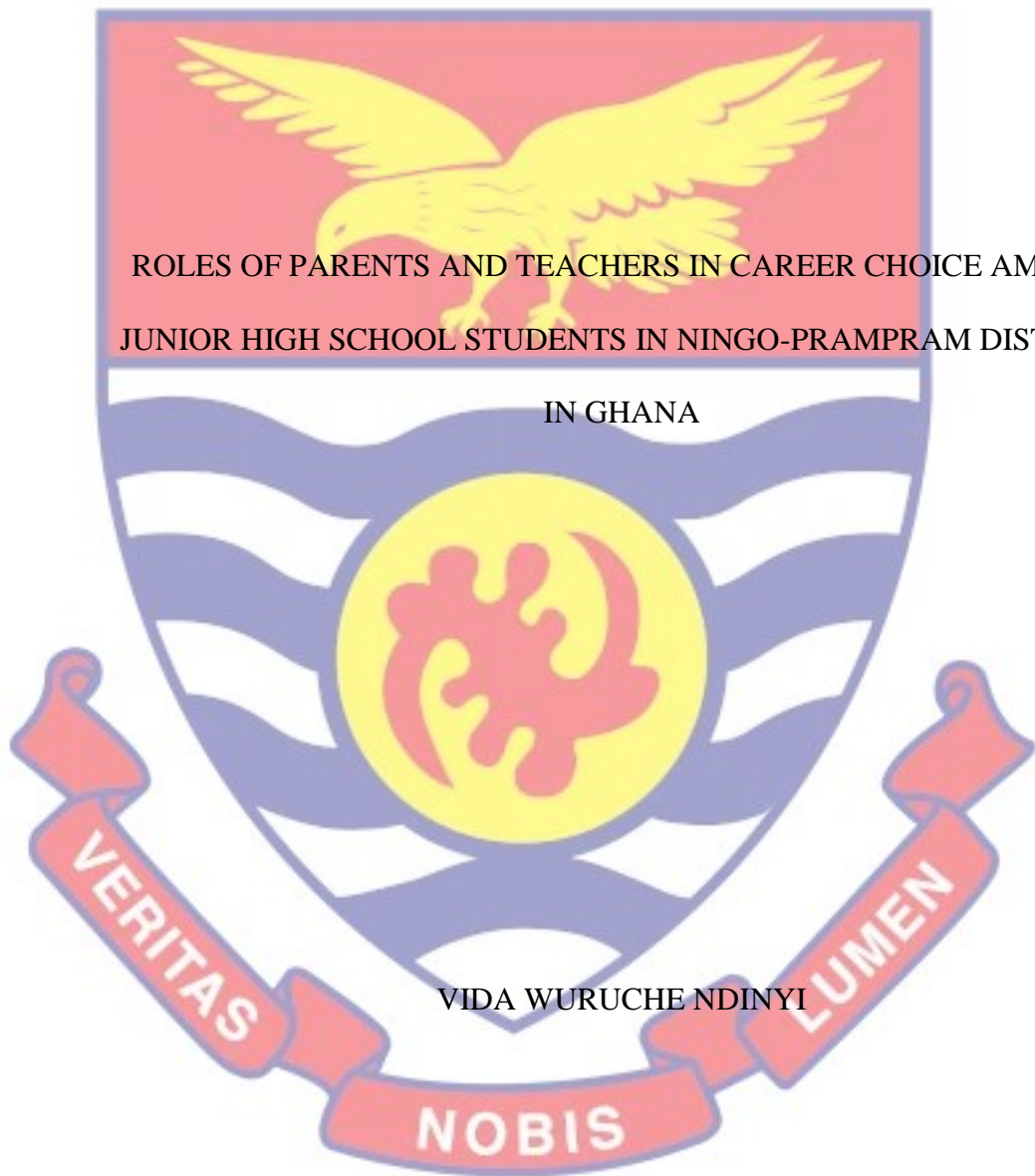


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2022



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ROLES OF PARENTS AND TEACHERS IN CAREER CHOICE AMONG
JUNIOR HIGH SCHOOL STUDENTS IN NINGO-PRAMPAM DISTRICT
IN GHANA

BY
VIDA WURUCHE NDINYI

This thesis submitted to the Department of Guidance and Counselling of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast in partial fulfillment of the requirements for the award of
Master of Philosophy in Guidance and Counselling

MARCH 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

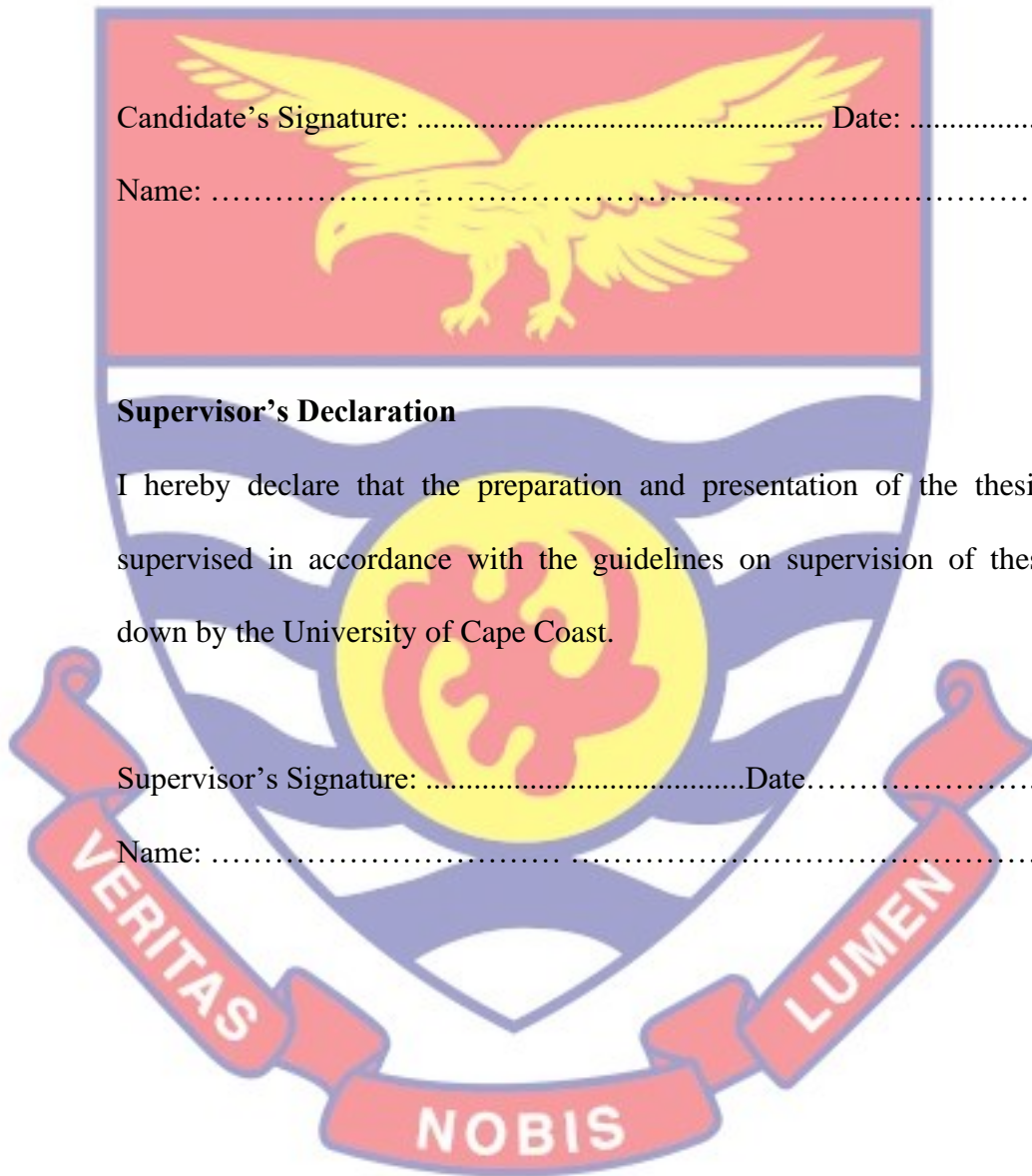
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name:



ABSTRACT

This study investigated the involvement of parents, teachers, and students in career choice among Junior High School students in the Ningo-Prampram District. A convergent parallel mixed method design was used to conduct the research. A multi-stage sample technique was used to choose 90 teachers, 400 students, and 12 parents. Parents' information was gathered through an interview guide, while teachers' and students' information was gathered using a questionnaire. The qualitative data was analyzed using thematic analysis, while the quantitative data was analyzed using means and standard deviation. Parents were found to have a significant influence on their children's profession choices. The study found that teachers have a considerable impact on students' career choices. Teachers achieve this through offering job information to students, counselling them on potential career alternatives, and keeping track of their personality traits and job interests. The study further revealed that students took career advice from peers, share career information with peers, look-up for peers' careers. Also, their academic performance, confidence and interest in the subject play significant roles in their career interest. It was proposed that the Ministry of Education, in collaboration with administrators, strengthen the skills of parents and teachers through training, workshops, and conferences so that they can better support their children in making good career choices. As a result, career counselling services may promote decision-making behaviour indirectly.

KEY WORDS

Career choice

Career counselling

Junior High School

Parents

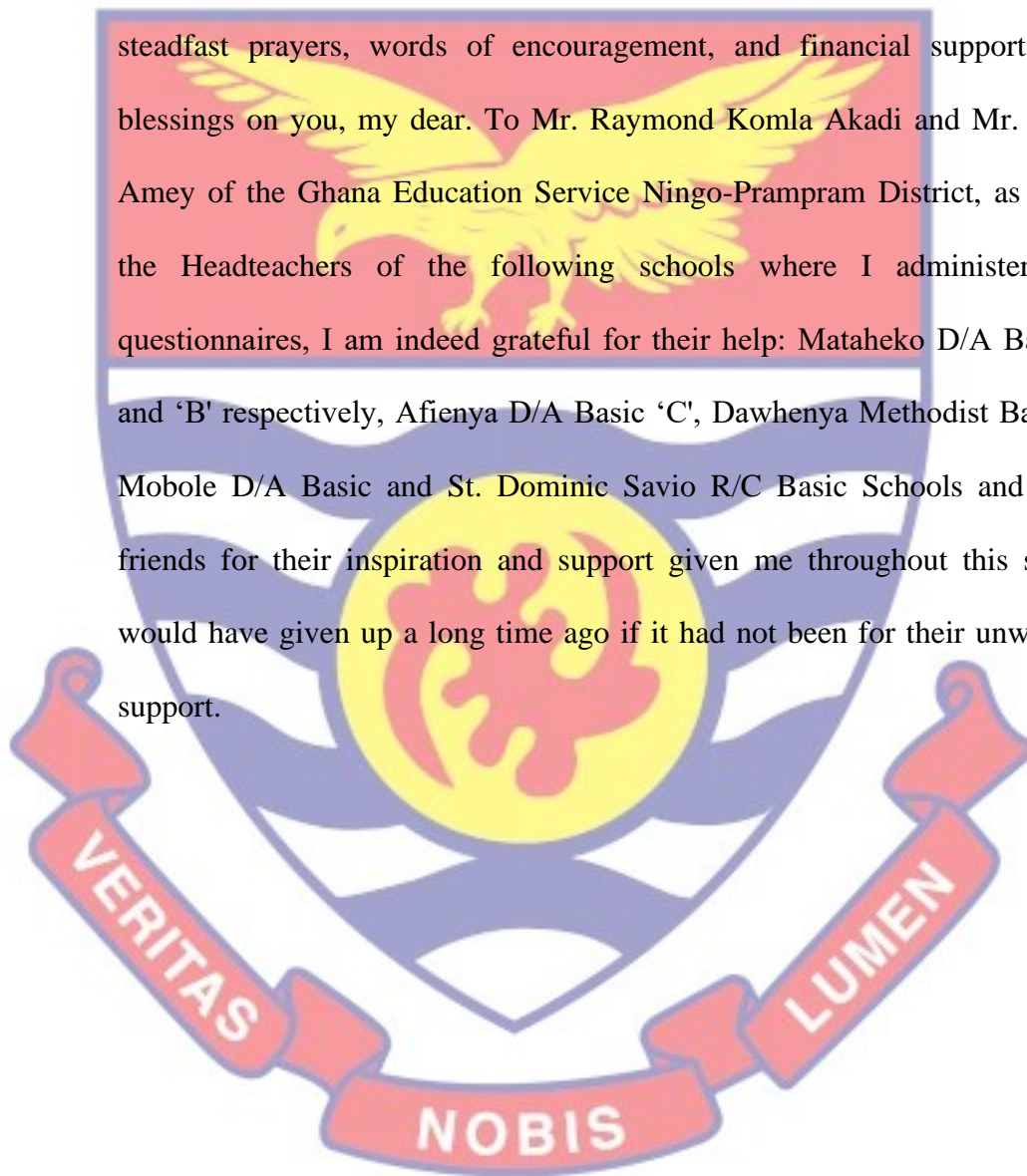
Students

Teachers



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DEDICATION

To Abigail, Mawujimawu and my Dear Husband



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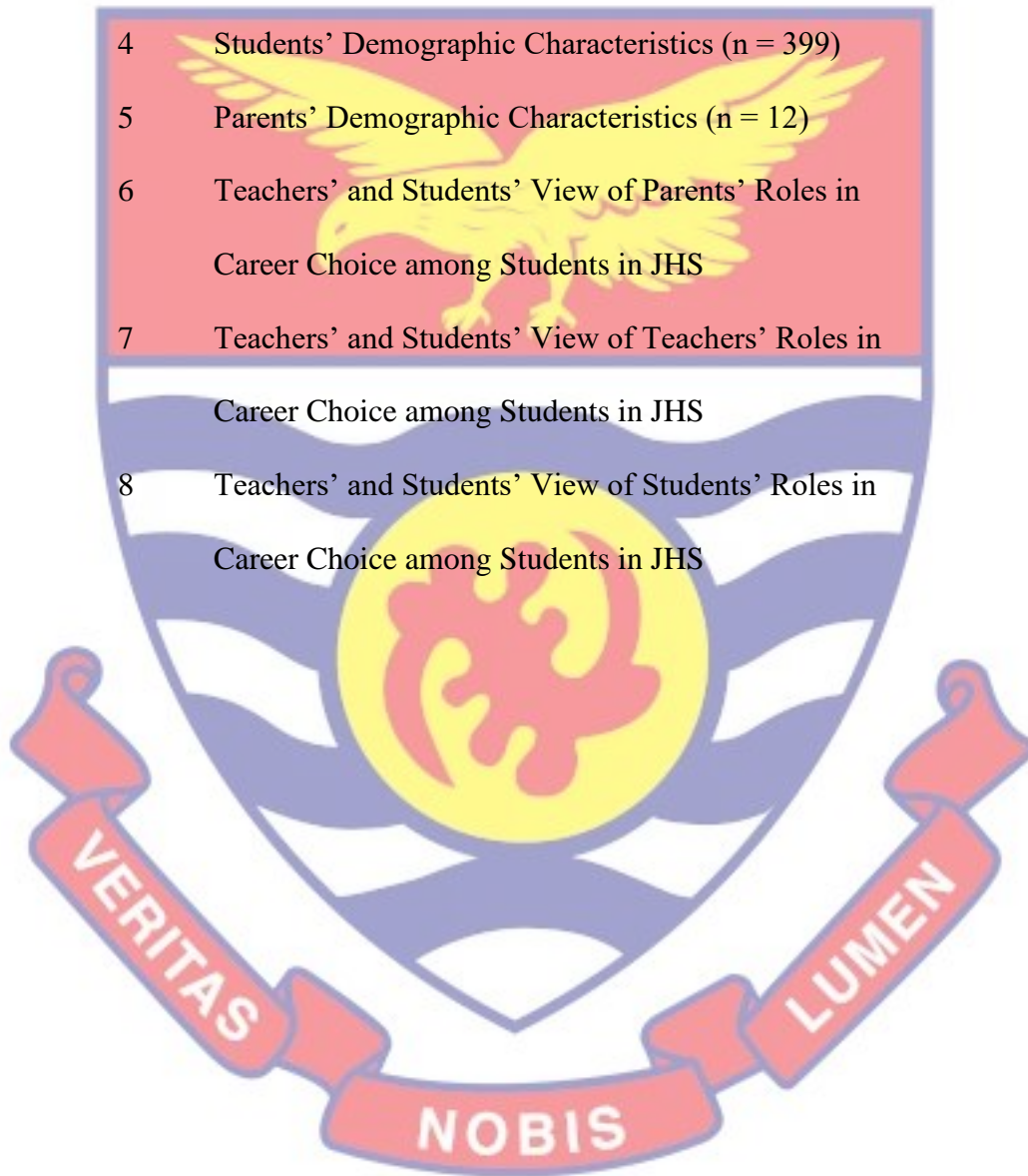
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CHAPTER ONE

INTRODUCTION

Selecting a suitable career for further studies to compete in search of employment opportunities is very vital in every person's life. Parents want their children to be happy and successful in life, and career choice is one aspect that promotes happiness and success. For this reason, most students are sometimes confused when it comes to the issue of career choice. Parents and teachers have their respective roles to play when it comes to assisting students to make the right career choice in their final year in the Junior High school.

The researcher's personal observations and interactions among students indicated some students are confused about their career choice. The researcher's twenty-one years' experience in the classroom has come across many students at the Junior High School (between the ages of 13-16) who choose a career/a programme of which they have little or no knowledge about.

Parents have a part to play in identifying the interest and skills of their wards to give proper guidance and assist them to realise their dreams. Teachers are also to offer good career-related advice to their students in consultation with professionals of Guidance and Counselling Unit and other specialist of careers. Since the collective roles of parents and teachers are very crucial in the issue of career choice, this study examines roles of parents and teachers in career choice among Junior High School Students.

Background to the Study

The term "career choice" has evolved into a complex technological know-how with the introduction of information technology. One of the most important decisions a student will make in his or her life is choosing a job. At some time in their lives, these decisions have an impact on them. Because it determines one's income pattern and influences one's personality and thoughts about life, a person's career plays an extremely important and significant role in their lives. Savickas (2019) defines a career as a person's entire sequence of behaviors across their lifetime. It can also be viewed as a life-changing experience that allows people to earn money or have their aspirations fulfilled.

However, each vocation has its own set of topic requirements, personality traits, and personal qualities. It is expected that these needs will be thoroughly reviewed sooner rather than later before an individual can be proved and attested to be competent for a certain job (Nike, 2019). High school years are widely recognized as crucial in preparing adolescents for the transition from school to job or university (Amoah, Kwofie & Kwofie, 2015; Ombaba, Keraro, Sindabi & Asiengo as cited in Basammula, 2019). Students go from the cooperatively sheltered atmosphere of primary school to the independence and responsibility of post-secondary study or career during junior high (Watts & Kidd, 2000; Maluwa-Banda, 1998). In 1986, Bandura proposed Social Cognitive Theory (SCT), stating that social aid, which includes friends, family, and relatives, influences an individual's career decision (Choo, Norsia & Tan as cited in Mtemeri, 2017). Social persuasion has an impact on a person's professional motivation since children and their environment converse (Lent, Brown, & Hackett, 2002). Parents, educators, and

classmates are all thought to play a significant effect in their children's professional or, better yet, career choices.

Due to the fact that there is dialogue among children and their surroundings, social persuasion has an impact on a person's professional drive (Lent, Brown, & Hackett, 2002). Parents, teachers, and peers are considered to play a significant effect in a student's career or, more accurately, professional choices (Buunk, Park, & Duncan, 2010; Rogers, Creed, & Praskova, 2018). Parents have a significant impact on their children's career development and decision-making. Parents want their children to be happy and successful in life, and profession choice is one factor that contributes to happiness and fulfillment. Regardless of gender or ethnicity, parents' roles have a significant impact on their children's job choices (Keller & Whiston, 2008). Children who feel comfortable and cherished by their parents have more confidence and self-assurance in their abilities to choose a career that is both engaging and fascinating, according to research. This is essential because research suggests that teens who may feel competent in their job decision-making are more likely to make sound decisions. This is crucial since research shows that adolescents who feel capable in the factors that affect employees later in life make more fulfilling career choices (Keller, 2004).

Notwithstanding, whether or not parents want to alter their children's professional choices, research shows that they do so in a variety of ways (Young & Friesen, 1992). Although schools, friends, and a student's network have an impact on a young adult's self-identity and professional goals, parental anticipations have been found to be significant in determining their career

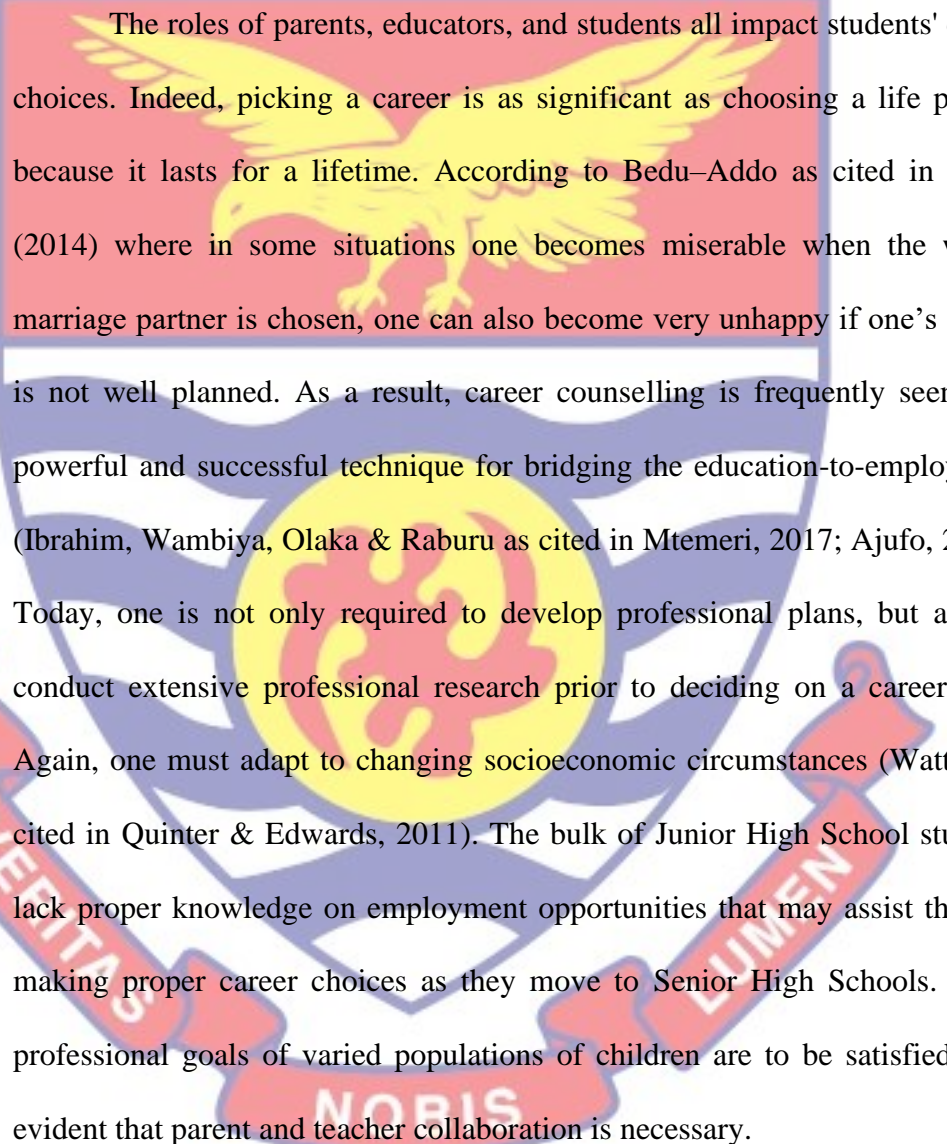
choices (Kniveton, 2004). This demonstrates how a parent's position affects a student's career objectives.

Like guardians, teachers are vital for students' career choice decision since they can assume a critical part in career advancement of students. Teachers can therefore help students toward proper career choice through providing awareness concerning different career that students can choose, depending on their areas of specialization. While offering career counselling to secondary school students in Gilgit-Baltistan is not required of teachers in general, Khan, Murtaza, and Shafa (2012) found that teachers can function as career counsellors if they believe it is their ethical obligation.

A study conducted by Faitar and Faitar (2013) on teachers' influence on students' science career choices in USA revealed that students connect their future success with the support from their teachers. Students recognized the significance of being upheld in their endeavors by utilizing their teachers in assorted segments of learning. Teachers have a concentrated understanding of their subject area content and capabilities, according to Nkechi, Ewomaoghene, and Egenti (2018), who studied the influence of guidance and counselling on efficient teaching and learning in schools. Teachers can use this method to teach students about various career alternatives and recommendations based on their unique talents and areas of concentration.

Ignoring the fact that it is a demanding and complex job, students have a say in their career decision, which is influenced by a variety of external, inborn, or a combination of both factors (Hewitt as indicated in Edrak, Yin-Fah, Gharleghi & Seng, 2013). As per studies, mood, hobbies, self-concept, attitudes, and cultural identification are among the most important natural

factors that influence professional choices. Then again, the essential outward components incorporate social contacts, good examples; accessibility of assets including data and value range, globalization, ethnic foundation, level of instructive fulfillment, inclination of subjects and varieties in task qualities (Bandura, Barbaranelli, Caprara & Pastorelli, 2001; McQuaid & Bond, 2003).



The roles of parents, educators, and students all impact students' career choices. Indeed, picking a career is as significant as choosing a life partner because it lasts for a lifetime. According to Bedu-Addo as cited in Fabea (2014) where in some situations one becomes miserable when the wrong marriage partner is chosen, one can also become very unhappy if one's career is not well planned. As a result, career counselling is frequently seen as a powerful and successful technique for bridging the education-to-employment (Ibrahim, Wambiya, Olaka & Raburu as cited in Mtemeri, 2017; Ajufo, 2013). Today, one is not only required to develop professional plans, but also to conduct extensive professional research prior to deciding on a career path. Again, one must adapt to changing socioeconomic circumstances (Wattles as cited in Quinter & Edwards, 2011). The bulk of Junior High School students lack proper knowledge on employment opportunities that may assist them in making proper career choices as they move to Senior High Schools. If the professional goals of varied populations of children are to be satisfied, it is evident that parent and teacher collaboration is necessary.

Statement of the Problem

Secondary school years are seen as essential for students in Ghana since they may serve as a changeover stage from school to work. The majorities of students fail this level because they are unsure of their career

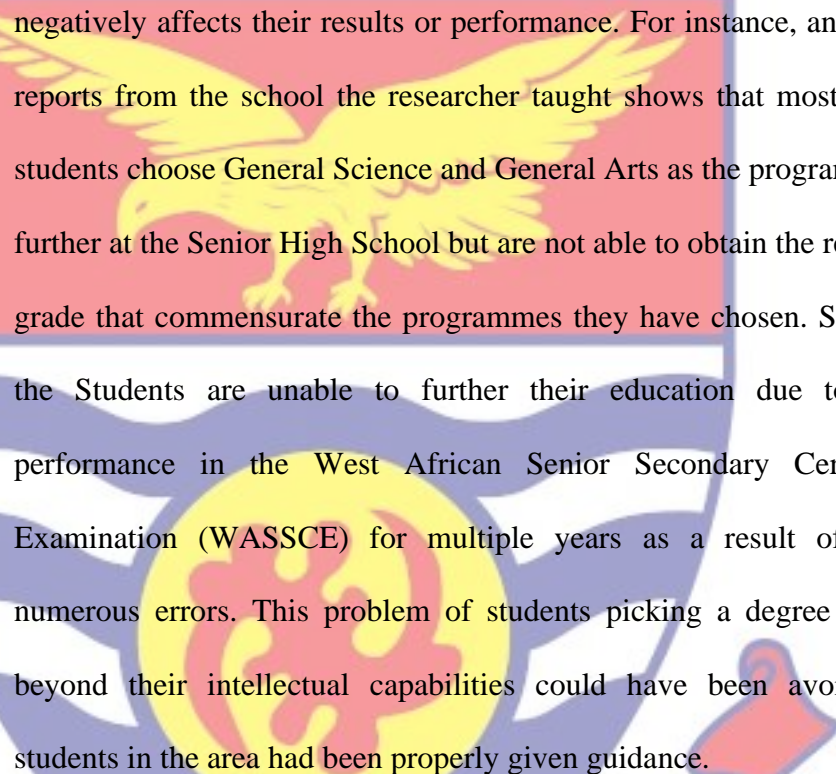
goals and apply to tertiary education without understanding what they want to achieve (Manuel & Asuquo, 2009). Failure to make the appropriate selections by students may result in social discomfort and condemnation. One of the difficult tasks that every human being must be guided to complete in order to avoid future frustration is deciding on a career. Personal and cultural values, parental guidance, training options, and vocational counseling all influence the professional decision-making process (Muraguri, 2011).

Other factors that influence individuals' undertaking the process include the context they live in, personal aptitudes, preference, identification with figures and role models in one's life and desired educational attainment (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Schools should provide customized career counselling services, classroom-based career information, and career-choice preparation to reduce the stress that children face when deciding on a career path (Watts & Sultana, 2004). After graduating from high school, young people require counselling to help them discover their unique traits, talents, and perspectives, as well as to select appropriate specific themes or a type of tertiary institution where they can continue their study (Ertelt & Frey, 2013). Young individuals should begin thinking about their careers at a young age so that when they reach high school, they may have a clear goal when picking their career path. The career decisions made by students at this stage are of great significance in directing them in the career path that can either open or close opportunities for them.

However, personal observations and interactions among students indicated some students are confused about their career choice. The researcher

taught in Ningo-Prampram district for fifteen years and has come across many students at the Junior High School (between the ages of 13-16) who:

1. choose a career/a programme of which they have little or no knowledge about and
2. also choose a career which is above their academic capability, which



negatively affects their results or performance. For instance, anecdotal reports from the school the researcher taught shows that most of the students choose General Science and General Arts as the programme to further at the Senior High School but are not able to obtain the required grade that commensurate the programmes they have chosen. Some of the Students are unable to further their education due to poor performance in the West African Senior Secondary Certificate Examination (WASSCE) for multiple years as a result of these numerous errors. This problem of students picking a degree that is beyond their intellectual capabilities could have been avoided if students in the area had been properly given guidance.

Regardless of the difficulties of high school job choice and efforts by the Ministry of Education (MoE) to promote student career choice, it appears that little effort has been made to involve parents in their children's career choices, despite the fact that they are scheduled in other school functions. Despite the critical role that parents and teachers play in their children's lives, empirical data on how parental and teacher traits influence students' career choices in Ghana is either scarce or contradictory. As a result, it is crucial to look into the barriers to adolescent career choice, as well as the influence of parents and teachers. Parental impact on students' professional preferences can

generate opportunities or challenges for students during the career exploration process, even if parents are ignorant of the tremendous influence their norms, attitudes, and gender roles have on career choice.

The few studies that investigated factors influencing career choice among students were conducted in both developed economies like USA for example (Faitar & Faitar, 2013) and some developing countries, for example, Nigeria (Lazarus & Chinwe, 2011; Udoh & Sanni, 2012), Kenya (e.g., Katiwa, 2016; Mwaa, 2016 Wachira, 2018), Zimbabwe (Mtemeri, 2017), and South Africa (Mudhovozi & Chireshe, 2012), however, the respondents in these investigations were not the same as those in the current study. In Ghana, there are scarce literature concerning parents, teachers and students' role in career choice in Junior High. The only study that is relevant to this one is Owusu, Essel-Anderson, Kwakye, Bekoe, and Ofori (2018)'s study on factors impacting tertiary students' profession choices in Ghana.

The difference between Owusu, et al. (2018) study and the current study is that, the already done study respondents were University students whereas the current study will be conducted using Junior High School students. There are distinctions between undergraduate students and Junior High school students in terms of decision making, maturity and intellectual capacity. It can be plausibly claimed that undergraduates' job choices are less influenced by others than Junior High school students, who are more easily persuaded by their parents and teachers. As a result, the researcher wants to look into the role of parents and teachers in career choices among Junior High School (JHS) in Ningo-Prampram District.

Purpose of the Study

The study's goal was to look into the involvement of parents, teachers, and the students themselves in career choice among Junior High School in Ningo-Prampram District. The study's goal is to:

1. investigate the role of parents in their children's career choices in the Ningo-Prampram district's Junior High School.
2. identify the role of teachers in career choices of students in Junior High School in Ningo-Prampram district.
3. examine the role of students' in their career choice in Junior High School in Ningo-Prampram district.

Research Questions

The questions below guided the study:

1. What roles do parents play in the career choice of their wards in Junior High School in Ningo-Prampram district?
2. What roles do teachers play in the career choice of their students in Junior High School in Ningo-Prampram district?
3. What are the roles students play in their career choice in Junior High School in Ningo-Prampram district?

Significance of the Study

Adding to what is already known, the study would be beneficial for the following reasons. The findings of this study could be used to help schools establish programs that promote parental awareness and understanding of their role in professional issues that affect their children, as well as parental involvement in their children's career decision-making processes. The outcomes of the study would benefit students since they would be able to

make better occupational career decisions based on their interests, competencies, and abilities. The study's findings will be useful to the government, particularly the Ministry of Education and other relevant institutions, to design development strategies that will involve teachers and parents in career decisions.

Delimitation

The study was delimited to public Junior High Schools within the district. Six schools were included in the investigation after which results obtained from the investigation will be generalized for schools in the entire district. The study was delimited to parents, teachers and students' role in career choice.

Limitations

In quantitative data (especially with the use of questionnaire), there is a chance that some questions will be ignored or left unanswered. With this limitation, the researcher ensured that the items on the questionnaire were not complicated or ambiguous and this would help the respondents not to skip questions.

In terms of design, the study employed a mixed research style in which participants self-reported data. As a result, the researcher found it difficult to moderate the respondents' opinions because they supplied socially biased responses. In relation to the instruments that were used, the study used structured questionnaire and interview guide to provide as much in-depth information. Again, there was the likelihood of misinterpretation on the part of the respondents and the tendency that respondents may try to impress the researcher or portray them as well-informed.

All these may threaten the reliability of the results. However, the researcher took some steps to minimize the threat posed by these problems, as some of these challenges appear to be under the control of the researcher. The questionnaires were delivered personally, so that difficult statements could be explained to make it clear of any misconception. Also, the researcher took ample time to explain all variables on the instrument to the respondents to help them answer questions in a well-informed manner. The researcher also encouraged respondents to be objective and natural about their impressions.

Definition of Terms

Parents: A parent is someone who raises and cares for a child in the context of this study.

Teacher: A teacher is someone who helps students acquire knowledge, skills, or virtues.

Career: A career is a person's growth and actions over the course of their lives, particularly those related to their employment.

Organisation of the Study

The research is divided into five chapters. The study's background, description of the problem, research questions, relevance of the study, delimitations of the study, limitations of the study, definition of terminology, and investigation's organization are all presented in Chapter One, which is the introduction. The literature review, which is separated into three sections: theoretical, conceptual, and empirical, takes up the second chapter. Research design, population, sample and sampling procedures, as well as data processing and analysis are all covered in Chapter Three's research technique section. In Chapter Four, the concluding remarks of the field data are given.

Finally, in Chapter Five, the findings synopsis, conclusions, and proposals are discussed, as well as areas for further research.



CHAPTER TWO

LITERATURE REVIEW

Overview

The study was researched on roles parents, teachers, and students in the Ningo-Prampram District's play among Junior High school students' career choices. The study's first chapter covered the problem statement, the study's purpose, and the research questions. It also emphasized the significance of research and terminology definitions. This gave the investigation some background. This chapter looks into the literature on the issue. The aim is to come out with vital information of some major writers and authors on the topic. Under the following subheadings, these investigations were conducted:

1. Theoretical Review
2. Conceptual Review
3. Empirical Review

Theoretical Review

The key theories that underpin the study are explained in this section. Trait and factor theory, social cognitive career theory, and Ginzberg's theory are all examples of these theories. Understanding these theories can assist students at Ningo-Prampram District Junior High Schools to appreciate the role of parents, teachers, and students in career choice.

Trait and Factor Theory

Parsons proposed the Trait and Factor theory, which Gummere (1988) cited. Many people refer to him as the "Father of Vocational Guidance." He

wrote books and essays on social reform movements, including works on women's freedom to vote in political elections, taxation, and universal education, despite his engineering expertise at Cornell University. He also worked as a railroad engineer before passing the Massachusetts State bar exam in 1881. He was also a railroad engineer and a history, math, and French professor at public universities. His University responsibilities included coaching at Boston University School of Law and Kansas State Agricultural College, as well as working as Dean of Ruskin College's Extension Division in Trenton, Missouri. On the other hand, Parsons is well-known for his work supporting people in making career and employment decisions (Zunker, 2002).

People make occupational choices when they have a clear understanding of their individual characteristics (aptitudes, interests, and personal capacities), knowledge of occupations and the labour market, and a logical and goal-oriented assessment of the relationship between their individual characteristics and the labour market, according to the trait and factor theories of Salome (1988). Nevertheless, based on their interests, values, abilities, and personality qualities, everyone has a completely unique pattern of dispositions. However, according Salome, these characteristics may be objectively defined and profiled to determine an individual's potential; every job has elements that are required for good performance overall.

These elements can be identified objectively and conveyed in the form of an occupational profile. Using a simple troubleshooting/selection process, it is possible to find a match between individual features and advancements, as well as process aspects. The closer personal traits and job satisfaction are, the

better the possibilities of effective overall performance and satisfaction in the activity. This idea is relevant to the study because it will help the researcher understand that characteristics are parts of personality that can be relatively strong over time and vary between persons (e.g. some human beings are outgoing whereas others are not). They are distinctly consistent over conditions and additionally impact behaviour. The relevance of this theory therefore will assist the researcher to:

1. Understand the person's characteristics
2. Acquire adequate knowledge of occupations.
3. Make a judgment based on the logically corresponding findings of the first two processes of the procedure.

Because teachers, parents, and students will choose a career based on a person's characteristics, this concept is relevant to the study. For example, if a person possesses the trait of eloquence, he or she may be guided towards employment as a newscaster or presenter by teachers, parents, or oneself.

Bandura's Social Cognitive Career Theory

The social cognitive career theory (SCCT) of Bandura is a recent theory that aims to explain three interconnected aspects of work growth. These include:

1. the development of core academic and career interests
2. how people make educational and occupational choices, and
3. ways to attain academic and professional success.

In advance career theories, a smattering of ideas (e.g., interests, capabilities, values, and environmental circumstances) have been discovered to impact work advancement and career improvement. SCCT was created in

1994 by Lent, Brown, and Hackett and is based on Bandura's popular social cognitive theory, which is a popular theory of cognitive and motivational tactics that has been widened to the study of many aspects of psycho-social functioning, such as educational system results, fitness behavior, and organizational performance. There are three factors that are inextricably tied to one another. Self-efficacy ideals, expected outcomes, and desired outcomes are the foundations of SCCT.

'Self-efficacy' refers to a person's personal beliefs about his or her capacity to do a specific action or behavior. Unlike broad self-assurance or self-esteem, self-efficacy beliefs are surprisingly dynamic (i.e., changeable) and specific to a certain action. When it comes to the actions required in various vocations, people exhibit various levels of self-efficacy. One person, for example, may have high confidence in his ability to accomplish activities required for effective admission into and overall quality in scientific domains, but not so much in social or entrepreneurial contexts such as sales. People will be captivated by, and prefer to pursue and carry out higher-level tasks for which they have strong self-efficacy beliefs if they have the necessary capacities and social support, according to SCCT.

Self-efficacy beliefs are influenced by personal successes, vicarious studies (e.g., viewing at comparable individuals), social persuasion, and physiological and emotional situations. Personal performance accomplishments (successes and failures associated with special duties) are regarded to provide a unique perspective. The types of social models and reinforcing cues to which one is exposed, as well as the physiological states

one analyzes when engaged in specific activities (e.g., low levels of hysteria), can all influence one's personality toward exceptional overall performance.

Outcome expectations are expectations about the consequences or impacts of unusual activities (what will happen if I do this?). People's decisions about the activities they will participate in, as well as their efforts and endurance in those sports, are influenced by both outcome and self-efficacy beliefs. Humans, for example, are more likely to engage in an activity if they believe it will have large, positive consequences (e.g., social and self-approval, tangible rewards and attractive work conditions). According to SCCT and the broader social cognition theory, people's engagement in recreational events, the time and patience they dedicate to them, and their eventual success are all influenced by their self-efficacy ideals and final score expectations.

Individual ambitions are plans to engage in a certain activity (such as pursuing a proper educational major) or to achieve a certain level of overall performance (to obtain an A in a specific course). Choice objectives and overall performance goals are the terms used in SCCT to describe these two sorts of goals. People who set goals aid in the organization and direction of their own conduct, as well as the maintenance of that conduct in the absence of more immediate input and despite inevitable setbacks.

Dreams are highly linked to both self-efficacy and outcome expectations, according to social cognitive theory. People often have dreams that are in line with their personal abilities and the benefits they anticipate from taking a particular course of action. On the other hand, success or failure

in achieving personal goals becomes useful knowledge that may be utilized to change or validate self-efficacy ideals and expected outcomes.

This theory will help teachers, parents, and students comprehend how scholastic and career passions emerge, how educational and career choices are made, and how academic and career success is achieved through self-efficacy, result expectancy, and personal aspirations. This theory will assist teachers, parents, and students in comprehending that an individual's personal capabilities, intentions to engage in a specific activity (to make a specific choice), and beliefs about the consequences or outcomes of engaging in specific behaviors all play a role in influencing one's career choice.

Ginzberg's Theory of Vocational Guidance

Eli Ginzberg, an economist who lived from 1911 to 2002, was born in New York City. Ginzberg's Theory of Vocational Guidance was the subject of a grant from the University of Columbia. He did so by interviewing a huge number of upper-middle-class people to learn about their job prospects. From infancy until adulthood, Ginzberg believed that reading about their alternatives would help them navigate the process of picking a career. Ginzberg, Ginsburg, Axelrad, and Herma (1951) were also involved in this research. They also assisted with forecasting, communicating, contributing, analyzing records, and inscription. However, not everyone agreed with this premise, and there were differing viewpoints.

Career development, according to the theory, is a lengthy process. This necessitates knowledge, foresight, values, ambitions, talents, and pleasures. Consequently, according to Ginzberg, people's career choices are separated into three stages:

- i. Childhood or Infancy
- ii. The adolescent period
- iii. Maturity or adulthood

First Stage – Childhood (2 to 11 years): In the initial stage, the child imitates in a light-hearted manner. He imitates and role-plays a variety of characters. Similarly, there are roles such as firefighter, cop, doctor, racer, and many others. Children, according to Ginzberg, are the result of playful reproduction. In addition, at the end of this stage, they focus on simulation.

Second Stage – Adolescence (11-17 years): Children begin to become aware of their surroundings in this second stage. This enables them to begin honing their skills, abilities, and talents. Apart from that, they are defined by their values and hobbies. The following are the four primary characteristics of this stage:

- i. **Interests:** What they like and don't like.
- ii. **Capacity:** The things they excel at as opposed to the things they don't.
- iii. **Value:** What matters to them, and what doesn't?
- iv. **Transition:** The person takes his responsibility for his own affairs for granted.

Third Stage – Adulthood (Above 17 years): In this final stage, the genuine career begins to take shape. The child becomes more aware of college life and the various pathways available. For starters, they begin to see a variety of career options. Second, they devise contingency plans in the event that the original fails. Finally, this Stage is divided into three sub stages, which are stated below.

- i. **The exploring stage:** This is where the individual chooses his path. However, it stays unattached to other options.
- ii. **Crystallization:** Here, the individual is committed to a single alternative while considering possible alternatives.
- iii. **Specification:** In this section, the individual develops a love for

something. Similarly, he has a keen interest in a certain aspect of his profession.

The relevance of the theory to the study is that, it will help parents, teachers and students to comprehend that:

- i. The process of choosing a career is restricted to adolescence and maturity.
- ii. People change occupations for a variety of reasons, including economic hardship.
- iii. Their profession changes when they retire.

Conceptual Review

This section explains key concepts under-girding the study. Among these are career, career planning and information seeking about careers; career guidance and counselling; importance of career advice and counselling; career counselling features; career guidance and counselling; relevance of career advice and counselling;

Concept of Career

A career, according to Arnold (1997), is "a series of positions, functions, activities, and experiences that are all tied to one another." In terms of future aspirations, past accomplishments or failures, and current abilities and traits, a career defines how one sees himself or herself in the context of his

or her social environment (Raynor & Entin, 1982). "Career" is considered by UNESCO as "the interplay between professional duties and career ambitions," as described by McMahon (2005). A person's growth and activities during the course of his or her life, primarily connected to his or her employment, are also classified as a career (Oloasebikan & Olusakin, as cited in Mtemeri, 2019). The term "career" is used in this study to refer to any paid or unpaid professional engagement that students participate in.

Career Planning and Information Seeking about Careers

Early in life, a person's exposure to the field of work begins. Studying for a career is a critical responsibility in early life, and job exploration is a significant developmental obstacle. Exploration comprises an active search for records on careers. As a result, researchers have been interested in learning about the many sources of career information used by young people. A person's growth and activities during the course of his or her life, primarily connected to his or her employment, are also classified as a career (Oloasebikan & Olusakin, as cited in Mtemeri, 2019). The term "career" is used in this study to refer to any paid or unpaid professional engagement that students participate in.

However, Julien, Pecoskie, and Reed (2011) found that half of the participants were unaware of where they may receive aid or the importance of the source of information's credibility. In this study, the demand for more organized career information, as well as the necessity for it to be readily available, is discussed. In a school setting, career planning is crucial. Despite the fact that Millward et al. (2006) claim that it is missing in children. According to Witko, Bernes, Magnusson, and Bardick (2005), career planning

is so vital that relatives, friends, counsellors, and teachers must be included. This will help students follow appropriate career path.

Career Guidance and Career Counselling

The first career-counselling services emerged around the turn of the century. Parsons (1909) is widely credited with inventing career counselling, which is currently referred to as "vocational guidance" (Moore, Gunz, & Hall, 2007). His research concentrated on the early career decision-making process, and he discovered that in order to create a good fit between their personal qualities and the demand for their talents, people must interact in a manner known as "real thinking." The emphasis of occupational counselling has changed to promoting this. Current career counselling approaches based on "person-environment fit" (Holland, 1997) arose directly from Parsons' study, and it's astonishing how well they work.

However, in the face of increasingly flexible and diverse working forms, career counselling as a tool for supporting people in making sound professional decisions that position them on a certain professional path for their lives is becoming increasingly out of date. Career counsellors work with people of all ages and phases in their careers, offering advice on a variety of topics. In spite of the fact that many customers' primary concerns will be professional and academic choices, they will also require assistance with broader issues such as coping with the challenges of redundancy and unemployment, determining whether to return to school or work, and balancing other elements of life.

Furthermore, clients' concerns early in the vocational counseling process may mask underlying emotional issues that might not become

apparent until later in the approach. As a direct consequence, career counselling can be viewed as a practice that assists people in not only making career-related decisions, but also managing their careers effectively throughout their lives, as well as improving self-confidence to deal with the problems that arise as their entire lives progress. A more detailed description

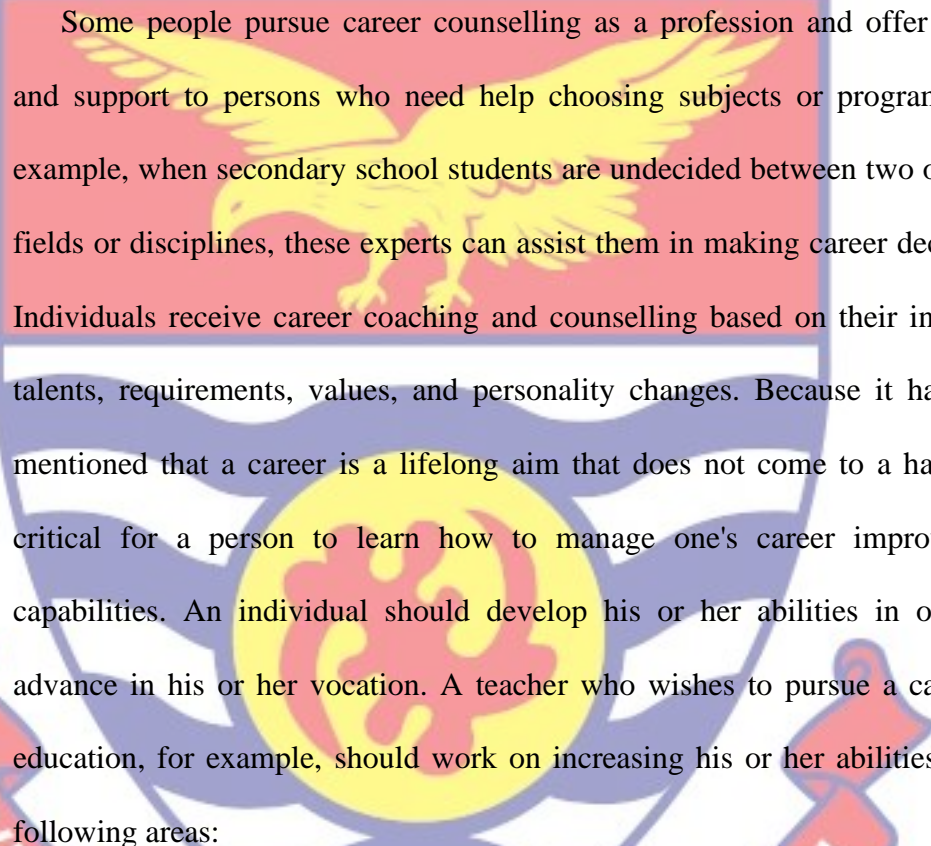
of career counselling is as follows: The application of psychological phenomena and a well-defined set of communication skills in a one-on-one, repeatable contact between practitioners and clients. The client's principal goal is for you to assist them in making career-related decisions and addressing career-related challenges (Kidd, 2006).

Importance of Career Counseling and Guidance

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) describes vocational counselling for students as having four major components, according to Blanchfield and Browne (2013). These are some of them:

- a) Enabling the person in developing self-awareness in areas such as interests, values, capacities, and personal characteristics;
- b) Assisting the person in developing self-awareness in areas such as interests, values, abilities, and personality type
- c) Linking individuals to resources so that they can learn more about various vocations and professions; including people in the decision-making process so that they can choose a career path that meets their own interests, values, abilities, requirements, and personality style; and, in addition,

- d) Assisting individuals in becoming dynamic administrators of their career paths, including managing job transitions and juggling a variety of life duties, as well as becoming lifelong learners in the sense of continuing professional development (Candy, Crebert, & O'leary, 1994).



Some people pursue career counselling as a profession and offer advice and support to persons who need help choosing subjects or programs. For example, when secondary school students are undecided between two or more fields or disciplines, these experts can assist them in making career decisions. Individuals receive career coaching and counselling based on their interests, talents, requirements, values, and personality changes. Because it has been mentioned that a career is a lifelong aim that does not come to a halt, it is critical for a person to learn how to manage one's career improvement capabilities. An individual should develop his or her abilities in order to advance in his or her vocation. A teacher who wishes to pursue a career in education, for example, should work on increasing his or her abilities in the following areas:

- i. Having a solid understanding of the subject she or he is teaching.
- ii. Capabilities in effective communication.
- iii. Personality traits that are appropriate and effective training techniques
- iv. Consistent attendance and effective curriculum development.
- v. Methodologies for teaching.

It is critical to build career management skills in any sort of profession, job, or area of work; as a result, the following must be considered. These are:

- i. Recognizing that career management is critical to one's success in life, and aspiring to be a career development expert.
- ii. It is vital to identify one's career goals and ambitions; what one wants to achieve and what paths are available to achieve one's desired career goals and objectives.
- iii. Recognizing all areas with the goal of leading to professional progress has also been identified as a vital profession control skill; expert improvement and profession management occur at the same time.
- iv. Developing a career growth strategy that takes into account all of the criteria and skills that the individual discovers.
- v. Becoming aware of and informed about how to perform, contribute, and participate in a few successful career talks.

Characteristics of Career Counselling

According to Soumeli, as reported in Oyediran-Tidings, Ondari-Okemwa, and Nekhwevha, (2019), career counselling has the following characteristics:

1. Counseling is a branch of psychology that has been expanded into systems of career counselling and support for people as they try to choose a career that matches their skills and abilities, or as they try to figure out how to deal with psychological concerns that are relevant to their academic and in their professional careers.
2. Each individual's education and employment choices are crucial, particularly in contemporary era, which is marked by rapid labour transformation and internationalization. Managing a career is difficult and often stressful. A person must be knowledgeable about the subject

matter, as well as the goals, values, needs, and competencies that may be involved. The competence to re-evaluate the relationship between acquired educational qualifications, jobs, and personal abilities and talents required to do a job is expected in this edition.

3. As a result, professional selection is the culmination of a series of progressive decisions rather than a single final judgment. The method through which a person recognizes his or her major priorities and identifies whatever is vital in his or her life.
4. One takes a modern and realistic approach to evaluating a person's career through the development of the aforesaid version. Counselling, psychology, and educational measurement are all part of a complicated process that may be recorded and stored. It also encourages students, job seekers, and graduates to participate actively.
5. As an everyday multidimensional procedure involving counselling, psychology, and educational measurement, the version of Personal Career Management is superior. It also necessitates active participation by students, job seekers, and recent graduates. A preliminary educational decision has already been taken by the student. Thereafter, he must decide on a career route, which could include more study, organizing seminars and workshops, pursuing a master's degree, or pursuing a PhD degree.

Soumeli as cited in Oyediran-Tidings et al. (2019), characteristics of career counselling is related to the current study because it will help students to come up with career planning. This will facilitate students to have the needed direction and makes it clear where they will see themselves in the

future. Additionally, counselling and counselling qualities will assist students in assessing their strengths and shortcomings, as well as the skills and information required to attain their long-term career goals.

Practice of Career Counselling Underpinned by Assumptions

Tractenberg, Streumer, and Van Zolingen classed the following assumptions as part of the principles of career counselling (2002).

1. Individuals have the skill and opportunity to make life-changing employment decisions. People's social, economic, and cultural factors determine how flexible they are while making employment decisions.
2. All people, regardless of gender, faith, handicap, sexual orientation, age, cultural background, or socioeconomic status, should have access to opportunities and choices.
3. People's professional possibilities are frequently available throughout their lives.
4. People are concerned about a variety of career positions and working styles throughout their lives. There is both paid and unpaid work in these positions.
5. Career counsellors help people figure out what they want to do with their lives and then go after it. There are four essential components to career counselling:
 - i. Assisting people in gaining more perception and perspectives in areas such as comprehension, significance, abilities, and character development.
 - ii. Providing support for students to learn more about various jobs and vocations.

iii. Involving students in decision-making so that they have a voice in what they wish to do. professional choices that are in line with their own concerns, standards, abilities, and personality.

iv. Assisting individuals in becoming self-directed administrators in their career trajectories, including career transition planning and juggling many lifestyle responsibilities, as well as becoming lifelong learners within the logic of professional development across one's lifetime.

6. Individual qualities such as preferences, as well as external factors such as labor market variables and parental expectations, influence people's motives for pursuing certain careers.

7. Choosing a job is a lifelong process that can begin at any age.

8. Every type of job is important and contributes to society's development and well-being.

The perspective of Tractenberg et al. (2002) is pertinent to this study, first and foremost to the fact that, it will assist students in understanding that they have the intrinsic potential to choose a profession with little supervision. The assumptions of career counselling are relevant to the current study since they will assist students in understanding the benefits and drawbacks of various streams, courses, and educational possibilities.

Students will be required to draw conclusions based on their knowledge. If students are exposed to a variety of educational possibilities, they will be able to make informed judgments. This will clarify their job path and reduce the likelihood of a career change later in life, reducing future frustration. The study's underlying assumptions will assist students organize

their thoughts and ideas about job options in a practical way. This will increase college students' morale and confidence, as well as provide them with new career opportunities that will benefit society.

Conceptual Framework

Figure 1 shows the role of parents, teachers and students in career choice among Junior High School students.

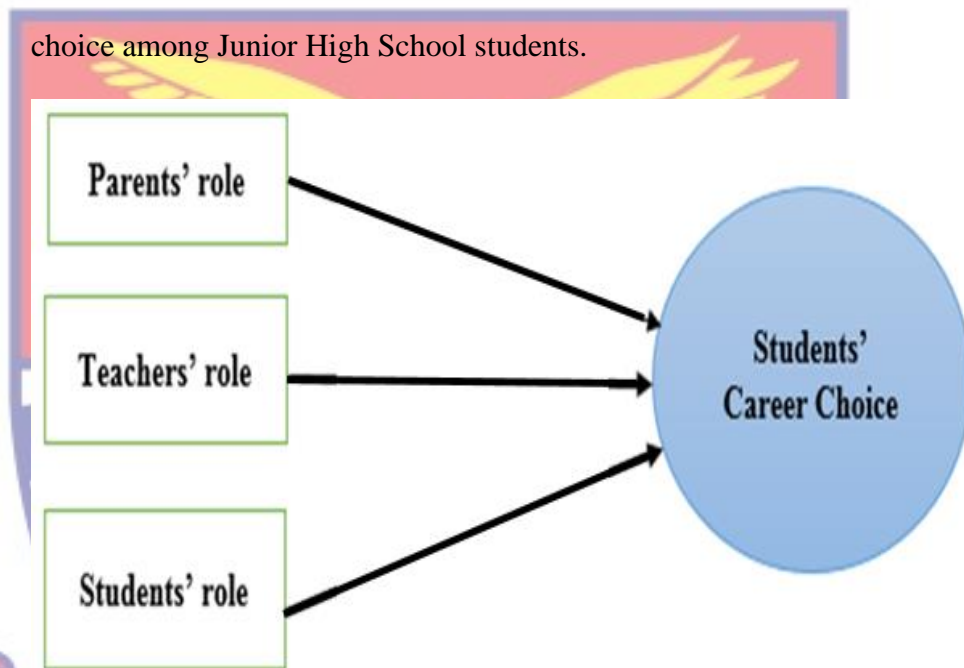


Figure 1: Relationship between the roles of parents, teachers and students on students' career choice

Source: Author's own construct, 2020

Figure 1 demonstrates how parents, teachers, and students themselves influences junior high school students' career choices. It is believed that the career path of individual students would be influenced by their parents, teachers and by their own choice. However, some characteristics of the students like interest, personality type and academic ability could also have moderating effect on the role of parents, teachers and students in career choice among junior high school students.

Empirical Review

This section reviews related studies carried out by previous researchers on the topic under investigation. The related studies will be explained under the following headings: roles parents play in career choice; roles teachers' play in career choice; and role students' play in their career choice.

Roles Parents Play in Students' Career Choice

Parents have a tremendous impact on their ward's career decisions. A parent, according to Merriam-Webster Dictionary (2020), is someone who raises and cares for another person. Being a parent, on the other hand, does not always imply that a person has biologically given genetics to a child. A parent can be a stepparent, grandparent, godfather, or legal guardian, among other roles. Whatever the format, the following is always true: It is the responsibility of parents to raise their children to be good and responsible adults in the communities in which they live. It's a big job that demands a lot of patience, love, and understanding. Parents have a significant impact on their children's career choices.

Udoh and Sanni (2012) studied parental background characteristics and secondary school college students' profession choices in Nigeria's Uyo local government region. The work was guided by three theories. The "Parental Variables and Career Choice Questionnaire" was used to collect data from 200 SS3 students from 11 public secondary schools in the Uyo Local Government Area using a simple random sample approach (PVCCQ). The researchers came up with the design. The hypotheses were then examined by the use of chi square at $p \leq .05$ level of significance. Parents perform a role in their children's careers through their employment and amount of formal education,

according to data analysis. It was discovered that these occupations had an impact on secondary school students' job choices in the Uyo Local Government Area. It was suggested that parents refrain from pressuring their children into pursuing occupations for which they lack the necessary skills. More career counsellors should be trained and employed by the government to

assist these youngsters in making career decisions and the implementation of a comprehensive program.

Parents' influence on their children's career choices was studied by Shazia, Muhammad, Syed, and Hamza (2019). The purpose of this study was to perform a literature evaluation to see how parents influence their children's career choices. This is a narrative literature review that finds relevant material through an iterative process. It concentrated on works published between 1990 and 2018. The authors used a blend of search terms linked to parental involvement on their children's profession choices to conduct Pub Med searches. The current investigation focused on career development processes in the context of career development concepts. Later, the inquiry was focused on parental views and how they influenced their children's professional choices. Almost 100 articles were initially reviewed, with 47 being selected for further consideration. A wide range of career and career development definitions, as well as career development theories, were investigated. Career development has been discovered to be a lifelong process driven by a number of elements, including primary personality type and self-concept, parentage effect, social contacts, and academic excellence. According to the survey, parents also promote their children by their opinions on their children's education, academic success, and job choices. This will have a long-term

impact on their children's attitudes on career choices. According to the findings of the literature review, parents have a considerable influence on their children's career choices. They do it on purpose and by accident. Their influence can either encourage children to investigate a variety of career alternatives or encourage them to stick to a route that they believe their parents will approve of.

Effiom and Petters (2019) investigated the factors that determine parental influence on secondary school students' career choices in Nigeria's Cross River State. In Calabar, Cross River State, Nigeria, the purpose of the study was to discover what factors influence parents' influence on their daughters' professional choices. The research question steered the investigation in the right direction. The determinants were discovered using a survey design. Stratified random selection was used to pick 200 students and their parents or guardians, teachers, students in schools, youth, and leaders. In contrast, 38% of parents did not consider their educational status while deciding on a job choice for their children. This implies that the majority of parents have an impact on their children's professional choices depending on their educational backgrounds. According to the study, parental impact on their children's employment choices indicated high crime rates, cultism, occultism, armed robbery, school dropout, and high rates of failure, as well as society miscreants, adolescent pregnancies, and a plethora of other difficulties. This could be related to the annoyance students experience as a result of being pushed into a career path.

As a consequence, the study recommends that parents exert less control over their children's employment choices. However, not everyone

whose parents had a negative influence on their profession choice would suffer as a result. Other research has revealed that parents' involvement in their children's profession choices is beneficial (Udoh & Sanni, 2012; Shazia, Muhammad, Syed & Hamza, 2018).

Egbo (2017) did a study on parental effect on secondary school students' profession choices in Enugu South Local Government Area in Enugu State, Nigeria. A total of 250 college students from three governments and two private universities in Enugu State's Enugu South Local Government Area were used to create the sample. To elicit responses, the researcher created and distributed a questionnaire to each respondent. The study's findings demonstrated that a parent's educational level has a considerable impact on a student's career choice based on the data collected. Based on the findings, parents should teach their children on how to make job selections rather than putting their personal professional goals on them.

Dubow, Boxer, and Huesmann investigated the long-term impacts of parents' education on their children's educational and vocational accomplishment, including mediation via circle of relatives' interplay, child aggressiveness, and teen aspirations (2009). Over a forty-year span, the Columbia County Longitudinal Study has collected four waves of data on children who lived in Columbia County, New York, in 1960. Cost, geographic proximity, availability, illustrative, and limited mobility were the most relevant factors in selecting the sample. The first phase of the experiment involved the entire third-grade population in the country took place in 1960 ("Generation 2" or G2; N = 856; 436 boys, 420 girls).

Dubow, Boxer, and Huesmann (2009) investigated the long-term effects of parents' education on their children's educational and occupational achievement, as well as mediation through interactions among circle of relatives, child aggression, and teen ambitions. The Columbia County Longitudinal Study began in 1960 and has collected data on children who lived in Columbia County, New York, in 1960 over a forty-year period. The most essential considerations in selecting the sample were cost, closeness, availability, illustrative, and limited mobility. The investigators also used information from the parents of the 1960 participants. After manipulating for other socioeconomic status indicators and children's IQ, the authors looked at the role of negative circle of relatives' interactions, childhood behavior, and overdue adolescent ambitions in mediating the predictive function of parents' educational level in the middle formative years, as well as the mediating functions of negative circle of relatives' interactions, childhood behavior, and overdue adolescent ambitions. The Columbia Area Longitudinal Study began in 1960, with the interviewing of all 856 third graders in a semi-rural county in New York State, as well as their parents were interrogated; respondents were then re-interrogated at ages 19, 30 and 48.

When their children are eight years old, the parents' intellectual level predicted the child's educational and occupational accomplishment 40 years later. According to structural trends, parental academic level had no direct impact on the instructional stage or occupational prestige of their children at age 48, but it did have significant indirect impacts that were independent of the other predictor factors. Educational ambitions and educational level at the age of 19 moderated these indirect effects. These findings aid the idea that

parental education has a 40-year impact on adult results. It also highlighted the developmental impact of parental education mediators such late adolescent accomplishment and achievement-related objectives. This study's findings show that when parents are educated, they will advocate for their children to pursue their preferred career path.

Olamide and Olawaiye (2013) examined how a few factors influenced secondary school students' career choices. The respondents were 124 SS1 students from five randomly selected government secondary schools in Owerri Municipality, who were polled using a standardized questionnaire. The following are some of the study's findings:

- i. Well-educated parents are always eager to help their children/students find their job interests.
- ii. Highly educated parents provide important career information to their children/students.
- iii. Being born to parents with poor educational qualifications reduces the likelihood of pursuing a professional job;
- iv. Parents' income influences children's/students' job choices;
- v. Being born to parents with poor educational qualifications reduces the likelihood of pursuing a professional job;
- vi. male students are influenced by their childhood socialization
- vii. Career choices (e.g., educating a male youngster that men belong in medical, engineering, and science fields, while women belong in other fields).

The study concludes with the idea that parents should consider the student's interests and cognitive abilities while attempting to persuade them to

pick a job. According to the report, students should choose jobs based on their interests and potentials in order to succeed in their endeavors. Parents utilize their jobs to sway their children's career decisions.

Ehigbor and Akinlosotu (2016) conducted research in public secondary schools in Ekpoma Metropolis on parents' occupation as a determinant of students' career goals. The study was carried out utilizing a correlational research design. A sample of 320 students was chosen using a simple random sampling process from a population of 3272 senior secondary school students in the local government's 16 public schools. SCAPOI stands for Students Career and Parent Occupational Questionnaire. It is a self-designed assessment based on Holland's (1985) work on six (6) personality types: Realistic (R), Investigative (I), Social (S), Artistic (A), Enterprising (E), and Conventional persona kind (C). Kendall's tau-b rank correlation approach was used to test the hypothesis at the 0.05 level of significance using the Statistical Package for Social Science (SPSS version 20). According to the research, there may be a link between parents' profession/occupation and college students' career goals in Ekpoma Metropolis public secondary schools. Kendall's tau-b rank correlation methodology ($r = .943$, package for Social Science) was used to test the hypothesis at the 0.05 level of significance (SPSS version 20).

Saleem, Hanan, Saleem, and Shamshad (2014) looked at the role of parents' occupations, the media, and career choice in a study on career selection. The data was collected from the first semester students of three major business schools in Lahore via an online survey utilizing the Systematic Random Sampling technique. This study confirms that a student's career choice is influenced by their parents' occupation. Similarly, "personal choice"

has a significant and direct impact on students' career choices. Furthermore, according to this study, the media plays a significant effect in career choice. In addition, the three variables of "parents' careers," "mass media," and "non-public choice" all have a mutual effect on students' work choices. According to the study, "mass media" and "non-public preference" have a greater influence on children's profession choices than their parents' occupation. This implies that parents' work experiences have a significant impact on their children's career choices. The study found that "mass media" and "non-public preference" have a higher impact on children's career choices than their parents' work. This also implies that parents' work choices have a substantial impact on their children's future careers. The opposite is true for men. Ladies from wealthy families are likely to seek a career in business, whereas boys are may not. Students who value financial security are more likely to pursue a business degree than other students who do not. This means that the type of work a guardian does has a high influence on professional choices of their wards.

Fatoki (2014) conducted research into the factors that influence the job choices of foreign students in South Africa. A descriptive research design and a quantitative research approach were utilized in this study. The data for the study was gathered using a self-administered survey questionnaire. Overseas students earning business-related degrees at two universities in South Africa's Limpopo and Gauteng provinces took part in the study. Using convenience and snowball sampling approaches, data was collected from 75 respondents. The data indicate that a range of factors influence international students' career choices. The most important drivers of foreign students seeking business

courses' career choices are their interest in the course, its distinctiveness, the likelihood of well-paying employment, glorious future possibilities, and the impact of open positions, the impact of guardians, and the subjects passed at Matric or equivalent level. A range of factors influence students' job choices, according to the outcome of this study. The involvement of parents, on the other hand, is the most important aspect of impact relevant to the study. It was discovered that parents do influence their children's profession choices. The type of parent role, however, was not specified. Does a parent's career or educational level, for example, have an impact on their children? Fatoki's (2014) study did not reveal this. As a result, a portion of the present study will focus on the responsibilities parents play in their children's job choices.

Alger and Lukas (2015) also conducted a research on the role of parents in their ward's occupational education. The emphasis in this study is on the family's participation in educational and professional counselling in order to assist students in getting the essential data for additional training in a more effective and practical manner, with the help of their parents. A total of 1,063 children (555 eighth grade students in primary school and 508 first grade students in optional school) and 1,063 understudies participated in the study in Virovitica and Podravina County. The research was designed to test the projection that while family is the most significant, unquestioned, and effective factor that influences their children's future education or employment, they are also under-informed and concerned about other concerns. The goal of this study was to discover if parental knowledge is the reason of making excellent decisions regarding future education and picking the right school and career, or if it is dependent on data from a variety of

variables. The hypothesis' findings backed up the theory that guardians/family are essential components of instructional and expert direction. Parents are most effective at these responsibilities when they have enough knowledge to share with their children during their decision-making process. This study reveals how parents are actively involved in their children's job choices.

Olaosebikan and Olusakin (2014) conducted a study in the Badagry Local Government Area of Lagos State, Nigeria, investigating the effects of parental influence on teenagers' profession choices. For the survey, 300 respondents were recruited at random from ten carefully chosen secondary schools (3 Model Colleges, 4 Non-Model Colleges, and 3 Private Colleges). The tool used was a questionnaire that was personally administered to the respondents by the researcher. A total of five (5) null hypotheses were developed and tested. Chi-square and contingency table analysis were used to examine the hypotheses. All hypotheses on the effects of parental influence on secondary school students' profession choices in the Local Government Area were tested at the 0.05 level of significance of the variables of sex, school class, and school type. According to the conclusions of the study, 48.36% of respondents felt their parents had an influence on their profession choice. Averagely, 21.5 percent of respondents indicated their parents' line of profession had an impact on their career choice, while 78.5 percent said it had no impact. Overall, 30% of respondents said they selected a family career because they needed to keep the family firm afloat. Although the study found that parents' line of business had an impact on their children's career choices, the data as a whole suggest that adolescents in secondary schools in Lagos State's Badagry Local Government area have some degree of professional

independence. Parents play an important role in imparting values and expectations in their children, which have a direct effect on their professional choices. Viola and Daniel (2017) investigated the influence of parental expectations on the professional development of people with learning difficulties in Zambian skills training institutes. The research was carried out using a descriptive case study. From a population of 390, 60 people were chosen: 15 students, 15 lecturers, and 30 parents. Data was gathered through semi-structured face-to-face interviews, observations, and focus group discussions. The replies were categorized into subjects for data analysis. Parental expectations are influenced by factors such as parental education, occupation, social economic standing, and parenting style. According to the results Parents can communicate their expectations through discussions, role modeling, and nonverbal communication. According to the study, parental values and expectations influence professional development through discussions, role modeling, practice, and parenting approaches. The studies also demonstrated that family values and expectations might either hinder or facilitate the development of intellectually disabled children's careers. According to the findings, parents should recognize their enormous influence on their children's chances and use their duties to benefit the entire family. In addition, the study suggests that education providers provide parents with information and guidance about intellectual impairments and accessible job options, as well as raise awareness of the importance of parents' availability as major facilitators of their children's career development, particularly for those with intellectual disabilities. Despite the fact that this study involved impaired

students, it revealed that family values and expectations have an impact on children's career choices.

Jungen (2008) conducted a research on how guardians influence their wards' career ambitions. The idea that children and teenagers examine their values and preconceptions about job choices is debunked by scholarly evidence. According to Jungen, articulation of parental personality traits and assumptions includes explicit parental help and direction on explicit career or instructive concepts, as well as confrontations that obliquely assist career advancement, such as family travels, the organization of assets such as books, and the showcasing of paid and non - payment work positions (2008). Jungen (2008) investigated how guardians impact their wards' professional objectives. The idea that children and teenagers examine their values and preconceptions concerning career choices is disproved by scholarly evidence. According to Jungen, articulation of parental personality traits and assumptions includes explicit parental help and direction on explicit career or instructive concepts, as well as confrontations that obliquely assist career advancement, such as family travels, the organization of assets such as books, and the showcasing of paid and non - payment work positions (2008). Jungen (2008) investigated how guardians impact their wards' professional objectives.

Children are typically unwilling to pursue, or even study, particular vocations without parental consent, according to Taylor, Harris, and Taylor, as reported in Jungen (2008). Youths were shown to share their parents' personality traits and beliefs on major issues, and they were astonished to learn that they were likely to overlook some career alternatives if they did not have parental approval. Numerous studies from first years ago show that

parental assumptions and traits have an impact on employment choice. According to research, family norms and attributes impact children's profession choices on a regular basis through parental cooperation (Lavine, 1982), Simpson (2003) found a link between schoolwork and sexual orientation assumptions (Jacobs, Chhin and Bleeker, 2006; Hesse-Biber & Carter, 2000). While parents may believe that various elements such as career or instruction are often persuasive, their influence is frequently applied through managing diverts remembering their advantage for assignments and ambitions, as well as educational accomplishment (Simpson, 2003).

A few studies have looked into the influence of Asian Americans' guardians (family) in their academic and professional success. From the First year evaluation of the National Education Longitudinal Study (NELS) in 1998, Peng and Wright looked at the influence of family on academic achievement and career ambitions of Asian American students, as quoted by Huang and Gove (2015), and discovered that family plays a vital effect. 16,317 Whites, 3,171 Hispanics, 3,009 Blacks, 1,527 Asian Americans, 299 Native Americans, and 276 Other Groups respondents responded to the NELS survey. Inquiries concerning the children's control and effort, parental assistance with academics and school discussions, and extracurricular activities and exercises that the children engaged in outside of class were also utilized to collect information on the home environment and educational activities. Asian American students were shown to be more probable than other groups to live in intact families, spend more time doing schoolwork rather than watching TV or indulging in other quasi activities, and participate in more extracurricular lessons and activities.

Parents of Asian American students seemed to have more instincts, stated views, and ambitions of their children than parents of other marginalised groups, and provided them with more learning chances. Asian American parents, on average, want their children to attend school for 16.7 years, the longest of any racial community. When data was compared amongst

Asian American parents, White parents, Black parents, and Hispanic parents, it was discovered that 80% of Asian American parents, 80% of White parents, 58 percent of Black parents, and 50% of Hispanic parents shared comparable values and expectations. These findings strongly show that Asian American parents place a higher value on their children's education. Asian American youth tended to choose jobs that suit both their own interests and the requirements of their parents (Tang, Pan, & Newmeyer, 2008). These parents' values and expectations have an impact on their children's career choices. When it comes to profession choice and decision-making, however, certain parental expectations and attitudes generate problems for their children (Leung, Hou, Gati & Li, 2011).

Parental values and child-specific expectancies influenced teen girls' and boys' science motivation and achievement, according to Taskinen, Dietrich, and Kracke (2015). The sample included N = 4188 adolescents and their parents from the German PISA sample (51.4 percent female). The values and expectations of parents were found to have favourable relationships with the individual traits of pupils using structural equation modelling. The links between parental values and student motivation and achievement were substantial, but not particularly strong. The student variable was more strongly associated to parental expectations for their child pursuing a science-related

career. The authors discovered that guys had higher correlations between parental expectations and their children's learning motivation and achievement than girls. Because their aspirations are linked to their children's successes, parents are likely to have a significant consequence on their children's career choices. The warm bond that exists between parents and their children is another factor that influences children's profession choices.

In Kinangop sub-county, Nyandarua County, Kenya, Wachira (2018) explored the association between parental attributes and job choices among students in mixed-day secondary schools. To collect both qualitative and quantitative data for the study, the researchers utilized a correlation design. The target population at 14 mixed-day secondary schools was 1730 persons, including 980 form three students and their 750 parents. With 276 students and 254 parents, a sample size of 530 was obtained using stratified random sampling and random sampling procedures. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20 computer software, and the study instrument was a questionnaire. According to the study, parental support ($r = 0.196$ at $0.000 < 0.01$) had a positive and statistically significant impact on students' profession choices. Because parents support their children in their aspirations, their relationship is positive and influences students' career choices. Parents are more inclined to assist their children in choosing a career because of their positive relationship. Other researchers have discovered that a child's career choices are influenced by his or her relationship with their parents (Santrock as cited in Gibson, & Jefferson, 2006; Brown, Dolcini, & Leventhal, 1997). Parents influence their children's professional choices based on their socioeconomic background.

Murry and Pujar (2017) investigated the impact of socioeconomic status on undergraduate emerging adult job decision-making. Six hundred and seventy individuals were chosen at random from eleven colleges as part of the study's sample. The Difficulty of Making Career Decisions Gati et al. (1996) employed a questionnaire to assess lack of preparedness, insufficient information, contradictory information, and general difficulties in making professional decisions. Aggarwal's Socioeconomic Status Scale (2005) and a questionnaire were used to determine socioeconomic status. The findings demonstrated a link between low socioeconomic level and a lack of information, inconsistency in information, and overall self-directed learning. Students from affluent families were found to be better equipped to make well-informed job decisions. Low-income students, on the other hand, found it difficult to choose a career path. This is because parents with a higher socioeconomic position have more knowledge to guide their children's job choices, whereas parents with a lower socioeconomic position have less knowledge to guide their children's career choices. It has been shown that a student's choice of career is impacted by his or her parents' socioeconomic status.

Shuell (1996) discovered that a person's socioeconomic background has an impact on his educational and career growth. According to the author, students from higher-income families are more inclined to pursue higher education. Furthermore, students from low-income families are more inclined to consider skilled jobs, according to his findings. The inability to aspire is one of the challenges that students from low socioeconomic backgrounds encounter. Because they are ignorant that there is ability in disability, some

families of people with special needs may refuse to allow them to complete their education. According to Vincent (1990), much of a child's intellectual growth takes place at home before they enter formal school. He says that upper- and middle-class families are always able to provide the best circumstances for their children. They can offer a supportive learning atmosphere, as well as monetary and inspirational assistance.

Kaur (2015) looked on the role of socioeconomic determinants in teen educational aspiration. The study enlisted the participation of 100 youths. During a normal meeting of parents with school personnel, the school administration informed parents about the study, and they had the option to opt out if they did not agree with their child's involvement. The children were informed before the experiment that participation in the study was purely voluntary and anonymous, with no explicit incentives offered. In the absence of teachers, data was collected in classes. The respondents' average age was 16.9 (SD = 1.1, 14-23 years). To begin, a random sample of ten senior secondary schools was chosen. Second, using a basic random sample procedure, 10 students from each school were chosen. As a result, the study's sample consisted of 100 pupils. It was discovered that educational goals and parents' socioeconomic level had a statistically significant relationship. This means that a student's profession choice is influenced by their parents' socioeconomic level. Other studies have found that parents' socioeconomic position influences their children's professional choices (Denga, 1990; Alam, 2001). However, a study by Obiyo and Eze (2015) discovered that parental socioeconomic position does not always influence profession choice.

Ovansa (2017) researched into the effect of socioeconomic position on the academic performance of Senior Secondary School pupils. To acquire data on students' socioeconomic backgrounds and academic performance, surveys and ex-post factor study design work were used. The study's participants are outgoing senior secondary school students from the chosen school, as well as their parents' socioeconomic background. The secondary schools and students for the study were chosen using a stratified random approach. The research hypothesis was examined using simple percentages. The findings suggest that the students' academic achievement was influenced by their parents' socioeconomic level.

Parents with a high socioeconomic status, according to the research, should assist schools in improving educational outcomes. This is significant for the study because, if high-status parents have an impact on their children's academic achievement, it's reasonable to assume that their socioeconomic position will have an impact on their children's professional choices as well. According to Hoffman's (2007) research, a parent's socioeconomic status influences their children's profession choices. Students from economically disadvantaged backgrounds have been shown to engage in less purposeful career development activities and receive less assistance from school and at home about their career objectives. Because low socioeconomic status of parents has resulted in fewer deliberate career development activities in the lives of students, it is logical to conclude that children's career choices are influenced by socioeconomic status, whether high or low.

According to a study by Leitão, Guedes, Yamamoto and Lopes (2013) students' profession choices are impacted by their parents' socioeconomic

level. Using an evolutionary approach to future discounting, the researchers looked at the relationship between real-life objectives, profession choices, and income indicators. The first study examined the goals of 200 Senior High School students, while the second examined a database of 46,649 candidates for a Brazilian public institution. According to the study, lower-income persons made career decisions focused on speedier returns and smaller inputs. They were more likely to include a job in their immediate plans than higher-income pupils planning to attend university. When looking at the candidates' choices, it was observed that those with greater salaries favored courses with more difficult admissions standards. It may be demonstrated that a student's profession choice is influenced by their parents' socioeconomic level. Individuals should alter their professional objectives and choices based on their socioeconomic circumstances and use varying discounting rates when weighing the risks of failure and future advantages.

Misran, Sahuri, Arsad, Hussain, Zaki, and Aziz (2012) investigated the influence of family socioeconomic status in university program choices. An aggregation of 496 students participated in the study, which was performed at two local matriculation institutions. Students from low socioeconomic backgrounds have a stronger desire to pursue their education at the tertiary level than students from higher socioeconomic backgrounds, according to the data. However, according to a study by Leitao et al (2013), students from higher socioeconomic backgrounds have more job options than those from lower socioeconomic backgrounds. However, it does not ignore the fact that students' profession choices are influenced by their parents' socioeconomic situation.

The impact of socioeconomic status on employment ambitions among Senior Secondary school students in the Sokoto Metropolitan Area was researched by Abubakar and Muhammad-Mande (2015). The study concentrated on a small number of secondary schools in the Sokoto Metropolitan Area. The Child's Vocational Awareness Questionnaire is used to analyze students' job aspirations in this descriptive study (CVAQ) The instrument elicited responses from a total of one hundred (100) students. It was discovered that the educational achievement of pupils who have a better chance of choosing a better career path has improved significantly. The parent's degree of education may serve as motivation for a child to strive to greater careers in the future. With this conclusion, it is reasonable to conclude that students' profession choices in the Sokoto Metropolis were influenced by their parents' socioeconomic level (education).

Kazi and Akhlaq (2017) looked into what factors influence students' profession choices. This study looked at the effects of a variety of factors on the career decisions of 432 students from two public sector colleges in Lahore. These factors were parental education, profession, and income. The influence of peers on respondents' subject specialty choices was also explored, as well as any media impressions. It also looked at whether MS students firmly choose their fields, make concessions, or make judgments that are independent and free of external constraints. Information was gathered through a questionnaire and in-depth interviews. The findings demonstrated that parents' socioeconomic level had a significant influence on their children's career choices. Colleague influence, gender, print media, financial motivations, interest, and other factors all influenced career choice.

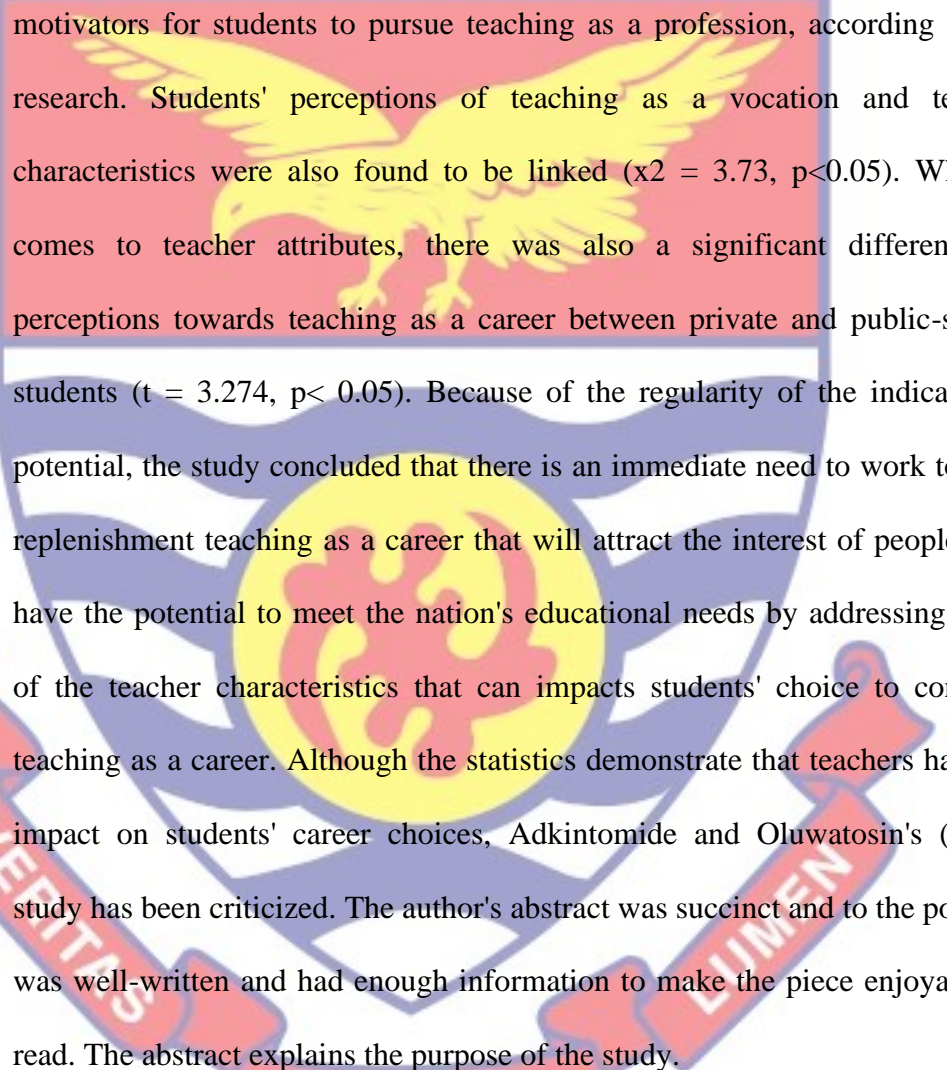
Roles Teachers Play in Students' Career Choice

Sathekge (2014) investigated the roles and views of career guidance teachers in influencing students' decisions to pursue a career in nursing. The goal of the study was to see how career advice or Life Orientation (LO) teachers believe they may influence students' decision to pursue nursing as a career. Teachers with more experience are more likely to encourage students to choose nursing as a career ($p = 0.0139$).

Teachers' influence on students' science career choices was investigated by Faitar and Faitar (2013). The objective of this research is to identify how much teachers' guidance contributes to the success of a select group of students (based on race, gender, and socioeconomic position) who opt to pursue rewarding science-related occupations. Science, Technology, Mathematics, and Engineering (STEM) specialities are currently in demand, according to recent educational policy initiatives in the United States. Students' impressions of the influence of teachers and counsellors on their STEM career choice were investigated using a survey of undergraduate students enrolled in Mathematics and Natural Sciences, Physics, and Computer Science. They were interrogated about their experiences with tracking and the support they received in high school. The outcomes additionally suggest that early attention to children's abilities and aptitudes is crucial in encouraging them to pursue future STEM occupations, particularly when dealing with minority and/or impoverished children, and they support the premise that teacher training should adapt to these new needs.

In Osun State, Adkintomide and Oluwatosin (2011) conducted a study on teacher traits and students' decisions to pursue teaching as a vocation. A

total of 250 pupils were chosen at random from 10 senior high schools in three different local government regions around the state. Data was collected using a validated 35-item questionnaire titled "Teacher characteristics and students' job ambitions." Specific features of teachers' work, such as teaching quality, appearance, and communication skills, appear to be among the most important



motivators for students to pursue teaching as a profession, according to the research. Students' perceptions of teaching as a vocation and teacher characteristics were also found to be linked ($\chi^2 = 3.73, p < 0.05$). When it comes to teacher attributes, there was also a significant difference in perceptions towards teaching as a career between private and public-school students ($t = 3.274, p < 0.05$). Because of the regularity of the indicator of potential, the study concluded that there is an immediate need to work toward replenishment teaching as a career that will attract the interest of people who have the potential to meet the nation's educational needs by addressing some of the teacher characteristics that can impact students' choice to continue teaching as a career. Although the statistics demonstrate that teachers have an impact on students' career choices, Adkintomide and Oluwatosin's (2011) study has been criticized. The author's abstract was succinct and to the point. It was well-written and had enough information to make the piece enjoyable to read. The abstract explains the purpose of the study.

Balyer and Ozcan (2014) investigated why students chose to teach as a career. The goal of this study is to discover why students choose teaching as a career. The research was conducted out statistically, with 1,410 student teachers taking part. Students select teaching for altruistic-intrinsic motivations, according to the findings. In this regard, female students chose it

for altruistic-intrinsic motives, whereas male students picked it for extrinsic reasons. Students select teaching as a vocation because of the important role their teachers play in their lives, according to the study.

Zotorvie (2016) studied towards what factors impact students' career choices at the Institute of Chartered Accountants (Ghana). The main goal of this research was to find out what factors determine students' career choices at the professional level of the Institute of Chartered Accountants (Ghana). The study also looked at when the students decided to pursue accounting as a professional path during their academic studies. A questionnaire-based survey was used as the primary method in this investigation. Using exploratory factor analysis and dummy variables, the major factors influencing students' career choice in accounting and the timing of their decision to pursue accounting as a career were investigated. According to the report, one of the most influential elements in students' career choices is their teachers.

Bergmark, Lundström, Manderstedt, and Palo (2018) investigated why people choose to become educators. Teachers' attitudes toward teaching as a career and motivations to pursue it. The goal of the study was to learn what student teachers thought about teaching when they were younger and what inspired them to pursue it. Students wrote a letter to convey their reasons for wanting to be a teacher, their feelings about teaching, and whether or not someone has influenced their career choice. The empirical data consists of 259 student texts from three Swedish teacher education programs. In contrast to earlier research, this study used a qualitative method to represent a wide range of categorizations, emphasizing the idea of different motivations for career choice and the connection to student teachers' growing methodological

orientations. The programs were quite different, with each emphasizing widely divergent goals and altering incurable instructional characteristics. The findings highlight the necessity of structuring teacher education programs around a variety of motives, which is expected to aid teachers in finishing their degrees and remaining in the profession in the One of the duties teachers have in career choice, according to the findings of this study, is the organization of educational programs for students, which influences students' intentions to undertake teaching as a career.

Holly (2005) identified the factors that influence Year 12 science students' career goals in a research. The data was acquired from five secondary schools in the metropolitan area. Year 12 science students, ages 16 to 17, were polled on aspects of career aspirations and experiences in science using a qualitative case study research technique. The author conducted a narrative inquiry with each school's focus groups to gather further information about their career choices in relation to their science learning experiences. Career coaches, Year 12 coordinators, and science educators were all questioned as part of the process of assisting students with their career choices. Despite the fact that many Year 12 science students showed a significant interest in the topic, the study found that there is still potential for growth. Teachers are viewed as critical in encouraging students' interest in science, and they must be able to teach science in a way that allows students to comprehend and explain scientific topics. According to Holly (2005), the majority of students will pursue a career in science as adults if they continue to love science as a result of their teacher's influence.

Roles Students Play in their Career Choice

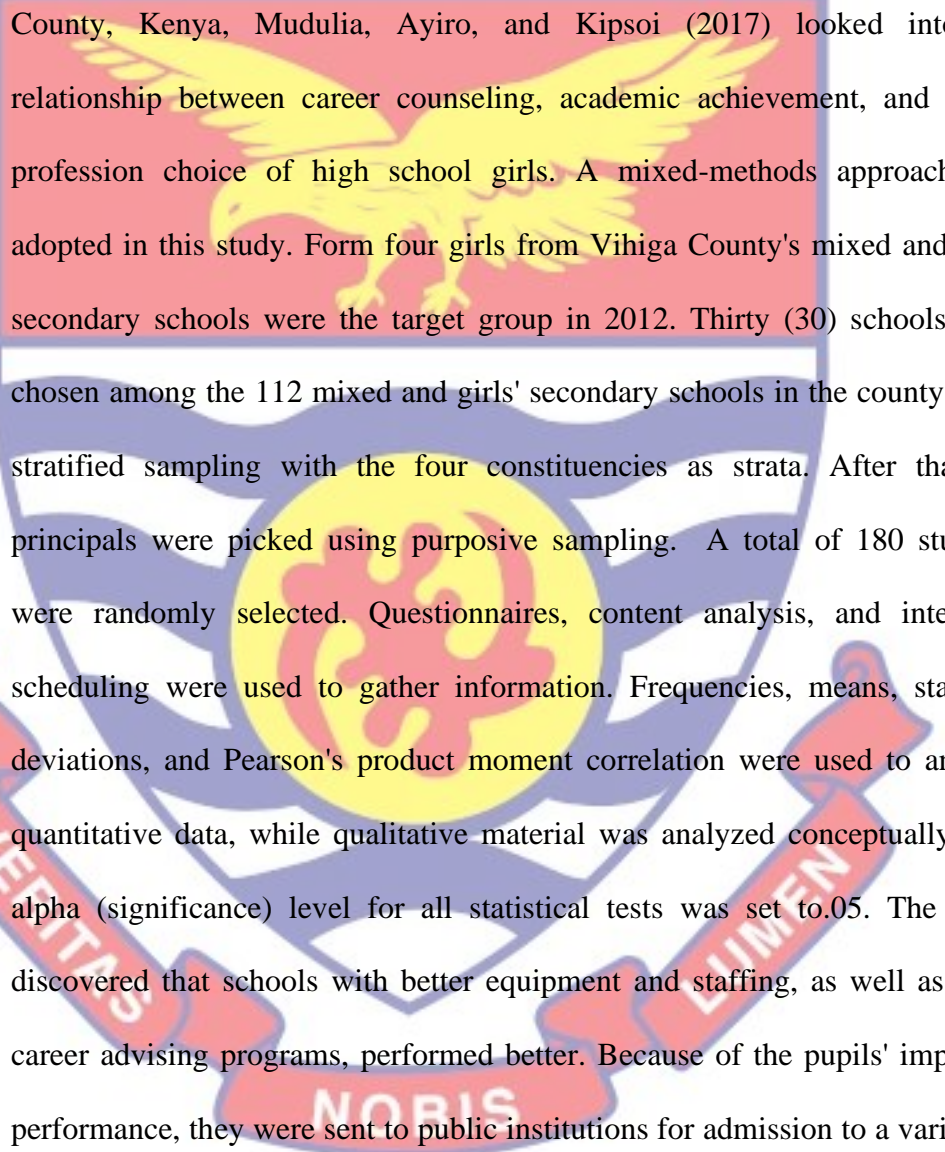
Students' profession choices may be influenced by their expression of interest in them. Nyamwange (2016) investigated the impact of student interest on occupation choice among first-year university students at both public and private universities in Kisii County, Kenya. The purpose of this study was to see how first-year university students' interests influenced their career choices. To achieve this purpose, the researchers enlisted the help of 296 first-year students from six different colleges. Respondents were picked using both purposive and systematic sampling approaches in the descriptive survey design. They completed a tailored questionnaire, and the results were descriptively analyzed with the Statistical Package for Social Sciences as the primary assessment technique. According to the research, students can influence their peers' career choices by expressing interest in their peers' occupations.

Abah, Age, and Agada (2019) conducted a study in the Makurdi Metropolis on the predictors of mathematics-related job choice among senior secondary school students. A survey research design was used to perform the study. The SCDQ (Cronbach Alpha Coefficient = 0.82) was developed by the researcher and given to a group of 125 senior secondary school students who were interested in pursuing a career in mathematics. Using stratified random selection, these children were chosen at random from five different secondary schools in Makurdi, Benue State, Nigeria. The mean and standard deviation were used to answer the study questions. Academic competency (cluster mean score = 2.73), peer group effects (cluster mean score = 2.69), and other characteristics all influence students' employment choices, according to the

SCDQ data. Different school teaching strategies (cluster mean score = 3.05), students' interest (cluster mean score = 2.89), gender disparities (cluster mean score = 2.64), and role model impacts (cluster mean score = 2.68) all have a positive high impact on students' mathematics-related career choice alternatives. According to the study, students' interests play a role in their decision to pursue a mathematics-related career. Owusu, Bekoe, Okyere, and Welbeck (2019) investigated how important decisions are made by accounting and non-accounting students. The goal of this study is to find out what factors influence accounting and non-accounting students' main course choices. At the University of Ghana Business School, a set of questions was devised and presented to 550 undergraduate business students. The mean differences in students' opinions of the elements that impact course major choices were assessed using statistical tests. The factors that influence students' course major choices were investigated using logistic regression analysis. Students' trust in their academic strength and ability to manage academic work, according to the research, are good predictors of their course major choice. Furthermore, accounting students are driven largely by self-interest, whereas non-accounting students are encouraged predominantly by external rewards. It's been established that a student's natural hobbies have an impact on their job decision. Amoah et al. investigated assessors' perceptions of predictors of profession choice among Ghanaian senior high school students (2015). In order to examine how SHS students plan their careers and the factors that impact employment choice among SHS students in Ghana, a quantitative method was employed with a population of 322 students. Students meticulously plan their careers to ensure that they receive the job they want,

according to the data. This result means that students will not follow a career path unless they take an active role in it by expressing interest in it. This means that a student's career choice is influenced by their interest.

Another crucial responsibility for children is to perform well in school. This will make it easier for them to make a professional choice. In Vihiga



County, Kenya, Mudulia, Ayiro, and Kipsoi (2017) looked into the relationship between career counseling, academic achievement, and future profession choice of high school girls. A mixed-methods approach was adopted in this study. Form four girls from Vihiga County's mixed and girls' secondary schools were the target group in 2012. Thirty (30) schools were chosen among the 112 mixed and girls' secondary schools in the county using stratified sampling with the four constituencies as strata. After that, 30 principals were picked using purposive sampling. A total of 180 students were randomly selected. Questionnaires, content analysis, and interview scheduling were used to gather information. Frequencies, means, standard deviations, and Pearson's product moment correlation were used to analyze quantitative data, while qualitative material was analyzed conceptually. The alpha (significance) level for all statistical tests was set to 0.05. The study discovered that schools with better equipment and staffing, as well as more career advising programs, performed better. Because of the pupils' improved performance, they were sent to public institutions for admission to a variety of occupations, as opposed to understaffed institutions with no equipment. This suggests that students who fulfilled their role as a result of performing well obtained admission into diverse occupations at the University. On the other

side, understaffed high schools produced pupils with poor academic performance, and as a result, they were unable to enter university jobs.

At Ahmadu Bello University in Nigeria, Aminu and Timothy (2014) conducted research on Microbiology students' career choices and academic performance. 85 students in the department's level 300 and 400 classes agreed to participate in the study out of a total of 106 who were eligible. The measurement instruments were a Likert scale questionnaire and the outcomes of the students' cumulative grade point average (CGPA). To see if there was a link between the students' CGPA and their profession choices, the test statistic was used. Students who applied for Microbiology and were accepted had higher CGPAs and hence performed better academically than those who did not (correlation coefficient $(r) = 0.0125, p = 0.05$). This means that students who do a good job of contributing by working hard in class have a better chance of pursuing a particular career route. The necessity of educational administrators, academic planners, and admission officers meticulously admitting students according to their program of choice, as well as lecturers emphasizing the value of Microbiology to spark students' interest, is highlighted in this study.

Etiubon, Ugwu, and Ado (2018) explored the predictors of first-year scientific education students' profession choice and academic accomplishment at the University of Uyo in Nigeria's Akwa Ibom State. During the 2016/2017 academic year, 634 undergraduate science education students participated in the survey. The study included 124 first-year students who were chosen at random from the department's five units (integrated science, physics, chemistry, biology, and mathematics). The data gathering instrument was a questionnaire. The data was analyzed using mean and standard deviation, as

well as ANOVA and MANOVA. The Cronbach alpha reliability coefficient for the instrument was 0.82. The outcomes of the study revealed that students are constrained by tight linear relationship that prevent them from focusing entirely on their areas of specialization. This adds to their schoolwork and deadens their enthusiasm for the program when they first started. This conclusion demonstrates that if students succeed in their academic tasks, they will be easier to understand on their career choices. As a result of this observation, it is safe to conclude that academic excellence is one of the students' responsibilities in their job selection. This will influence their decision to choose a career path.

Peer pressure has an impact on students' career options and the choices of others. Ogotu, Odera, and Maragia (2017) explored the effects of peer pressure on secondary school students' job decisions in Kenya. Despite the Kenyan government's emphasis on career counseling and aid in schools, Kenyan youth continue to experience difficulties in making career options. The impact of peer influence on students' job decisions was investigated in this study. To reach a sample size of 364 respondents throughout the seven (7) sub-Counties, stratified, purposive, and simple random sampling methods were used.

Respondents were requested to complete a survey. The data was analyzed using Spearman's correlation (ρ) and Multinomial Logistic Regression (MLR). Peer pressure demonstrated a weak but significant positive association ($\rho(364) = 0.165, p < 0.01$). Peer pressure has a direct impact on students' work choice, according to the research, with students' career decisions increasing in lockstep with peer pressure. The overall relative

risk ratio of the regression model using MLR was statistically significant ($p < 0.05$). As a result, peer pressure has a statistically significant impact on students' employment selections. Social pressure increased secondary school students' job choices in Busia County, as per the study's findings. It was proposed that school-based career advising be improved in order to increase awareness of profession decision-making while avoiding overemphasizing peer pressure. If secondary schools provided frequent career counselling, this could be realized. Naz, Saeed, Khan, Sheikh, and Khan also conducted research on the effects of peers and friends on job decisions (2014). The data was gathered through a library strategy that included searching for relevant books, journals, articles, newspapers, and even Internet sources, while field information was gathered by a random sample of 100 students who completed a questionnaire. In order to construct a theory for generalization, all of the gathered data was thoroughly analyzed, disputed, and explained, while the field data was assessed using the chi-square test in the form of frequencies and percentages. According to the research on this topic, the family, pertinently parents and other family members, are primarily responsible for shaping and transforming the behavior of children in a variety of ways; even then, peer influence plays a crucial role in the development of professional potential and decision-making among young adults.

Peer pressure as a predictor of adolescent career decisions was studied by Kaur (2020). The goal of this study was to see how peer pressure influenced teen profession choices. To accomplish this, the researcher used standardized tools. Singh (2014) devised a scale to analyze adolescent job choices. A peer pressure technique was designed and standardized by the

researcher. A total of 800 adolescents from Punjab's government senior secondary schools' XI class were included in the study.

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Felsman and Blustein looked at the role of peer relationships in late adolescent career development (1999). The importance of close peer ties in aiding late teenage career exploration and commitment tasks was investigated. 147 people took part in the study, which included questions about the environment and self-exploration, progress in committing to career choices, attachment to peers and parents, mutuality and closeness, and demographic data. In addition to the accomplishments of parental attachment, age, and gender, canonical correlation analysis indicated that the two peer relatedness variables (i.e., attachment to peers, proximity, and connectedness) shared a significant and unique amount of variation with the exploration and commitment variables. Peer connections, familiarity, and, to a smaller degree, attachment to mother were all found to be positive.

Peer contact is another factor that students consider while deciding on a career path. Peer relations have an impact on professional choices. Peer interactions influence students' profession choices in Uganda (Okiror & Otabong as referenced in Agumagu, Ifeanyi-Obi & Agu, 2018) and in Kenya

(Walaba & Kiboss, 2013). Students exchange career information when they interact. This is in line with Krumboltz's Social Learning Theory, which emphasizes the value of students interacting with one another in their surroundings. Students' relationships with their peers have a significant impact on how they perceive themselves (Yi-Hui, 2006). Yi-Hui (2006) discovered in his research in China that students' relationships with classmates of all interests, races, and genders have a positive impact on their academic performance. Peers' relationships enable them to have a better grasp of the working world, allowing them to pursue careers that they might not have considered otherwise. In Finland, researchers Kiuru, Salmela-Aro, Nurmi, Zettergren, Andersson, and Bergman (2012) discovered that the academic orientation of the peer group to which they belong has a long-term impact on individual teens' vocational careers.

Quimby and De-Santis (2006) looked into the influence of female role models on career choices. In this study of 368 female students spanning Holland's (1997) 6 RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, as factors of work choice, conventional) characteristics, self-efficacy, and role model impact were investigated. According to the findings, self-efficacy and role model influence vary among Holland kinds. Self-efficacy and role model influence resulted in a considerable amount of variation in career choice across all six RIASEC groups, according to multiple regression analyses.

Over and above the influence of self-efficacy, positive leadership involvement added to the projection of career choice in all but one of the RIASEC variables. This research implies that many undergraduates' careers

vary because they serve as role models for others. Valero, Keller, and Hirschi (2019) found that study plays a part in their career through modeling and that this facilitates teenagers' work-related involvement in a research of 191 students. Correspondingly, Van Raden (2011) employs questionnaires to gauge student interest in math and science courses in the near future, as well as pre-visit and post-visit evaluations on science and scientific activities. Students had preconceived preconceptions about certain role models, according to the author, which influenced their professional choices.

Chapter Summary

The section looks at how parents and teachers influence their children's professional choices, as well as how students themselves influence their profession choice. Ginsberg's theory, the Trait and Factor theory, and the Social Cognitive Career theory were all discussed. According to the Trait and Factor hypothesis, teachers, parents, and students will choose a job depending on a person's attributes. Belief in one's own abilities Ginsberg's theory explains how education, vision, values, objectives, skills, and hobbies are all important in advancing one's profession. Parents have influence in their children's careers through their work, level of educational attainment, and encouraging children by their perceptions on career choice, according to the literature. It was also found that some of the duties parents play include inspiring their children and fine-tuning their children's professional interests, among other things. Teachers' functions in the literature were discovered to be proposing profession choices, encouraging and paying attention to students' abilities, and organizing educational programs for students, among others. Students' contributions in career choice included showing interest in the field,

performing well in academics that leads to job decision, and looking up to role models, among other things. These data suggest that when it comes to career development, parents, teachers, and students all play a role.



CHAPTER THREE

RESEARCH METHODS

Overview

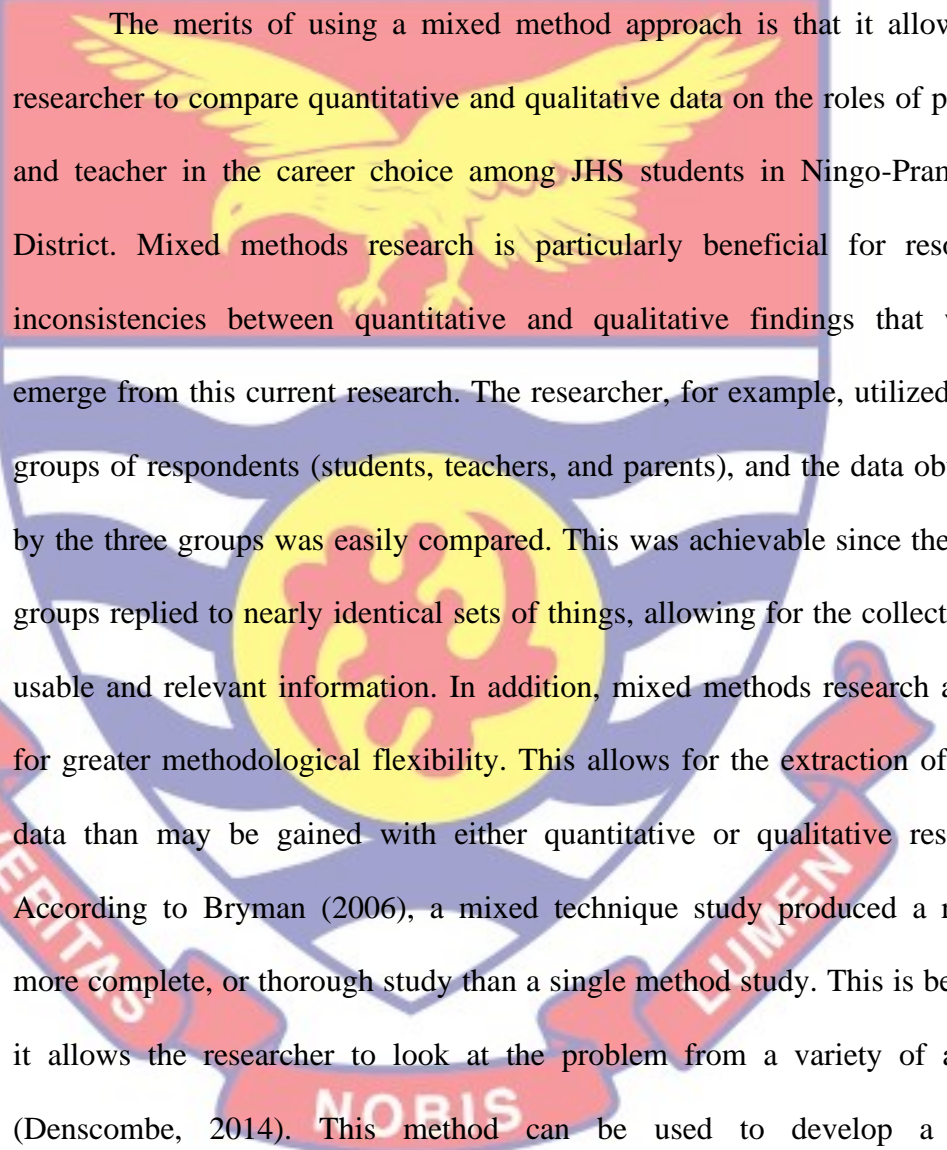
The study's goal was to find out how parents, teachers, and students in the Ningo-Prampram District influence career choices of students. The research methodologies used in the study are discussed in this chapter. This chapter has been divided into seven sections. Research design, study area, population, sampling strategy, research tools, pre-testing procedure, data collection procedures, and data analysis are examples of these.

Research Design

The mixed method approach was used in this investigation. In more technical terms, the investigation was conducted using a convergent parallel/concurrent mixed method design. A convergent parallel mixed method design collects both quantitative and qualitative data at the same time, merges them, and uses the results to comprehend a research problem (Creswell, 2012). One of the key justifications for this method is that one data collection structure has characteristics that compensate for the shortcomings of the other, and that getting both quantitative and qualitative data leads to a complete comprehension of the study subject (Cresswell, 2012).

Mixed methods research, as defined by Greene (2006), is a means of researching the social world that incorporates more than one methodological tradition and thus more than one mode of knowing, as well as several techniques for gathering, investigating, and expressing human events. Many

researchers think of mixed study as a strategy to deal with qualitative and quantitative approaches and presumptions in an investigation. The aim is to improved comprehension of the phenomenon under investigation (Creswell, 2009; Johnson, Onwuegbuzie & Turner, 2007; Tashakkori & Creswell, 2007; Johnson & Onwuegbuzie, 2004).



The merits of using a mixed method approach is that it allows the researcher to compare quantitative and qualitative data on the roles of parents and teacher in the career choice among JHS students in Ningo-Prampram District. Mixed methods research is particularly beneficial for resolving inconsistencies between quantitative and qualitative findings that would emerge from this current research. The researcher, for example, utilized three groups of respondents (students, teachers, and parents), and the data obtained by the three groups was easily compared. This was achievable since the three groups replied to nearly identical sets of things, allowing for the collection of usable and relevant information. In addition, mixed methods research allows for greater methodological flexibility. This allows for the extraction of more data than may be gained with either quantitative or qualitative research. According to Bryman (2006), a mixed technique study produced a richer, more complete, or thorough study than a single method study. This is because it allows the researcher to look at the problem from a variety of angles (Denscombe, 2014). This method can be used to develop a good understanding or when the researcher sees that one source of data is insufficient Creswell, Klassen, and Smith (2011).

In whatsoever case, there are a few stumbling blocks to implementing this idea. The complexity of assessments is increased by using mixed methods

research. Mixed methods research is perplexing and difficult to organize and execute. The study sample for qualitative and quantitative portions (indistinguishable, embedded, or parallel); time (the grouping of qualitative and quantitative segments); and the layout for coordinating data all require careful design. For some scientists, coordinating qualitative and quantitative data during analysis is a difficult task. Moreover, it requires increasing resources. Mixed methods research is labour intensive and requires greater resources and time than those expected to lead a solitary strategy study.

Despite the disadvantages, the researcher has decided to use this design. This is because in this study, more than one methodological approach was used in gathering and analyzing data. It is the intention of the researcher to gather responses from students and teachers quantitatively while with the parents, the responses were gathered qualitatively. Thus, the use of mixed method research design is appropriate for investigating the roles of parents, teachers, and students in career choices of students at the Ningo-Prampram District influence

Study Area

The Ningo-Prampram district in Ghana's Greater Accra region is the focus of the study. Tema is roughly about 12-kilometer trip south in Greater Accra region. Students in the district's public junior high schools are taught moral ideals as well as the academic skills they will need in the future. Ningo-Prampram District is one of Ghana's 260 Metropolitan, Municipal and District Assemblies (MMDAs) and one of the 29 MMDAs in the Greater Accra Region. Ningo-Prampram District, with Prampram as its capital, was carved out of Dangme West (Shai Osudoku) in 2012 and is now part of the new

District and Municipalities. Ningo-Prampram is a district with a total land area of 622.2 square kilometers. Tema lies 15 kilometers east of the area, and Accra, Ghana's capital, is 40 kilometers east. To the north is Shai Osudoku District, to the south is the Gulf of Guinea, to the east is Ada East District, and to the west is Kpone Katamanso District. The residents' primary source of

income is fishing. The current population of the District is estimated to be 80,286 people, with 47.6% men and 52.4 percent women. Approximately 62 percent of the population of the District is in the working age category (15-64 years).

Population

The phrase "population" refers to a big group of numerous cases from which a researcher selects a sample, and it is frequently expressed in theoretical terms (Neuman, & Kreuger, 2003). It's a group of people with common characteristics that the researcher finds remarkable. The population of the study comprised all teachers, JHS 3 students with their parents in Ningo-Prampram Districts. There are 6 circuits with 52 basic schools (JHS) in the Districts. The total number of teachers in the 52 schools are 884 and the students are 18, 200 with over 20,000 parents.

Sampling Procedure

A sample is a slice of the population that is tiny but representative. Instead of focusing on the entire population, sampling allows the researcher to concentrate on a small number of units while yet gathering data that is typical of the whole (Burns & Grove, 2003). Sampling is the process of picking a subset of a population to represent the complete population (Polit & Hungler, 1999). The study included 90 teachers, 400 JHS students, and 12 parents as

participants. With respect to the population, Amedahe (2002) stated that a sample size of 5% to 20% of the population size is sufficient for generalization purposes. Therefore, sample size of 90 teachers, 400 students and 12 parents were more than 5% of the total population and therefore will be enough for generalization.

Table 1 illustrates the population and sample size of teachers and students from the six (6) schools in the six (6) circuits.

The respondents were chosen using a multi-stage sampling approach. First, six (6) schools were chosen at random from a total of 52 schools in six (6) circuits. Second, because the number of teachers in the study was small and it was feasible to include everyone, the census method was used to include all 90 teachers from the six (6) institutions. In order to sample the students for the study, the researcher employed a proportionate stratified sampling methodology. When examining the total population, proportionate stratified random sampling demands that the size of each stratum be proportionate to the population size of the strata (Crossman, 2020). This implies that, each stratum has the same sampling fraction.

A proportionate stratified sample of the same size has the same or greater precision than a random sample of the same size. This formula yields a proportionate stratified random sample: $(\text{sample size}/\text{population})$ divided by stratum size. The sample size for each stratum for both students and teachers was established using this formula (see Table 1).

Table 1- *Sample Distribution of Respondents*

School	Population		Sample	
	Teachers	Students	Teachers	Students
Mataheko D/A Basic 'A' School	7	334	7	73
Afiinya D/A Basic 'C' School	7	347	7	75
Dawhenya Methodist Basic 'B' School	6	326	6	71
Mataheko D/A Basic 'B' School	7	260	7	57
Mobole D/A Basic School	8	252	8	55
St Dominic Savio R/C Basic School	8	309	8	69
Total	43	1828	43	400

Source: Ningo-Prampram District Education Office, 2020

After the sample sizes for each stratum for both students and teachers were set, simple random selection was used to select respondents from each school to ensure that all subjects had an equal chance of being chosen. The remaining pieces of paper were folded and placed in a container that the researcher rapidly shook before the students were asked to pick one paper in turns. The researcher then asked those who answered "yes" to stand on one side (those would be considered for the study) and the rest to leave. This was performed to verify that all respondents from each school had an equal chance of getting chosen. I feel that the students and teachers at these schools are convinced of the significance of parents, teachers, and students in junior high school students' career choices.

Twelve (12) parents were conveniently selected and interviewed to help provide in-depth information about their role in career choice among Junior High School for their wards in Ningo-Prampram. The use of 12 parents was appropriate because in a study where in-depth information will be gathered, Creswell (1998) recommends 5-25 respondents as a sample size. Morse (1994) suggests at least six respondents as a sample size. For the

parents, convenience sampling was used. Because the respondents were picked based on their availability and desire to participate in the study, this was an appropriate choice (Bryman & Nilsson as cited in Johansson, 2020). One major advantage of this type of sampling over a random sample for instance, not all participants share the attribute being studied so it is easier to make generalizations about a sample.

Data Collection Instruments

The research instruments that were utilized to collect data are described in this section. These include, teacher and student questionnaires, as well as a parent interview schedule.

Questionnaire for teachers

A 36-item questionnaire based on literature review was used to solicit responses from teachers. The items on the questionnaire were self-developed based on literature. The questionnaire was close-ended type. It measured on five-point Likert scale type ranging from Always as 5, Very often as 4, Sometimes as 3, Rarely as 2, and Never as 1. The questionnaire has four sections (A-D). The teachers' backgrounds were elicited in Section A, which included their age, gender, and educational level. Teachers were asked to complete three items in Section A.

Section B had eleven items that seek answers on the roles parents play in career choice of their wards in Ningo-Prampam district. Section C obtained data in order to address the third research question. This was about the role of teachers in their pupils' profession choices in the Ningo-Prampam area. Section C had twelve 12 items. Section D had ten items that elicited

information about the role teachers' play in career choice in Ningo-Prampram district (see Appendix A).

Questionnaire for students

Students were asked to respond to a 34-item questionnaire based on a literature review. The items on the questionnaire were self-developed based on literature. The questionnaire was a close-ended type having five-point, Likert-type scale format with Always as 5, Very often as 4, Sometimes as 3, Rarely as 2, and Never as 1 was used to measure roles parents play in career choice of their wards. The survey was broken into four sections (A–D) for the students. Students were asked to answer four item questions in Section A. Section A of the survey asked students for their age, gender, father's educational level, and mother's educational level. Section B had twelve (12) items that sought answers on the roles parents play in career choice of their wards in Ningo-Prampram district. Section C elicited information in order to address the second research question. This was about the roles teachers' play in career choice of their students in Ningo-Prampram. Section C had eight items. Section D had ten items that elicited information about the role students' play in their career choice in Ningo-Prampram district (see Appendix B).

Interview schedule for parents

A parent interview guide was created. The interview guide was used to elicit parents' views on their roles, teachers' roles and students' roles in the career choice of students. The interview guide has four sections (A-D). The participants' background information was sought in Section A. In the Ningo-Prampram district, Section B looked into the role of parents in their children's job choices. Section C inquired about the role teachers' play in career choice

of their wards in Ningo-Prampram district. Section D ascertained the role students' play in their career choice in Ningo-Prampram district (see Appendix C).

Validity and Reliability of Research Instrument

Validity refers to the appropriateness of people's interpretations, judgments, and actions based on test results (Johnson & Christensen, 2004). According to Johnson and Christensen, an investigator should validate that the test measures what it is designed to measure for the specific set of people and in the particular incident, as well as that the inferences based on the results are accurate in order to ensure validity. Hair, Black, Babin, Anderson, and Tatham (2006) define validity as how effectively a measure describes a concept. The researcher double-checked that the test item measured exactly what it should. During this approach, the researcher checked that the items were both face and substance legitimate. The research team also looked at the items on the questionnaire and the interview guide for face and content validity (Hair et al., 2006; Johnson & Christensen, 2004).

This indicates that every time the evaluation instrument is used on the same person or group, it will produce the same or nearly the same results. Cronbach's alpha is the most commonly used method for assessing an instrument's internal consistency (Kimberlin & Winterstein, 2008). According to Kimberlin and Winterstein, it is utilized for summated scales or Likert scale items (2008). Because the surveys are mostly Likert scale the researcher needed to quantify the instruments' inner consistency, the Cronbach's alpha was chosen as the best methodology for assessing the instrument's dependability. Cronbach's alpha is a correlation coefficient with a value

between 0 and 1. The test is more trustworthy if the reliability coefficient value is near to 1, whereas the test is less trustworthy if the reliability coefficient value is near to 0. (Gay et al., 2011). After pilot testing, the questionnaire's reliability coefficient was determined.

The researcher handed the test to supervisor to review because the face or content validity of a questionnaire can be determined by expert opinion (Gay et al., 2011). The items were rearranged based on his suggestions. The validity of the interpretations supplied to the evaluation scores. According to Amedahe (2001), it is the instrument that has been verified, not the instrument itself. It's a good sign if the instrument accurately measures what it's supposed to measure. It is regarded valid if the results are used for the intended purpose. The research instruments were refined as a result of the pilot test. In response to feedback received during the pilot run, the questionnaire was modified.

Because face or content validity can be assessed by professional opinion, the interview schedule was given to colleagues and experts (my supervisor) in the field for their examination to determine the legitimacy of the interview (Gay et al., 2009). The items were restructured based on their ideas. The validity of the interpretations given to the assessment scores, according to Amedahe (2001), is validated, not the instrument. The instrument is said to be legitimate if it measures what it is supposed to measure and the results are used for the intended purpose. The research instruments were refined as a result of the pilot test. The interview guide items were refined based on the comments made during the pilot study.

Silverman (2015) also suggests that the interviews have a comparable structure, succession, and questions for each respondent in order to ensure the

dependability of the interviews. To help with this, a structured interview was developed and implemented. Similarly, all of the interviews employed the same prompts and probes to elicit more information or answers. Furthermore, each transcript was double-checked for obvious flaws in accordance with Gibbs (2018) criteria for qualitative research reliability. In addition, the researcher checked that the codes were distinct and that they were used consistently. Finally, the researcher's supervisors double-checked the codes and the data for accuracy.

Pilot-testing of Research Instruments

Dodowa Presbyterian Basic School, and Methodist Basic School were considered for pre-testing the instruments that were developed. The instruments were pilot-tested with twenty pupils, ten teachers, and five parents. This number of students, teachers, and parents was adequate since, according to Sudman, as stated in Nigm & Abd Al-Wahab (1996), pilot testing requires at least 12 to 50 persons (as a composite). Pre-testing was done to determine the suitability of the research instruments to be used and, if necessary, make alterations or build new ones to suit the research.

Pre-testing was carried out to determine the efficacy of the sampling frame and techniques used in the investigation, to pinpoint logistical problems that may come when using the proposed approach, to predict viability in outcome to aid in sample size determination, to collect preliminary data, to determine what resources (monetarily) are required for the main study, and to validate the proposed datum. Nonetheless, having the option of summarizing the findings of the current investigation is vital. Pilot testing helps ensure that the final instrument has the least amount of uncertainty possible. It also helped

with evaluating the projected response time and putting the coding system through its paces (Cohen, Manion, & Morrison, 2004). Cronbach Alpha has been used to establish the reliability of the items on the questionnaires by measuring the internal consistency of the sub-sections of the instruments. A .70 or higher alpha value was considered acceptable (Fraenkel, & Wallen, 2010). The reliability coefficients are shown in greater detail in Tables 2.

From Table 2, the reliability coefficients of the various instrument after the pilot testing ranged from .72 to .74 for teachers, and from .70 to .75 for students. Similarly, the overall reliability for the teachers' scale was .74 and that of the students' scale was .73. Generally, this suggests that, these coefficients are indications of good internal consistency since they were not below .70 (Fraenkel & Wallen 2010).

Table 2- *Reliability Co-efficient of Piloted Instrument*

Name of Scale	No. of Items		Cronbach's Alpha	
	T	S	T	S
Questionnaire on students' Career Choice				
Parental roles in their wards' career choice	11	12	.73	.75
Teachers' roles in students' career choice	12	08	.74	.70
Students' roles in their own career choice	10	10	.72	.71
Total	33	30	.74	.73

S-Students, T- Teachers.

Furthermore, when pilot testing the instrument for parents, the respondents were told of the pilot testing purpose and their consent was sought. Prior to the interview, they were contacted by phone. The interview

date and location, as well as certain facts regarding the interview, were provided. Parents were approached and requested to give their verbal consent to the study. Each interview lasted approximately 20 to 30 minutes. By piloting the interview, the investigator was able to forecast the length of time it would take to conduct the interviews and the types of questions parents could ask for elaboration.

Data Collection Procedures

The researcher acquired an introductory letter from the Department of Guidance and Counseling. The letter was then forwarded to the administrations of the six Ningo-Prampram Junior High public schools to request permission to conduct the study. To conduct the study, the researcher requested permission from the project's supervisor as well as the Department of Guidance and Counseling. The researcher then made the necessary arrangements with a research assistant to assist her with the data collection in the public Junior High schools during class hours.

Before sharing of the questionnaires, the researcher established rapport with students through brief introduction about the researcher to the participants. This helped to build a cordial relationship with the participants and ensured that they are relaxed before answering the questionnaire. Participants were informed about the study's nature and objective after establishing rapport.

Furthermore, when it came to gathering sensitive information from participants, they were given ample opportunity to decide whether or not they wanted to share the information with the researcher without being bribed. The questionnaire took each participant about 33 minutes to complete. The

completed questionnaires were gathered and placed in sealed envelopes for safekeeping and confidentiality. The data was collected over the course of two months. A total of 400 pupils from public junior high schools participated in the study over the course of two months, from July to September 2020. Because all of the participants could read and write, it was much easier for them to respond quickly to the questionnaire's questions.

Before the interview, all interviewees were given printouts of the interview schedule to study. This was done so that the interviewer (researcher) could communicate with the interviewees more easily. The interviewees were given the option of choosing their own time, day, and location to avoid upsetting their regular schedules. They were also guaranteed of privacy and that their identities would not be exposed at any time. No one was forced or pressured into participating in the research. The principles of informed consent and voluntary participation were properly followed (Denscombe as cited in Alhojailan, 2012; Frankfort-Nachmias & Nachmias, 2000). The interviewees were given two alternatives to choose from. To ensure that the data was properly recorded, the interviewee's approval to tape-record the session was asked. Following the interviews, each interviewee was given a second chance to hear the recording. This allowed parents to make modifications, provide extra information, or simply confirm what they intended to say during the interview.

Ethical Considerations

First and foremost, before to their participation in the study, the researcher secured informed verbal agreement from parents, teachers, and students. It was made clear to participants that participation in the study was

entirely optional. Participants were also informed that they had the option of declining or accepting their participation in the study. The study also took into account the anonymity of research participants. Anonymity is a crucial issue in research ethics, according to Oliver (2010), because it permits participants to keep their identities disguised.

On the subject of confidentiality, every attempt was made to keep the responses of the participants private. Participants were promised that their responses would be kept private, that no one they knew would have access to the information they supplied, and that no one's name would be recorded in the study. After defending the proposal, the researcher sought ethical permission from the Directorate of Research, Innovation, and Consultancy (DRIC) before heading to the field to collect data.

Data Processing and Analysis

The fact that the study collected both quantitative and qualitative data was taken into account while making data analysis decisions.

Questionnaire

Using descriptive statistics, the responses of socio-demographic characteristics were analyzed and characterized (frequencies and percentages). Percentages and frequencies were employed to get a clear understanding and interpretation of the data analysis. For study questions one, two, and three, the mean and standard deviation were used. All items on the five-point, Likert-type scale format were analyzed using the mean and standard deviation of individual or composite items. Because the scale was a five-point Likert-type scale, the highest mean was 5 and the lowest mean was 1.

The midpoint of an item on five-point Likert Scale was 3. Therefore, any role of parents, teachers and students with a mean of 3 and above was considered as high mean, that is, when it is compared with the midpoint already obtained (3) whereas items with the mean below 3 was considered as the lowest mean.

Interview

Thematic analysis was employed in this study, however there are a variety of analytical approaches accessible. The research was carried out in a systematic manner in order to produce a relevant result (Attride-Stirling, 2001). Using thematic analysis, the researcher was able to find, analyze, and locate themes in the empirical data (Braun & Clarke, 2006). A thematic analysis is a valuable method for assessing empirical qualitative data in terms of participant perspectives, as well as similarities and variations between them (Braun & Clarke, 2006).

In this study, the researcher employed Braun and Clarke's (2006) thematic method to qualitative data analysis. The authors proposed six stages for evaluating qualitative data, albeit Nowell, Norris, White, and Moules argue that the six stages do not have to be followed to the letter (2017). The first step was to transcribe the interviews and become familiar with the information gathered (Braun & Clarke, 2006). The researcher studied the data several times and began looking for patterns in the responses of the respondents (Nowell et al., 2017). Second, the data was turned into codes, which are defined as data that stands out and is intriguing to the researcher, or thoughts that repeat themselves (Braun & Clarke, 2006). According to Nowell et al.,

coding allows for the clarification of data and the targeting of specific qualities (2017).

Finally, the researcher collected and integrated the codes into broad themes, which is how "thematic analysis" got its name (Braun & Clarke, 2006). The researcher can use this strategy to identify underlying assumptions and trends (Attride-Stirling, 2001). To attain the necessary balance of broad and targeted data sets, the researcher revisited the themes, evaluated the patterns, and modified the themes (Nowell et al., 2017). However, it is crucial that the researcher maintains the data's integrity and that the themes are consistent with the respondent's reflections (Braun & Clarke, 2006). The fifth step is to be happy with the themes, to give them names, and to polish them so that their fundamental concepts do not overlap (Braun & Clarke, 2006). The report's in sixth and last stage is to finish it and write it up. Clarifying the themes identified in the preceding parts is crucial to provide legitimacy to the study and to explain to the reader how it all links together. It is also critical to include quotes from respondents to add depth to the study; otherwise, it will be overly descriptive (Braun & Clarke, 2006).

Chapter Summary

This chapter focused on the research design, population, sampling procedure, data collection devices and procedures, and data processing analysis. A convergent parallel mixed method design was used to conduct the research. Mixed method research was appropriate for the study because both quantitative and qualitative data were collected.

The study's entire population consists of teachers, parents, and students from six (6) public junior high schools. The respondents for the study were

sampled using a multi-stage sampling procedure. To sample the proportion of pupils and teachers from each Junior High School, proportionate stratified sampling was utilized. Parents were chosen at convenience to take part in the interview procedure. In terms of data analysis, the data for study questions 1, 2, and 3 were evaluated using means and standard deviations. On the other hand, the data from the parents was evaluated using Braun and Clarke's theme analysis (2006).



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study's goal was to find out how parents, teachers, and students in the Ningo-Prampram District influence their children's career choices. The convergent parallel mixed method design was used in this inquiry. The respondents were polled using a questionnaire and an interview guide. The presentation of results and discussion based on the study questions are the topics of this chapter. The findings were based on survey data from teachers (n = 58), students (n = 399), and parent interviews (n = 12). The respondents' demographic profile was presented first, followed by the actual results, which addressed the research question.

Background Information of the Respondents

The background information of the respondents (teachers, students and parents) was sought including the gender, age group, educational qualification of teachers and parents' educational level. The data was analyzed by the use of frequency and percentages and presented in Table 3, 4 and 5.

The demographics of the teachers are presented in Table 3. The majority of the 58 respondents (n = 34; 59 percent) were female teachers, while 24 of them (41 percent) were male teachers. This suggests that the number of female teachers who participated in the study is higher than the number of male teachers. This could provide a variety of perspectives on how parents, teachers, and students affect students' career choices.

Table 3-Teachers' Demographic Characteristics (n = 58)

Variable	Freq.	%
Gender distribution		
Male	24	41.40
Female	34	58.60
Age distribution		
Below 30yrs	5	8.60
Between 30-40yrs	28	48.30
Between 41-50yrs	19	32.80
Above 50yrs	6	10.30
Educational qualification		
Diploma/HND	15	25.90
Degree	36	62.10
Master's	7	12.00

Source: Field data, 2020

In terms of teacher age distribution, it was discovered that 28 (48%) and 19 (33%) of teachers are in the 30-40years and 41-50years age brackets, respectively. The age groups of the teachers connote the maturity and experience level of the teachers; hence, they could stand in better position to influence students' career choice.

As shown in Table 3, out of 58 teachers, majority of them had first degree (n = 36; 62%) while 15(26%) and 7(12%) of them had diploma/HND and second degree (master's). This level of qualification among teachers could help guide the career choice among students. They might have knowledge about different career path that could fit the need and interest of the learners, they could guide and advice the learners on the career interest or choice.

Table 4- *Students' Demographic Characteristics (n = 399)*

Variable	Freq.	%
Gender distribution		
Male	171	42.90
Female	228	57.10
Age distribution		
Below 15yrs	24	6.02
Between 15-18yrs	352	88.22
Above 18yrs	23	5.76
Father's educational level		
No School	39	9.77
Primary/JSH	142	35.59
SHS/Technical	118	29.58
Tertiary	100	25.06
Mother's educational level		
No School	70	17.50
Primary/JSH	172	43.10
SHS/Technical	98	24.60
Tertiary	59	14.80

Source: Field data, 2020

Table 4 shows the results of the students' background information. Out of 399 students, the majority of the students were female (n = 228; 57%) while 171(43%) of them were male students. This result suggests that the female students who participated in the study were more than the male students and this could provide diverse perspective on factors influencing students' career choice. Concerning the age distribution of students, the majority of them were within the age group of 15-18years (n = 352; 88%) while 24(6%) and 23(6%) of the students were within the age bracket of below 15years and above 18years respectively. Most of the students indicated that their fathers had attained primary/JHS education (n = 142; 36%) while 118(30%) and 100(25%) of the students also indicated their fathers had attended SHS/technical education and tertiary education respectively. The students further revealed that their mothers had attained primary/JHS education (n = 172; 43%) while 98(25%), 70(18%) and 59(15%) of the students reported that their mothers had no school, attended SHS/Technical and tertiary education

respectively. This level of education among parents could influence the career choice among their children.

Table 5-Parents' Demographic Characteristics (n = 12)

Variable	Freq.	%
Gender distribution		
Male	4	33.30
Female	8	66.70
Age distribution		
Between 30-39yrs	3	25.00
Between 40-49yrs	6	50.00
50yrs and above	3	25.00
Educational level		
Primary/JHS	5	41.70
SHS/Technical	3	25.00
Tertiary	4	33.30

Source: Field data, 2020

Table 5 presents the results concerning the parents' background information. Out of 12 parents who were interviewed, majority of them were female parents (n = 8; 67%) while four of them representing 33% were male parents. Regarding the age distribution, half of the parents were within the age of 40-49yrs (n = 6; 50%) while three of the parents representing 25% each were within the age group of 30-39yrs and 50+yrs respectively. The parents who were interviewed were educated. Most of them attended primary/JHS education (n = 5; 52%) while four (33%) and 3(25%) of the parents indicated Tertiary and SHS education as their level of education respectively.

Research Question One

What roles do parents play in the career choice of their wards in JHS in the Ningo-Prampram District?

The goal of this research was to learn how teachers, students, and parents/guardians felt about the role parents play in their children's professional choices. Quantitative and qualitative data were collected in response to this study topic. Table 6 shows the findings of the quantitative data

collected from teachers and students, which were evaluated using means and standard deviation, whilst the qualitative data collected from parents via interview guide was presented using themes.

Table 6- *Teachers' and Students' View of Parents' Roles in Career Choice among Students in JHS*

Statement	Teachers (n = 58)		Students (n = 399)	
	Mean	SD	Mean	SD
Parents supply their children with relevant career information	3.01	0.85	3.81	1.15
Parents inspire their children to study hard to make appropriate career choice	3.45	1.08	4.36	1.02
Parents inspire their children through what they think about their career interest	3.03	0.72	3.43	1.27
Fathers' influence their children to select a career using their profession	3.03	0.88	1.57	1.14
Mothers' influence their children to select a career using their profession	3.03	1.02	1.49	1.08
Parents influence their children career through their level of education	3.07	1.07	2.15	1.46
Parents influence their children to take careers that is in line with their business	3.02	0.93	1.73	1.22
Families influence their children through dominant profession that runs through the family	3.03	1.11	1.94	1.28
Students' careers are shaped by parents' values and expectation	3.14	1.02	2.17	1.44
Parents show great support for their children by motivating them to pursue their career of interest	3.35	1.09	4.17	1.24
Parents educate their children on various careers and help them to select	3.03	1.03	3.36	1.45
Parents inspire me to choose a career base on my gender (sex)	-	-	2.22	1.50
Parents will not allow me to do or choose a career of my choice	-	-	1.95	1.38
Mean of Means/SD	3.00	0.98	3.04	1.28

Source: Field data, 2020

Table 6 illustrates the responses of teachers and students to questions about the role of parents in their children's career choices in JHS. The findings show that both teachers and students thought that parents played multiple roles in their children's job choices. Teachers (M=3.01; SD=0.85) and students

($M=3.81$; $SD=1.15$), for example, demonstrated that parents provided their children with appropriate professional information that could assist them in making a professional decision. This study shows that parents transmit critical information on the job path their children intend to take in life to their offspring. The teachers ($M=3.45$; $SD=1.08$) and students ($M=4.36$; $SD=1.02$)

distinctively indicated the parents also inspired their children to study hard to make appropriate career choice. This result means both the teachers and students perceived that the parents encourage and motivate their children to learn very-well in order to pursue and make suitable career choice. The teachers ($M=3.03$; $SD=0.72$) and students ($M=3.43$; $SD=1.27$) also believed that parents inspired their children through what they thought about their career interest. This result suggests that parents encouraged their children on several career interests. The teachers perceived that the fathers ($M=3.03$; $SD=0.88$) and mothers ($M=3.03$; $SD=1.02$) influenced their children to choose a career using their profession. However, the students perceived otherwise. These results mean that the parents (i.e., the father or mother) by their profession instruct their children to follow the career paths.

From Table 6, the teachers distinctively agreed ($M=3.07$; $SD=1.07$) that the parents influenced their children career through their level of education, however, the students also diversely disagreed ($M=2.15$; $SD=1.46$) that their parents' level of education influenced their career choice. This result implies that parents who are educated influence their children to follow a career path in line with their educational background. The teachers further indicated that the parents influenced their children to take careers that is in line with their business ($M=3.02$; $SD=0.93$) while the students disagreed with the

statement that their parents influenced them to take careers that is in line with their business ($M=1.73$; $SD=1.22$). This result suggests that the business career of parents is a source of influence of children career choice. The teachers agreed that the families influenced their children through dominant profession that runs through the family ($M=3.03$; $SD=1.11$) while the students disagreed ($M=1.94$; $SD=1.28$) with this assertion. This result means that the central profession in the family is a factor that influence students' career choice. From the results, the teachers ($M=3.14$; $SD=1.02$) revealed that students' careers are shaped by parents' values and expectations while the students differently indicated ($M=2.17$; $SD=1.14$) that their careers are shaped by their parents' values and expectations. This result implies that parents' values and expectations serve as a determinants of student career choice. Similarly, both the teachers ($M=3.35$; $SD=1.09$) and students ($M=4.17$; $SD=1.24$) highly perceived that parents showed great support for their children by motivating them to pursue their career of interest. This result implies that parents inspire and motivate their children for career choice. The parents also educate their children on various careers and help them to select. This result was supported by the positive affirmation of teachers ($M=3.03$; $SD=1.03$) and students ($M=3.36$; $SD=1.45$).

Parents' Interview Data

Interviews were conducted among twelve (12) parents to explore their perspectives on the roles they play in the career choice of their wards. The data were analyzed thematically under the following themes: (a) supply of career information, (b) inspiration/motivation of child to study for appropriate

career, (c) pursue of family career/profession (d) educational background and (e) gender of the child and career interest.

Supply of career information

Most of the parents interviewed believed that they supply their wards with career information which would help them in their career paths. Other parents indicated otherwise. Some of the excerpts of the parents' comments are as follows:

"Yes, I supply my child with information on what he or she will become in future. Normally, I use myself (career) as a role model to my child to imitate me" (Parent 1).

"No. I can't. Because I am not a teacher. A teacher will do that for me. I really don't tell my children about their career, because, I believe that they will get this information from their teacher" (Parent 2).

"Yes, I do. Well, I sit them down and then encourage them on what they want to do in the future and I encourage them, tell them the steps in order to get there. No, I don't provide my child with different careers to select from because, well, when you provide the career to choose from, it will be as if you are forcing them to take in or do what you want them to do. But I encourage them to choose their own career" (Parent 3).

"Sometimes, I do supply my children with information on what they will become in future. I give them all the necessary information about the career and various subject that they need to study towards that direction. It also gives them the opportunity to decide on what to do. You don't push them to do anything. You give them the opportunity to choose or make their own analysis and then choose what is suitable to them" (Parent 8).

"Yes. I do that. Because, I don't want to narrow their scope. I want them to have a feel of whatever it is. And I want whatever

is in them to come out. The talent that God has deposited in them. I don't just force them to do this or that. I give them a wide range of things to choose from. I give them the various occupational background and I tell them what they can do with this or that. For example, if you want to become a teacher, I guide them through the courses or subjects you have to study before you become a teacher” (Parent 9)

“Yes. I frequently do it. We discuss about what he wants to become in the future. We really talk about that aspect very frequently. I motivate them each blessed day so that he can pursue whatever job that he wants to do. No. I do not provide my children with different careers to select from because I want my children to reflect on whatever he or she can do and I will provide the necessary support in order to achieve his objective” (Parent 10)

Inspiration/motivation of child to study for appropriate career

The parents who were interviewed indicated that they inspired their wards to study very hard or well in order to choose appropriate career in the future. Some of the excerpts of the parents' comments are as follows:

“Yes. I motivate my child to study very well in order to select appropriate career choice. I give them the appropriate learning materials and also monitor them” (Parent 1).

“Yes, I do inspire my child in his education. I always tell him to look at me and see the way I am suffering before looking him to school and he should learn hard to make it in life” (Parent 2).

“Yes, I inspire my child to study hard to choose appropriate career. Well, I provide them with learning materials and also encourage them to listen to some prominent people when they talk” (Parent 3).

“Yes, inspire and encourage my child to study hard to choose the appropriate career. Normally, I provide him with the necessary materials that will help him to choose and I also give

him the necessary counselling that can help him choose his career” (Parent 8).

“I give them the various occupations or the jobs that are available. Then I tell them what they will have to study at the university before they are able to do that job they want to do. And before you enter the university, you need a certain aggregate. So if you want to enter the university and do that particular job, then you have to go to the university, then you have to study hard in order to get that aggregate at the SHS level in order to take you to the university” (Parent 9).

“Yes. I inspire my child to study hard to choose the appropriate career, but I don’t force him to do a particular work” (Parent 10).

Pursue of family career/profession

The majority of parents who took part in the study said they want their children to pursue their career, while others said they do not really. Some of the quotes of the parents’ comments are as follows:

“Yes, I want my child to pursue my profession, because being a teacher you are all over and there are a lot of things teachers can do. In my family, the dominant career is farming and teaching” (Parent 1).

“No. I don’t want my child to be like me (farmer), because, Farming is a tedious work and nowadays there is no land and it also involves money. The dominant career in my family is farming” (Parent 2).

“Teaching is the dominant career in my family. That is if the child likes it because, I think the child has to choose his/her own career path which she/he has interest in it. I don’t want force any career on them” (Parent 3).

“There is none particular one that is dominating. We have variety of it. We have science people; we have teachers and others. I cannot mention any particular one that is dominating.

No. I don't want my child to pursue my profession. We are in a world of democracy and he has his talent and also based on the counselling I give him; I have given him the opportunity to choose what is suitable and he will be comfortable with"
(Parent 8).

"The most dominate career profession in my family is teaching. No, No. Because, this profession, even though it is a good profession, it can't take you far. The salary is poor compare with other profession. If you are a teacher and you want to depend on your salary alone, you cannot survive. Apart from that, one of my children is bunt on becoming a teacher"
(Parent 9).

"The dominant profession is business (trading). No. Because, the remuneration is very low and can't depend on the salary alone and in my case, being a single parent, it is nothing to write home about"
(Parent 10).

Educational background and career interest

The parents who were interviewed stated that their educational background had an impact on their children's career choices and interests. The following are some excerpts from the parents' comments:

"Yes, my educational background influences the career choice of my children. Because am a teacher, I use my profession to influence them at home. The way I teach other children I also see my children to do the same"
(Parent 1).

"Yes, because, I couldn't go to higher education. I think that one is making him to be serious with his studies"
(Parent 2).

"Yes, my educational level has some influence on my child career choice. I want her to become like me or even go higher than me"
(Parent 3).

"In a way. Because, looking at where I was able to reach, I want my children to go beyond or higher than where I reached"
(Parent 8).

“Yes. Because being a graduate yourself, you want your child to go ahead of you. So, you have certain measures put in place that will inspire the child to also go ahead of you” (Parent 9).

“Yes. My educational level is influencing the career choice of my child. I am motivating him to go higher than where I reached on the education ladder” (Parent 10).

Gender of the child and career interest

The parents who participated in the study believed that the gender of their children is not a factor that could determine the career paths of their children. Some of the passages of the parents’ comments are as follows:

“No. The gender does not determine their career choice. Because teaching profession is for both sexes. So I can be a man or a woman, and still be a teacher (male/female teacher). As for teaching profession the door is opened for everyone” (Parent 1).

“That one I can’t tell much. I think he knows what is better for him or what he can do” (Parent 2).

“No. the sex of my child does not influence her career choice. Nowadays there are lot of works that male do and female also pursue that same career. Anything you can do you go for it” (Parent 3).

“No, because these days we the women have the say that, ‘what men can do, we can do it better” (Parent 8).

“No. The gender of my children does not determine their career interest. Because, once a child is a child, he or she can do any course provided the child has interest in that area” (Parent 9).

“No. In recent times, whatever work that men can do, women can also do it as well and such gender is not a hindering factor for him or her to do a particular work or job” (Parent 10).

From these results, it was concluded that both teachers (MM=3.00; SD=1.03) and students (M=3.04; SD=1.28) agreed that parents play significant roles in the career choice of their children. Both the teachers and students perceived that students' career choice is being influenced by parents' career education and information, motivation, values and expectation, educational background, occupation and family profession. They also provide instrumental and practical help, such as financial and material support, as well as information research and analysis in order to provide sensible input into conversations. They also offer career counselling and information, as well as verbal encouragement, inspiration, and emotional support.

Parents have a major impact on their children's professional development and decision-making, according to these data. Parents have an influence on their children's educational and training levels, as well as their comprehension of work and other occupations, their attitudes and views about work, and their desire to succeed. According to the study, children who feel supported and loved by their parents are more confident in their capacity to research careers and select one that is interesting and fascinating to them. This is essential because studies suggest that adolescents who feel confident in their ability to make career decisions later in life make happier judgments (Keller, 2004). According to Ditton (2014), a child's social standing has an important role on their job decision.

Discussion of Research Question One

The current findings corroborated Bregman and Killen's (1999) findings that students appreciated parental influence and advice in career choice and professional development. Parents are well aware of their

participation in the career-choice process, with 92 percent of parents and guardians responding that the topic of career choice is important to them Voigt (2010). An additional 87 percent of parents believe they are accountable for actively assisting their children during this transition.

The findings of this study supported Palos and Drobot's (2010) findings that parental affection and warmth in how they raise their children has an impact on their future career choices. Khanet al. (2012) discovered that educated parents can help their children with job advice. Parents who are educated, in particular, share knowledge about potential vocations that their children might choose. Parents, according to Shumba and Naong (2012), play a substantial role in their children's job choices. They discovered that in order to achieve their career aspirations, students require parental assistance and counselling. According to Udoh and Sanni (2012), parents have a major influence on their children's future career choices. They discovered that parents' attitudes regarding occupations, their degree of formal education, and their occupations have a considerable impact on students' career choices.

The findings of this study substantiated those of Fizer (2013), who discovered that parents and mentors had the biggest impact on students' agricultural career choices. More than half of secondary school students stated that their parents have an influence on their career choices, according to Olamide and Olawaiye's (2013) study. Furthermore, the current study's findings are consistent with those of Pang (2014), who found that students preferred to seek career advice from their moms or stepmothers rather than their fathers or stepfathers. According to Ukaegbu (2014), the sort of education received by parents has a considerable impact on their children's

professional choices. Denis and James (2015) found 15.5 percent of selected Makerere University students picked the occupation since they came from a farming family, and 12.9 percent chose it due of parental and familial influence.

The current study's findings are congruent with Marinas et al. (2016), who found that family influences students' career choices by 60%. Mishkin et al. (2016) discovered that gender has an impact on a student's profession choice. The findings of this study correspond with those of Zotorvie (2016), who found that parental occupation had an impact on students' career choices, leading to careers that are similar to that of their parents. Sinkombo (2016) found that Parents give their children more working ideas about job possibilities based on their experiences, observations of what their friends, neighbors, and family members have accomplished in such particular occupations, and a mixture of support, encouragement, and positive engagement. Mtemeri (2017) discovered that family influences student employment choices, with mothers having a higher influence than fathers on children's career choices. Students' career choices are impacted by their parents' jobs, according to Kazi and Akhlaq (2017), and parents' education has a significant impact on their children's work choices. According to Halim et al., parents encouraged their children to research the subject of science and to pursue scientific-related careers (2017).

The findings of this study agree with those of Oymak (2018), who found that family members, especially parents, had the greatest influence on their children's thoughts on education after high school. Almost half of the students (49%) said their parents influenced their educational and employment

decisions. According to Wachari (2018), 59.4 percent of respondents agreed that their parents were confident in their talents. The findings of this study agreed with those of Ulrich, Frey, and Ruppert (2018), who found that parents have a bigger influence on young people's job choices than teachers, career counsellors, or occupation-specific advisors. The findings of this study corroborated the findings of Ngussa and Charles (2019), who found that students believe their parents have played an important role in their chosen job choice. Barnes, Bimrose, Brown, Gough, and Wright (2020) found that parents play a variety of roles in their children's job choices, including providing career information, instrumental and practical support, job-related modeling and informational assistance, verbal encouragement, and emotional support.

Most parents have been supporting their children since birth and are intimately familiar with their strengths and shortcomings. However, they lack a professional, impartial perspective on these young individuals. They also lack in-depth knowledge of the labour and vocational training markets, as well as their evolution. Parental guidance can sometimes reach a conclusion that is not shared by professionals, and it does not always assist young people in properly positioning themselves on the job market. Parents with a poor level of education have been found to have knowledge gaps not just about the opportunities, but also about the possible courses of action that particular school-leaving certificates open up (Deppe, 2013). According to recent studies of parents and students, only three out of five parents felt comfortable counselling their child on "how to attain their career/job aspirations" or "what

career/job possibilities would be best for them" (Knibbs et al., 2018; Lindley et al., 2019).

Career counselling is vital for young people to make informed decisions about their educational and learning trajectories. Parents should be cautioned against putting their own aspirations on to their children or seeing their child's success as a reflection on themselves. Parents should exhibit real interest in and support for their children's career plans, and they should let them figure out who they are on their own. Professional education is important not only for assisting young people while they are in school or training, but also for engaging and involving parents in many ways so that they can better grasp their children's current educational and career prospects.

Research Question Two

What roles do teachers play in the career choice of their students in JHS in the Ningo-Prampram District?

The objective of research question two was to find out what teachers, students, and parents thought about the influence of teachers in students' career choices. On this research question, both quantitative and qualitative data were collected. The results of the quantitative data collected from teachers and students were analyzed using means and standard deviation and are provided in Table 7, whilst the qualitative data collected from parents via interview guide was presented using themes.

Table 7- Teachers' and Students' View of Teachers' Roles in Career Choice among Students in JHS

Statement	Teachers (n = 58)		Students (n = 399)	
	Mean	SD	Mean	Mean
Teachers suggest several careers for students to choose from	3.95	1.08	3.31	1.58
Teachers support and pay attention to students in choosing a career	4.17	0.73	3.68	1.38
Teachers organize career days to help students on what to do in the future	3.12	0.99	3.09	1.38
Students' career is linked to subject teachers teach	3.14	1.19	3.38	1.41
Teachers organize educational programmes that shapes students career choice	3.17	1.14	3.09	1.35
Teachers supply enough information to help students in their career choice	4.00	0.80	3.73	1.26
Teachers' give early attention to students' skills and aptitude which shape their career choice	3.91	0.80	3.26	1.36
Teachers' profession has an influence on students' decision to pursue a career	3.59	1.12	2.17	1.41
Teachers bring in school counsellors to help students with their career choice	3.10	1.21	-	-
Teachers foster students' enjoyment of subjects	4.22	0.77	-	-
The gender of teachers influences the career choice of students	3.45	1.08	-	-
The educational level of teachers influences the career choice of students	3.29	1.20	-	-
Mean of Means/SD	3.59	1.01	3.18	1.39

Source: Field data, 2020

Table 7 shows the results of teachers and students concerning the views on the roles play by teachers in the career choice of the children in JHS. From the results, it is obvious that both teachers and students agreed that the teachers play several roles in the career choice of their children. For example, the teachers (M=3.91; SD=1.08) and the students (M=3.31; SD=1.58) indicated that the teachers often suggested several careers for students to choose from. The teachers (M=4.00; SD=0.80) and students (M=3.73; SD=1.26) believed that teachers play significant role in the career choice of students by supplying enough information to help students in their career choice. This result implies that teachers in the schools serves as career guidance to students by leading or guiding students in the career path.

The result further revealed that the teachers sometimes organized career days to help students on what to do in the future. This was evident by the mean score of teachers (M=3.12; SD=0.99) and students (M=3.09; SD=1.38). Also, both the teachers (M=3.17; SD=1.14) and students (M=3.09; SD=1.35) revealed that sometimes, the teachers organized educational programmes that shapes students career choice. Both the teachers (M=4.17; SD=0.73) and students (M=3.68; SD=1.38) perceived that the teachers very often supported and paid attention to students in choosing a career. The teachers (M=3.91; SD=0.80) and students (M=3.26; SD=1.36) also indicated that sometimes, teachers gave early attention to students' skills and aptitude which shape their career choice. This result implies that teachers provide assistance to students in their career path. They also monitor the personality traits and qualities of students, which have significant impact on the career paths of students.

From Table 7, it was observed that, sometimes, the students' career is linked to subject taught by the teachers in the school. This was evident by the mean score of teachers ($M=3.14$; $SD=1.19$) and students ($M=3.38$; $SD=1.41$). The teachers further perceived that they often ($M=4.22$; $SD=0.77$) fostered students' enjoyment of subjects. This result implies that sometimes, the career interest of the students' are being determined by the subject taught by the teachers in the school. This could be attributed to the value of subject and the level of interest the students have in that particular subject. The teachers ($M=3.59$; $SD=1.12$) distinctively indicated that often, their profession as teachers has an influence on students' decision to pursue a career while the students ($M=2.17$; $SD=1.41$) reported that their teachers' profession rarely has an influence on their decision to pursue a particular career.

The teachers ($M=3.10$; $SD=1.21$) also revealed that they sometimes invited counsellors into the school to help students with their career choice. This result implies that the teachers sometimes helped to bring in counsellors to assist students in their career choice. The teachers revealed that sometimes the educational level ($M=3.29$; $SD=1.20$) and gender ($M=3.45$; $SD=1.08$) are determinants of students' career choice. This result implies that sometimes, the career interest of students is being influenced either by the educational background of their teachers or the gender of the teachers.

Parents' Interview Data

Interviews were conducted among twelve (12) parents to explore their perspectives on the roles teachers play in the career choice of their wards. The data were analyzed thematically under the following themes: (a) teachers shaping student career path, (b) fostering student enjoyment of the subject for

career choice, (c) teacher support and attention and student career choice and (d) teacher profession and educational background and student career choice

Teachers shaping student career path

The parents who took part in the study were asked about the roles of teachers in shaping the career paths of their wards. Most of them positively affirmed that the teachers are helping in shaping the career paths of their children but some of the parents do not think so. Some of the excerpts of the parents' comments are as follows:

“Frankly, yes. The teachers are doing great in shaping my child life” (Parent 1).

“Yes, they are doing their best in helping our children become better in life. The way I see his exams position and exercise books, they are doing well” (Parent 2).

“Yes, they are doing very well. The way they are handling and preparing our children, it will help them in their future career” (Parent 3).

“Yes, the teachers are doing well in shaping my children career path” (Parent 8).

“Not really. Some of them. We do not have a particular teacher for the child throughout. Some level the teachers do well other level the teachers do not” (Parent 9).

“Yes. They are doing their best in shaping my child's career path” (Parent 10).

Fostering student enjoyment of the subject for career choice

The parents were also asked about their perspectives whether their children are enjoying the subjects they are learning in the school. Below are some of the comments of the parents regarding students' enjoyments of the subjects in the schools.

“Yes. I think so. She enjoys the subject taught in school. Because she made that choice. Initially, I suggested to her that, she should study science. And she said No. she wants to study General Art” (Parent 1).

“Yes, my son likes his subjects. Through his performances, I realized that he is doing well” (Parent 2).

“Yes, I think she does. Well, when she comes home, her speaking and when she brings assignment too she does it well. Thus, when she brings assignment home, she does it well” (Parent 3).

“I think some of them enjoy the subject they are doing in school. Because when they are learning at home, some of them show much interest in some of the subject and others less interest” (Parent 8).

“Yes, they really enjoy the subject they are learning. Because, that is what they want to do in future. Especially, the one in the SHS, he wanted to do science, he had it, and he is enjoying it. One of his electives is ICT (his favorite course) and he is enjoying it” (Parent 9).

“Yes. He enjoys the subject he is studying in school. His willingness to do his homework indicates that he is enjoying the subjects that are been taught in school” (Parent 10).

Teacher support, attention, and student career choice

The parents were interviewed on whether the teachers support and give attention to their wards, which could influence the career choice and interest of their wards. Majority of the parents interviewed indicated that the teachers are supportive. Some of the extracts of the parents' comments are as follows:

“Yes, I think the teachers in the school give support and attention to my child in the school. Because I normally visit my child's teacher and we discuss one or two things about her studies. So, it builds that relationship between the teacher and I” (Parent 1).

“Yes, the teachers support and give my son much attention. When I go to the school the way he talks to me about my child and also when we meet in town too, I really see that they are caring for my child” (Parent 2).

“Yes, they do. Well, when the child comes home, she sometimes says their teachers provided them with text books and also some encouragement on how to study hard to achieve what they want” (Parent 3).

“Yes, they do. Because, I visit and find out how my child is doing in school. I know my child’s teacher is doing zii the necessity and his best to help my child” (Parent 8).

“Not really. Because, as for the teachers most of the times, especially at the SHS what happens is they just teach and do not guide the career. And I will say most of them do not know that it is part of their duties. With JHS, I can’t really tell. I have not seen much” (Parent 9).

“Yes. The teachers are doing their best. My daughter’s teacher is doing his best in supporting my child to achieve her potential” (Parent 10).

Teacher profession and educational background and student career choice

The parents were asked whether their children discuss with them about pursuing the profession similar to their teachers. Some of the parents had positive affirmation on the questions while others refuted the questions. Some of the quotes of the parents’ comments are as follows:

“Yes, my child sometimes tells me she wants be like her teacher” (Parent 1).

“No. he does not discuss that with me whether he wants to become a teacher but he has been saying that he wants to be a lawyer in the future” (Parent 2).

“Yes, she does. Sometimes, my daughter will be talking about her teachers and sometimes think she wants to be like them” (Parent 3).

“No. They never have that discussion with us whether they want to pursue the same career like their teachers” (Parent 8).

“Yes, they always talk to about those stuff, especially, the one in JHS, he always wants to be a teacher” (Parent 9).

“No. He never discuss anything like that with me before” (Parent 10).

From these results, it is concluded that the teachers (M=3.59; SD=1.01) and students (M=3.18; SD=1.39) agreed that the teachers performed several roles in the career choice of students. They assist with school counselling, organize educational and career days, provide students with career information, support and pay attention to students' career interest, monitor student personality traits and qualities and foster student interest in school and subject. From these results, it is evident that like parents, teachers are very important for student career choice because they can play a pivotal role in career development of students. Teachers can therefore help students toward proper career choice through providing awareness concerning different career students can choose, depending on their areas of specialization. Teachers need to indulge on helping students to discern on the career they should pursue. They need to prepare them towards whatever lies ahead of them. This can be made possible only when teachers embrace their role as guides in addition to teaching.

Discussion of Research Question Two

The findings of this study backed up the findings of Akinjide and Sehinde (2011), who found that teachers' roles, such as motivation, quality of instruction, social connection with students, and conduct and behavior in the classroom, can influence students' career choices. Basham (2011) found that classroom teachers had some influence on student career choice, particularly

around subject selection. Khan et al. (2012) revealed that although providing career guidance is not obligatory for the teachers but in most cases, teachers can act as career guides considering it as their moral responsibility. Teachers can use this respect to inform students about numerous career options and guidelines based on their individual abilities and areas of specialization.

According to Faitar and Faitar (2013), students associate their future achievement with the assistance they receive from their professors. Students recognized the importance of having their professors' support in numerous elements of learning. Dodge and Welderufael (2014) that 68% of students admitted that their teacher has influenced them on career choice through conversation.

The aforementioned findings are also similar with Safta's (2015) study, which found that teachers address students' requirements in three basic domains: academic growth, career development, and personal/social development. This means that, in addition to educating, teachers must also be responsible for leading students toward career readiness. According to Koechet al. (2016), high school teachers' advise, mentors' advise, and role models' advise all have an impact on students' career choices. Mishkin et al. (2016) discovered that the gender of the teacher had an impact on the career choices of students. The findings of this study align with those of Mtemeri (2017), who found that teachers had an impact on high school students' profession choices. Students' career choices were said to be influenced by career counselling, particularly on school career days.

The results of the current study are in agreement with the study of Peace (2017) found that 11% of male students mentioned teachers' influence

as a factor that contributed to students' selection of a career. The study of Igere (2017) found that 4.39% of students admitted that they are influenced by their teachers toward their career choice. According to Low et al. (2017), school teachers or family members who are teachers inspired 38.4 percent of students who wish to pursue a teaching career. Teachers have a good understanding of their topic information and skills, according to Nkechi et al. (2018). The findings of this study corroborated the findings of Ngussa and Charles (2019), who found that students believe teachers have played an important role in their intended career choice. This shows that professors may have the ability to influence students' career decisions.

Research Question Three

What are the role students' play in their career choice in JHS in Ningo-Prampram District?

The objective of research question three was to explore more about teachers', students', and parents' perceptions on the roles that students play in their career choices. On this research question, both quantitative and qualitative data were collected. The results of the quantitative data collected from teachers and students were analyzed using means and standard deviation and are provided in Table 8, whilst the qualitative data collected from parents via interview guide was presented using narratives.

Table 8- *Teachers' and Students' View of Students' Roles in Career Choice among Students in JHS*

Statement	Teachers (n = 58)		Students (n = 399)	
	Mean	SD	Mean	SD
Students look up to former students' career for their career choice	3.07	0.94	2.40	1.42
Students look up to role models in the media for their career choice	3.48	0.88	3.32	1.45
Students advice one another on career choice	3.06	0.85	3.02	1.23
Students having interest in the subjects they study will help them choose a career that matches their ability	3.78	0.84	4.09	1.15
Students that perform well academically are likely to pursue the appropriate career	3.79	0.89	4.40	1.80
Students interact with one another for career advice	3.07	0.83	3.04	1.24
Peer pressure influence students career choice	3.55	0.88	1.74	1.14
Students look up to each other to choose a career	3.10	1.09	1.53	1.06
Students' confidence in their strength and academics abilities will help them make the right career choice	3.91	0.86	4.44	0.98
Friends share career information with one another and it helps them in career choice	3.28	0.83	3.23	1.24
Mean of Means/SD	3.38	0.89	3.06	1.27

Source: Field data, 2020

Table 8 presents the results of teachers and students concerning the views on the roles play by students in their career choice. From the results, it is obvious that both teachers and students agreed that the students play several roles in their career choice. For example, the teachers (M=3.07; SD=0.84)

indicated that students sometimes looked up to former students' career for their career choice while the students perceived that they rarely ($M=2.40$; $SD=1.42$) looked up to former students' career for their career choice. Also, the teachers ($M=3.10$; $SD=1.09$) indicated that students sometimes looked up to each other to choose a career while the students ($M=1.53$; $SD=1.06$)

indicated that they rarely looked up to each other to choose a career. Both the teachers ($M=3.06$; $SD=0.85$) and students ($M=3.02$; $SD=1.23$) indicated that sometimes students advised one another on career choice. This result implies that students sometimes admire the profession of former students (peers) for their vocation decision. Thus, the vocation of peers is a determinant of other student career choice in schools. The teachers ($M=3.78$; $SD=0.84$) and students ($M=4.09$; $SD=1.15$) agreed that students' interest in the school subject is a determinant of career choice among students.

This result implies that students having interest in the subjects they study will assist them with picking a vocation that coordinates their capacity. Likewise, the teachers ($M=3.79$; $SD=0.99$) and students ($M=4.40$; $SD=1.80$) revealed that very often, students that perform well academically are likely to pursue the appropriate career. The teachers ($M=3.91$; $SD=0.86$) and students ($M=4.44$; $SD=0.98$) strongly indicated that very often the academic confidence level (academic self-efficacy) of the students influence their career choice. This result implies that the quality academic performance in the subject is also a factor that influence student career choice. This could also be related to the interest in the subject because, student performance in any school subject is been driven by the interest level in the subject. This result

also suggests that students trust and self-assurance in their solidarity and scholastics capacities will help them settle on the correct vocation decision.

The teachers perceived that very often ($M=3.55$; $SD=0.88$), peer pressure influenced students career choice while the students believed that they are rarely ($M=1.74$; $SD=1.14$) influenced by peers for career paths. The teachers ($M=3.07$; $SD=0.83$) and students ($M=3.04$; $SD=1.24$) indicated that sometimes students interact with one another for career advice. The teachers ($M=3.28$; $SD=0.83$) and students ($M=3.23$; $SD=1.24$) further perceived that sometimes friends share career information with one another and it helps them in career choice. These results imply that the career choice of students is sometimes determine by peers or colleague students.

Parents' Interview Data

Interviews were conducted among twelve (12) parents to explore their perspectives on the roles teachers play in the career choice of their wards. The data were analysed using thematically under the following themes: (a) influence by colleagues/peers and career choice, (b) interest in the subject and career choice and (c) academic performance and career choice.

Influence by colleagues/peers and career choice

The parents who participated in the study were asked whether their wards career paths are being influenced by the colleagues or peers and some of the parents indicated yes while others disagreed. Some of the comments of the parents during the interview are as follows:

“Yes, my daughter is being influenced by some of her friends at school. Because at times, she tells me, Daddy, I want to do this because my friends are doing this and that. And I will say, you are who you are? You are not that friend of yours. You are

Dela. You are who you are. So nobody should influence your decision” (Parent 1).

“Never. I cannot tell so much because I am not in school with them” (Parent 2).

“No, I do think so. She doesn’t listen to her friends. She doesn’t follow or do what her friends are doing. She wants to do her own thing” (Parent 3).

“I really don’t know. That one I can’t say yes or no. because I am not with them when they are chatting. And in my interaction with them, they have not mentioned anything concerning choosing his career like their friends” (Parent 8).

“No. My children are not influenced by their colleagues in choosing a career. Because, my children right from infancy, they have told me what they wanted to be. I have tried to shape them. That is what is in them. Practically when they are playing, they display those things. But, for me the teacher that one of them want to become I am discouraging her because of my experience at that side. She has that mind set from KG that; she wants to become a teacher” (Parent 9).

“May be. Since she communicates with her friends, she might be influenced by her friend’s decisions in choosing her career” (Parent 10).

Interest in the subject and career choice

The parents were also asked about their perspectives whether their children are enjoying the subjects they are learning in the schools. Below are some of the comments of the parents regarding students’ enjoyments of the subjects in the schools.

“Yes, I think she likes the subjects taught in school” (Parent 1).

“Yes, I think my son is interested in the subjects (Parent 2).

Yes, I think so. The way she likes doing her assignment and homework” (Parent 3).

“Somehow. For now, since he is in school, I will say he is interested. Because, for now he is studying it for an examination which will influence or help him to decide on what he wants to do in the future” (Parent 8).

“Yes, they are interested in the subject they are learning” (Parent 9).

“Yes, she is interest in the subject and she likes doing her homework and assignments” (Parent 10).

Academic performance and career choice

The parents who participated in the study believed that the academic performance of the child is a factor that could influence the career choice of their wards. Some of the excerpts of the parents’ comments are as follows:

“Actually, I will say 92 percent. She always does well in all her subjects. She was in JHS 2 before she wrote the BECE and passed. Yes, I think her performance in her subjects will lead her to a better career in future” (Parent 1).

“I think so, my son’s performance is average in all the subjects. I hope very much” (Parent 2).

“She is good. She does very well. I think her performance will lead to a better career in the future” (Parent 3).

“I think they are averagely good. Yes. Very sure and I believe their performance will lead to a better career in the future” (Parent 8).

“I will say they are doing excellently in all the subject. I also think that the way they are performing in all the subjects will lead to a better career in the future” (Parent 9).

“Excellent. Based on the support given by her teachers, she is really performing excellently, Yes, I believe so. We are praying that God will help her to achieve whatever she wants to do in the future to come to pass” (Parent 10).

It is concluded from these results that on average, the teachers (MM=3.38; SD=0.89) and students (MM=3.06; SD=1.27) agreed that

sometimes the students play several roles in their career choice. They take career advice from peers, share career information with peers, look-up for peers' careers. Also, their academic performance, confidence and interest in the subject play significant roles in their career interest. These findings indicate that, in addition to the effect of parents, some students may seek to identify with their classmates. As a result, students select topic combinations that will lead to specific vocations solely because a friend is a member of that group. Peer counselling in education is a phenomenon that began as a way for students in schools to overcome problems. Peer counselling's main purpose is to help students appreciate one another while also emphasizing the significance of education. Peer influence should not be disregarded, since it has been shown to have an impact on job choices.

Discussion of Research Question Three

The findings of this study are congruent with those of Salami (2006), who found that many young people make poor career choices owing to ignorance, inexperience, peer pressure, or the stigma associated with specific jobs in the absence of proper vocational assistance and career counselling. According to Kiuru (2008), closely linked peer group members in Finland are more likely to follow similar educational paths because they are more willing to accept viewpoints from peers who are similar to them. There was no substantial association between peer group influences on profession choice in the social sciences, according to (Alika, 2011). The current study's findings backed up Kram and Lynn's (2011) claim that peer interactions provide a level of mutuality that aids individuals in maintaining a sense of competence, responsibility, and identity throughout their careers. However, the findings of

this study contradict those of Hewitt (2008), who determined that students choose jobs based on their passions and future goals rather than peer pressure. The current study's findings are consistent with those of previous researchers who found peer encouragement to be a crucial element in determining students' career choices. This is consistent with Bandura's social cognitive theory, which holds that realistic encouragement motivates people to put in more effort and, as a result, achieve greater success. Because they are adolescents, high school students may rely on peers of their own age (Ho, 2006; Alike, 2010; Obwoye & Kibor, 2016). When students communicate with their peers, Migunde, Agak, and Odiwuor (2012) claim that they may consider the job advice they receive. The current study's findings corroborated previous research findings showing students are influenced by their peers in a variety of ways, including peer counselling, peer contact, peer guidance, and peer relationships (Alike, 2010; Edwards & Quinter, 2011; Kimiti & Mwova, 2012; Shumba & Naong, 2012; Faiter & Faiter, 2013; Abbasi & Sarwat, 2014). The findings backed with prior research, which found that the majority of students choose jobs because of peer pressure from siblings and classmates, and that peers form bonds that lead to job decisions (Kimiti & Mwova, 2012; Gitonga, 2013).

The new study's findings backed up previous research, indicating that peer counsellors play a significant role in mentoring students, sharing information, and providing support to one another (Marangu, Bururia & Njonge, 2012; Kaaria, Nyaga, Oundo & Mureithi, 2014). According to Naz et al. (2014), peer influence can help youth establish employment prospects and make better decisions. They discovered that students who were close in

friendship were more likely to inspire one another to pursue particular vocations. Peer interactions were identified as a crucial influence in helping students choose vocations, according to Bankole and Ogunsakin (2015). Hashim and Embong (2015) agreed that a student's peer group is the most powerful source of influence when it comes to career decisions. Adolescents are easily swayed by their peers because they rely on their friends to validate their decisions, including their employment choices. The present study's findings also backed up previous studies that revealed that peer relationships have an impact on students' profession choices. Students exchange career information when they interact. This is consistent with Krumboltz's social learning theory, which emphasizes the necessity of students interacting with one another in their surroundings (Walaba & Kiboss, 2013; Okiror & Oblong, 2015).

This study's findings are similar to those of Mtemeri (2017), who discovered that peer advice and encouragement influenced students' career choices. The impact of students' gender on career choice, on the other hand, obtained a low rating. According to Ogutu, secondary school students' career decisions are influenced by student-related characteristics (e.g., self-efficacy, academic self-concept) and peer pressure (2017). Peer pressure has a direct impact on students' job choice, according to Ogutu, Odera, and Maragia (2017), such that as peer pressure grows, students' career decisions rise drastically in the same direction. According to Raheem, Abdulkadir, and Zakkariyah (2018), there was a substantial association between peer group influence and respondent job choice. However, the findings of this study contradicted the findings of Oduh, Agboola, and Eibhalemen (2020), who

found that students were not motivated to pursue a certain field because their peers were doing so, and that peer group had a major impact on students' career choices. The current study's findings backed with Mtemeri's (2020) findings that students are impacted by their peers in a variety of ways while making career decisions. Peer advise, encouragement, and education were the most important predictors.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The findings, conclusions, and recommendations are all presented in this chapter. There are two parts to the study's summary. The preliminary section summarizes the research procedure, while the second section summarizes the important findings. Conclusions were drawn based on the primary findings, and relevant recommendations were made to improve student career choice practice and policy process and the second aspect deals with the summary of the key findings. In line with the key findings, conclusions were made and appropriate recommendations were offered to enhance practice and policy relating to student career choice.

Summary of the Research Process

The focus of this thesis was to find out how parents, teachers, and students in the Ningo-Prampram District influence the career choices of students. The following research questions led the study:

1. What roles do parents play in career choice of their wards in JHS in Ningo-Prampram district?
2. What roles do teachers play in the career choice of their students in JHS in Ningo-Prampram district?
3. What roles do students play in their career choice in JHS in Ningo-Prampram district?

Trait factor theory, Bandura's Social Cognitive Career Theory, and Ginzberg's Theory of Vocational Guidance were all used in the research. The investigation was carried out using a convergent parallel mixed method design. All teachers, JHS 3 students, and their parents from 52 basic schools (JHS) in the Ningo-Prampram Districts made up the study's population.

Amedahe (2002) offered a sample size of 5% to 20%, which was used to choose a sample of 90 teachers, 400 students, and 12 parents. A multi-stage sample methodology was used to choose the respondents (teachers and students), whereas a convenience sample methodology was used to select 12 parents. While data from teachers and children was collected using a structured questionnaire, data from parents was collected using an interview guide. The validity and reliability of the items on the questionnaire were validated by pilot testing for both the students' and teachers' surveys. Before, during, and after data collection and analysis, ethical protocols were followed. The qualitative data was analyzed using theme analysis while the quantitative data was analyzed using means and standard deviation.

Summary of Key Findings

1. Concerning research question one, the study found that the teachers ($MM = 3.00$; $SD = 1.03$) and students ($MM = 3.04$; $SD = 1.28$) agreed that parents sometimes play significant roles in the career choice of their children. They perceived that parent-related roles like career education and information, motivation, values and expectation, educational background, occupation and family profession influenced the career choice of students.

2. Relating to research question two, the study found that the teachers ($MM = 3.59$; $SD = 1.01$) and students ($MM = 3.18$; $SD = 1.39$) agreed that teachers performed several roles in the career choice of students. They provided counselling services, they organise educational and career days, they provided students with career information, they supported and paid attention to students' career interest, they monitored students' personality traits and qualities and they also fostered students' interest in school subjects.

3. Finally, the teachers ($MM = 3.38$; $SD = 0.89$) and students ($MM = 3.06$; $SD = 1.27$) agreed that sometimes the students played several roles in their career choice. They take career advice from peers, share career information with peers, look-up for peers' careers. Also, their academic performance, confidence and interest in the subjects played significant roles in their career interest.

Conclusions

Ghanaian students have the independence and autonomy to pick their educational and job paths. By the time they reach the end of their school years, the majority of students have already made key decisions about their future working lives and career paths. However, a multitude of influences, such as parents, teachers, and classmates, impact these employment decisions. Parents, according to the research, have a significant influence on their children's career choices in school. They give their wards career information, motivation and verbal encouragement, social persuasion, aptitude, value and expectation, instrumental and practical support such as financial and material assistance, and career information.

Teachers have a significant impact on students' choice of career in school, according to the report. In the classroom, career information and choice preparation aimed to develop young people's career management abilities, ability to research and absorb information, and decision-making procedures in order to better prepare them for the workplace. They collaborate with school counsellors, plan educational and career days, present career information to students, encourage student interest in school subjects, support and pay attention to students' professional interests, assess student personality traits and qualities, and support and pay attention to students' professional interests. The survey also found that classmates (peers) play an important effect in students' job choices in school. They seek career guidance from their peers, discuss career information with their colleagues, and research the careers of their peers. In addition, their academic success, confidence, and enthusiasm in the subject all have a part in their career choice.

These findings suggest that parent, teacher, and student commitments may play a major and critical role in the lives of individual students, not only because they determine income patterns, but also because they influence the student's personality and life concept. It may assist students in determining life objectives and focusing on creating a life purpose, which in turn provides opportunities and jobs, allowing a person to see the channel for his or her future demand from childhood. Preparedness for career choices by parents, teachers, and students (peers) is particularly important since it can instill in learners a sense of making well-informed decisions. The numerous roles that parents, teachers, and students (peers) play in students' job choices may help to their holistic development, supporting their transition to the workplace and

decision-making as they strive for lifelong improvement. It may also help students define their goals and gain a better understanding of themselves in terms of their interests, abilities, and growth potentials.

Furthermore, students who are prepared for job choice are capable of genuinely examining their prospective work surroundings, as well as the hurdles and opportunities that may present. As a result, parents, teachers, and students (peers) must all be involved in a student's career choice in order for the student to make an informed decision about future employment. As a result, when it comes to career choice preparedness, teachers can collaborate with parents to assist them make informed decisions regarding their children's future vocations. Parents and teachers have a key role to play in guiding youngsters through effective career education because they spend the majority of their time with them at home and at school. Students may suffer from poor academic achievement, pessimism, and frustration as a result of unusual career decisions. This circumstance may provide a significant challenge not just to education stakeholders and employers, but also to the latter and spirit of Ghana's Vision 2030, which calls for the country to develop an industrialized economy based on endowed people capital and career and skills competency.

Recommendations

The following recommendations were provided:

Recommendations for parents

1. Because parents play such an important role in their children's profession choices, the study recommends that the Ministry of Education (MoE), in partnership with school counsellors, develop parents' competencies through training, workshops, and conferences so

that they may better assist their children in selecting appropriate career choices. As a result, career counselling services may help people make better decisions in the long run.

2. According to the report, parents should continue to raise their expectations for their children's education and careers. They should

continue to set good examples for their children, show high values and positive attitude for the children, provide relevant career information and opportunity and establish trust parent-child relationship.

3. According to the study, parents should continue to support and encourage their children to explore the different possibilities available

in order to discover the best job match. Parents should avoid dismissing their children's potential job ambitions. If they react poorly, the entire investigation endeavor may come to a halt. Parents must maintain open lines of contact with their children and encourage them to obtain as much information as possible about their professional interests.

4. Parents should continue to support and assist their children in the career decision-making process, provide freedom and time for their

children to discover their capabilities, provide inspiration and encouragement for their children to pursue their career interests and objectives, and help their children develop a sense of self-belief and confidence, according to the study.

5. Before encouraging their students for any career choice, parents in collaboration career experts or counsellors should evaluate their wards'

aptitude, interest, availability of courses, educated choices over herd mentality, professional scope, and numeration, according to the study.

Recommendations for teachers and counsellors

1. Because teachers play such an important role in students' career choices, the study recommended that the Ministry of Education (MOE), in collaboration with other stakeholders, continue to strengthen teachers' and school counsellors' knowledge and skills through conferences and workshops so that they can better assist their children in making appropriate career choices. As a result, career counselling services may help people make better decisions in the long run.
2. Based on the findings, it is recommended that, in partnership with the Ministry of Education, school administrators, teachers, and school counsellors work to establish an obligatory career program that includes professionals and experts from various spheres of life. Teachers and school counsellors should continue to support and pay attention to students' interests and qualities.
3. According to the findings, teachers and school counsellors should continue to provide guidance on educational pathways that lead to future careers. The primary focus of this counselling should be on the school type, educational stream, and specific subject combinations.
4. The teachers should continue to teach the students the relevance of the various subject and provide core value of subject to the students. They should also continue to make the subject very practical and interesting to the students.

5. The study recommended that teachers should take into consideration, the aptitude of their wards, interest, availability of courses, informed decision over herd mentality, scope of career and numeration before influencing their ward for any career choice. The teachers and school counsellors should aim at fostering strong and positive self-efficacy, academic self-concept and peer relationships among students to them over challenges faced in career decision making.

Recommendations for students

1. The study recommended that students should continue to take advice from the parents, teachers and school counsellors on the career paths rather than their peers
2. According to the study, school career counselling or guidance should be improved in order to raise understanding about career decision-making without overemphasizing peer pressure. Schools that hold frequent career events may be able to achieve this.
3. Students should continue to make an effort to attend school-sponsored career workshops and counselling sessions, which will assist them in identifying their own interests, aptitudes, and ideas, and therefore in selecting an acceptable specific careers based on their interests and talents in the topics.

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APPENDICES

APPENDIX A
QUESTIONNAIRE FOR TEACHERS
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATIONAL STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING
MASTER OF PHILOSOPHY (GUIDANCE AND COUNSELLING)

Dear Respondent,

I am conducting a research on the topic “**The role of Parents and Teachers in Career choice among Junior High School Students, in the Ningo-Prampram District**”. The purpose of this study is to collect information about the role of parents and teachers in career choice among Junior High School students in Ningo-Prampram District. The questionnaire is made up of four sections labelled Sections A, B, C and D for you to complete. Your responses will be needed in understanding more about the role of parents and teachers in career choice among Junior High School students. The information you disclose will be entirely confidential. Thank you for participating in this study.

Instruction: Please, write your age on the dotted line and tick (✓) in the brackets provided. Also, give your responses which corresponds with your background information.

SECTION A

Background Information

1. Age.....
2. Gender Male () Female ()
3. Educational Level
 - i) Diploma ()
 - ii) Degree ()
 - iii) Masters ()

SECTION B

Instruction: Below is a table to be completed. It consists of statements about the role of parents, teachers and students in career choice among junior high school students on five-point, Likert-type scale format with Always as 5, Very often as 4, Sometimes as 3, Rarely as 2, and Never as 1

	What roles do parents play in career choice of their wards in JHS in Ningo-Prampram district?	Never	Rarely	Sometimes	Very often	Always
1.	Parents supply their children with relevant career information					
2.	Parents inspire their children to study hard to make appropriate career choice					
3.	Parents inspire their children through what they think about their career interest					
4.	Fathers' influence their children to choose					

	a career using their profession					
5.	Mothers influence their children to choose a career using their profession					
6.	Fathers influence their children career through their level of education					
7.	Parents influence their children to take careers that is in line with their business					
8.	Families influence their children through dominant profession that runs through the family					
9.	Students career are shaped by parents values and expectation					
10.	Parents show great support for their children by motivating them to pursue their career of interest					
11.	Parents educate their children on various careers to help their children to select from					



SECTION C

	What are the roles teachers' play in career choice of their students in JHS in Ningo-Prampram district?	Never	Rarely	Sometimes	Very often	Always
1.	I suggest several careers for students to choose from.					
2.	I support and pay attention to students in choosing a career.					
3.	I foster students' enjoyment of subjects.					
4.	I organise career days to help students on what to do in the future.					
5.	Students' career is linked to the subject I teach.					
6.	I organise educational programmes that shapes students career choice.					
7.	I bring in school counsellors to help students with career choice.					
8.	I supply enough information to help students in career choice.					
9.	I give early attention to students' skills and aptitudes to shape their career.					
10.	My profession has influence on students' decision to pursue a career.					
11.	Gender influence the career choice of students,					
12.	The educational level of parents influences the career choice of students,					

SECTION D

	What roles do students' play in their career choice in JHS in the Ningo-Prampram district?	Never	Rarely	Sometime	Very	Always
1.	Students look up to former students' career to influence their career choice					
2.	Students look up to role models in the media to influence their career choice					
3.	Students' advice one another on career choice					
4.	Students having interest in the subjects they study will help them choose a career that matches their ability					
5.	Students that perform well academically are likely to pursue the appropriate career					
6.	Students interact with one another for career advice					
7.	Peer pressure influence students career choice					
8.	Students look up to each other to choose a career					
9.	Students' confidence in their strength and academic abilities will help them make the right career choice					
10.	Friends share career information with one another and it helps them in career choice					

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATIONAL STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE AND COUNSELLING

MASTER OF PHILOSOPHY (GUIDANCE AND COUNSELLING)

Dear Respondent:

I am conducting a research on the topic “**The role of Parents and Teachers in Career choice among Junior High School Students, in the Ningo-Prampram District**”. The purpose of this study is to collect information about the role of parents and teachers in career choice among junior high school students in the Ningo-Prampram District. The questionnaire is made up of four sections labelled Sections A, B, C and D for you to complete. Your responses will be needed in understanding more about the role of parents and teachers in career choice among junior high school students. The information you disclose will be entirely confidential. Thank you for participating in this study.

Instruction: Please, write your age in the dots, tick (✓) in the brackets provided and give responses which corresponds with your background information

SECTION A

Background Information

1. Age.....

2. Gender: Male () Female ()

3. Father's Educational Level

i) No School ()

ii) JHS ()

iii) SHS ()

iv) Tertiary ()

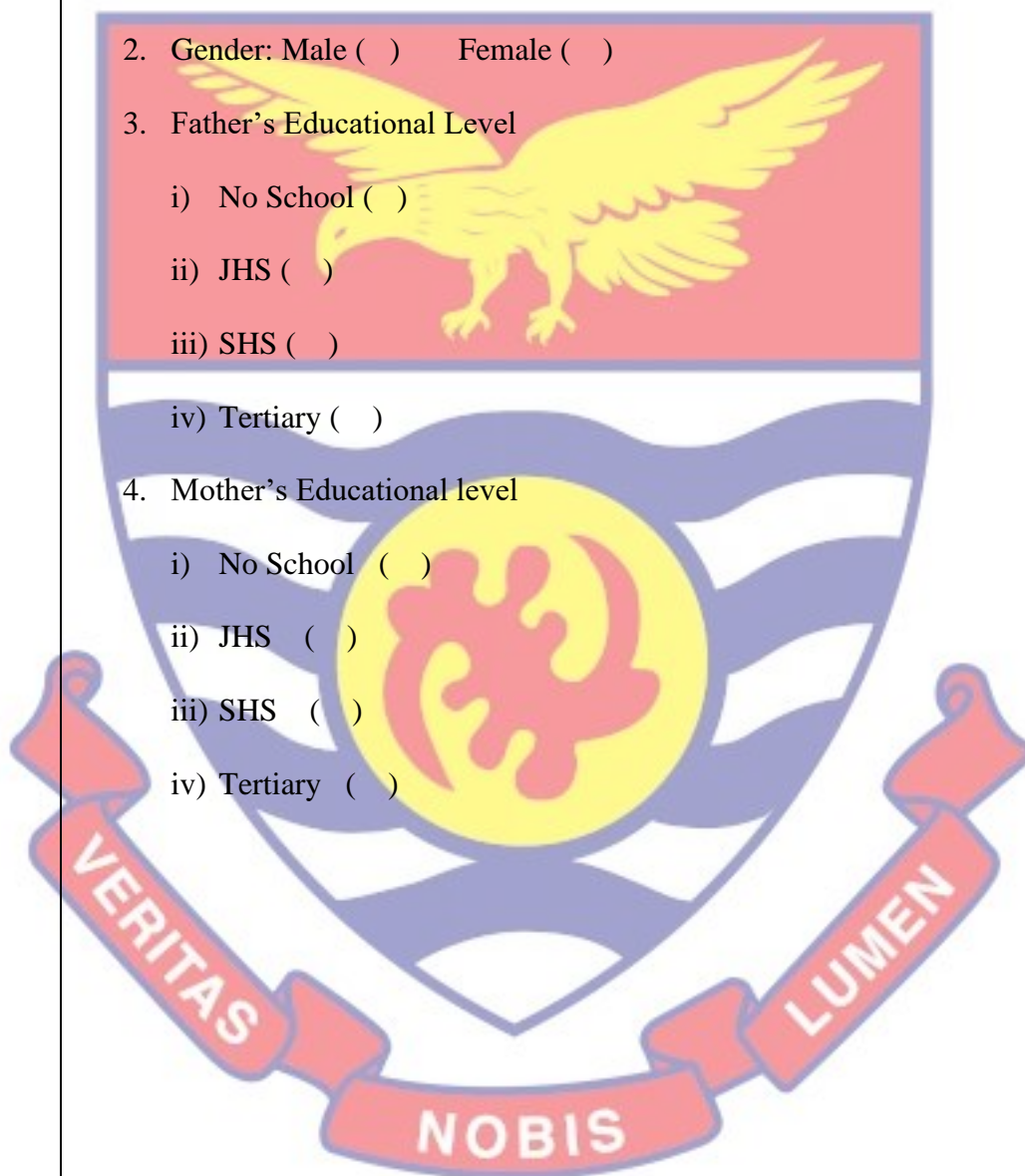
4. Mother's Educational level

i) No School ()

ii) JHS ()

iii) SHS ()

iv) Tertiary ()



SECTION B

Instruction: Below is a table to be completed. It consists of statements about the role of parents and teachers in career choice among junior high school students on five-point, Likert-type scale format with Always as 5, Very often as 4, Sometimes as 3, Rarely as 2, and Never as 1

	What roles do parents play in career choice of their wards in JHS in Ningo-Prampram district?	Never	Rarely	Sometimes	Very often	Always
1.	My parent supplies me with relevant career information					
2.	My parent inspires me to study hard to get my choice of career					
3.	My parent inspire me through what they think about my career interest					
4.	My father influences me to choose a career using his profession					
5.	My mother influences me to choose a career using her profession					

6.	My parents educational level influences my career choice					
7.	My career choice is towards my parent's business					
9.	My parents inspire me to choose a career base on my gender					
9.	Everybody in my family follow dominant profession in the family					
10.	My parents influence me with their values and expectation to pursue career of their choice					
11.	My parent motivates me to pursue my career of interest					
12.	My parent educates me on various careers for me to choose from My parents will not allow me to do what I want					

SECTION C

	What roles do teachers' play in career choice of their students in JHS in Ningo-Prampram district?	Never	Rarely	Sometime	Very often	Always
1.	My teacher suggests several careers for me to choose from					
2.	My teacher supports and pay attention to me and other students in choosing a career					
3.	My teacher organizes career days to help us decide on what we want to do in the future.					
4.	My preferred career is linked to the subject my teacher teaches					
5.	My teacher organizes educational programmes that shapes my career					
6.	My teacher supplies enough information for us to help in career choice					
7.	My teacher gives early attention to students' skills and aptitudes to shape their career					
8.	My teacher's profession has influence my decision to pursue similar career					

SECTION D

	What are the role students' play in their career choice in JHS in Ningo-Prampram district?	Never	Rarely	Sometime	Very often	Always
1.	I look up to former students career to influence my career choice					
2.	I look up to role models in the media to influence my career choice					
3.	My friends give me advice on career choice					
4.	Having interest in the subject I study will help obtain a career					
5.	Doing well in my academics will help me obtain a n appropraite career					
6.	My peers expects me to choose similar career as theirs					
7.	I interact with my friends for career advice					
8.	I look up to my peers to choose a career					
9.	My confidence in my strength and academic abilities will help me make good career choice decisions					
10	My friend share career information with me and it helps me in my career choice					

APPENDIX C

INTERVIEW SCHEDULE FOR PARENTS



Dear Respondent

I am conducting a research on the topic **“The role of Parents and Teachers in Career choice among Junior High School Students, in the Ningo-Prampram District”**. The purpose of this study is to collect information on the role of parents and teachers play in career choice among junior high school students in the Ningo-Prampram District. Your responses will be needed in understanding more about the role of parents and teachers in career choice among junior high school students. The information you disclose will be entirely confidential. Thank you for participating in this study.

SECTION A

Background Information

1. Gender (F/M)
2. What is your age?
3. Please what is your educational qualification?
4. Please what is your occupation?

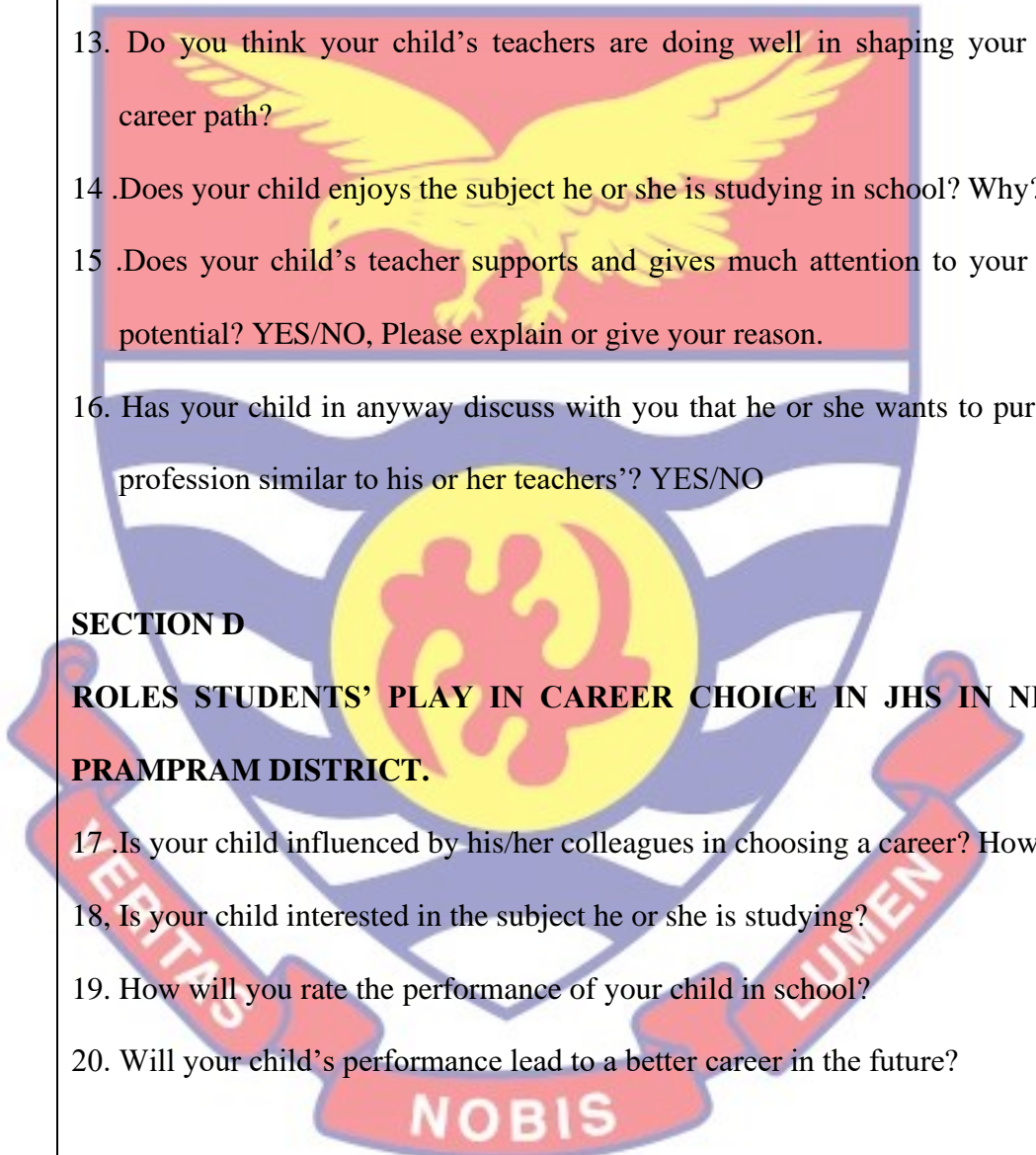
SECTION B

ROLES PARENTS PLAY IN CAREER CHOICE OF THEIR WARDS IN JHS IN NINGO-PRAMPARAM DISTRICT.

5. Do you supply your child with information on what he or she will become in the future?
 - i) What do you tell your child about his or her career?
6. How do you inspire your child to study hard to choose the appropriate career?
8. Do you want your child to pursue your profession? Give your reason
9. What kind of career is dominant in your family?
10. Do you provide your children with different careers to select from? YES/NO
If yes Why? And If NO why?
11. Does the gender of your child influences his or her career choice? YES/NO..
Why?
12. Does your educational level influence the career choice of your child?
YES/NO Why?

SECTION C

**ROLES TEACHERS' PLAY IN CAREER CHOICE OF THEIR STUDENTS
IN JHS IN NINGO-PRAMPARAM DISTRICT**

- 
13. Do you think your child's teachers are doing well in shaping your child's career path?
14. Does your child enjoy the subject he or she is studying in school? Why?
15. Does your child's teacher support and give much attention to your child's potential? YES/NO, Please explain or give your reason.
16. Has your child in anyway discuss with you that he or she wants to pursue the profession similar to his or her teachers'? YES/NO

SECTION D

ROLES STUDENTS' PLAY IN CAREER CHOICE IN JHS IN NINGO-PRAMPARAM DISTRICT.

17. Is your child influenced by his/her colleagues in choosing a career? How?
18. Is your child interested in the subject he or she is studying?
19. How will you rate the performance of your child in school?
20. Will your child's performance lead to a better career in the future?


APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332891334
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: DGC/L2/VOL.1/134
Your Ref:

30th July, 2020

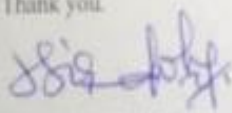
TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Vida Wuruche Ndiryi a student pursuing an MPhil Programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, she is to submit a Thesis on the topic: *"The Role of Parents and Teachers in Career Choice Among Junior High Students in Ningo-Prampram District"*. We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide her the necessary assistance.

Thank you.



Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

APPENDIX E

ETHICAL CLEARANCE LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc.edu/VS/21-68
Your Ref:



Date: 2nd July, 2021

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Vida W. Ndingi, Reg. No. EE/0019/0013 is an
M.Phil. / Ph.D. student in the Department of Guidance
and Counseling in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / She wishes to
undertake a research study on the topic:

Roles of parents and teachers in career choice
among Junior High School students in Ningo-
Prampram District.

The Ethical Review Board (ERB) of the College of Education Studies
(CES) has assessed his/her proposal and confirm that the proposal
satisfies the College's ethical requirements for the conduct of the
study.

In view of the above, the researcher has been cleared and given approval
to commence his/her study. The ERB would be grateful if you would
give him/her the necessary assistance to facilitate the conduct of the said
research.

Thank you.

Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)