in the Nkoranza South District in the Bono East Region**. Your full input will help make informed decisions about determinants that influence the career choice. It would therefore be appreciated if you could provide responses to all items on the questionnaire, and do it honestly. You are assured of complete confidentiality and anonymity of all information provided. Nothing will ever be published or reported that will associate your name and/or school with your responses to the survey questions. Therefore, you should not write your name, and/or school name on any part of the instrument. Your participation in this study is completely voluntary. Again, questions on this survey instrument have gone through a thorough review by professional at the University of Education, Winneba and have been declared ethical for educational research. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this instrument, it will take you 10 minutes to complete it.

Thank you.

SECTION A: Demographic Characteristics

Answer the questions by ticking (✓) the required information on the spaces provided.

1. Sex: Male Female

2. Age

14 – 16 17 – 19 20 and above

3. What programme are you offering? Please tick.

Science (Gen.) General Arts Vocational

Agricultural Technical Business

4. Which occupation or profession would you like most to engage in when you complete your education? Please tick

Health care sector

Managerial, and administrative support sector

Technical and Manufacturing sector

Communication and Legal Sector

Education and Other Services

Security services

Agriculture



SECTION B

Read carefully and select the career goals available for you in your school district.

	Statements	Strongly Agreed 5	Agreed 4	Undecided 3	Disagree 2	Strongly Disagree 1
5	I have interest in my intended occupation	5	4	3	2	1
6	My career job is easy to access	5	4	3	2	1
7	Government policies do affect choice of career among senior high school students	5	4	3	2	1
8	Good salary influences my choice	5	4	3	2	1
9	Thinking of career choice is now waste of time	5	4	3	2	1
10	I made special effort. (eg, enquires, reading) to obtain more information	5	4	3	2	1

SECTION C:

Read carefully and select the one that best fit your opinion on the lay down steps available in your districts that help you make career decision.

	Statements	Strongly Agreed 5	Agreed 4	Undecided 3	Disagree 2	Strongly Disagree 1
11	my parents influenced me choosing my senior high school course	5	4	3	2	1
12	my teacher/school counsellor assisted me choosing my senior high school course	5	4	3	2	1
13	Searching career information on the web	5	4	3	2	1
14	My school offers enough career guidance to help me to make a sound career choice.	5	4	3	2	1

APPENDIX B

INTRODUCTORY LETTER



10th February, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, ISAAC ARHIN, the bearer of this letter who is a student in the Department of Educational Foundations of the University of Education, Winneba. He is reading POST GRADUATE DIPLOMA IN EDUCATION with index number 200049628.


He is conducting a research on the topic: DETERMINANTS OF CAREER CHOICE AMONG SENIOR HIGH SCHOOL STUDENTS IN THE NKORANZA SOUTH DISTRICT, GHANA. This is in partial fulfilment of the requirements for the award of the above mentioned degree.

He is required to gather data through observation for the said research and he has chosen to do so in your outfit.

I will be grateful if he is given permission to carry out this exercise.

Thank you.

Yours faithfully,


DR. RICHARDSON ADDAI-MUSUNKUM
AG. HEAD OF DEPARTMENT

