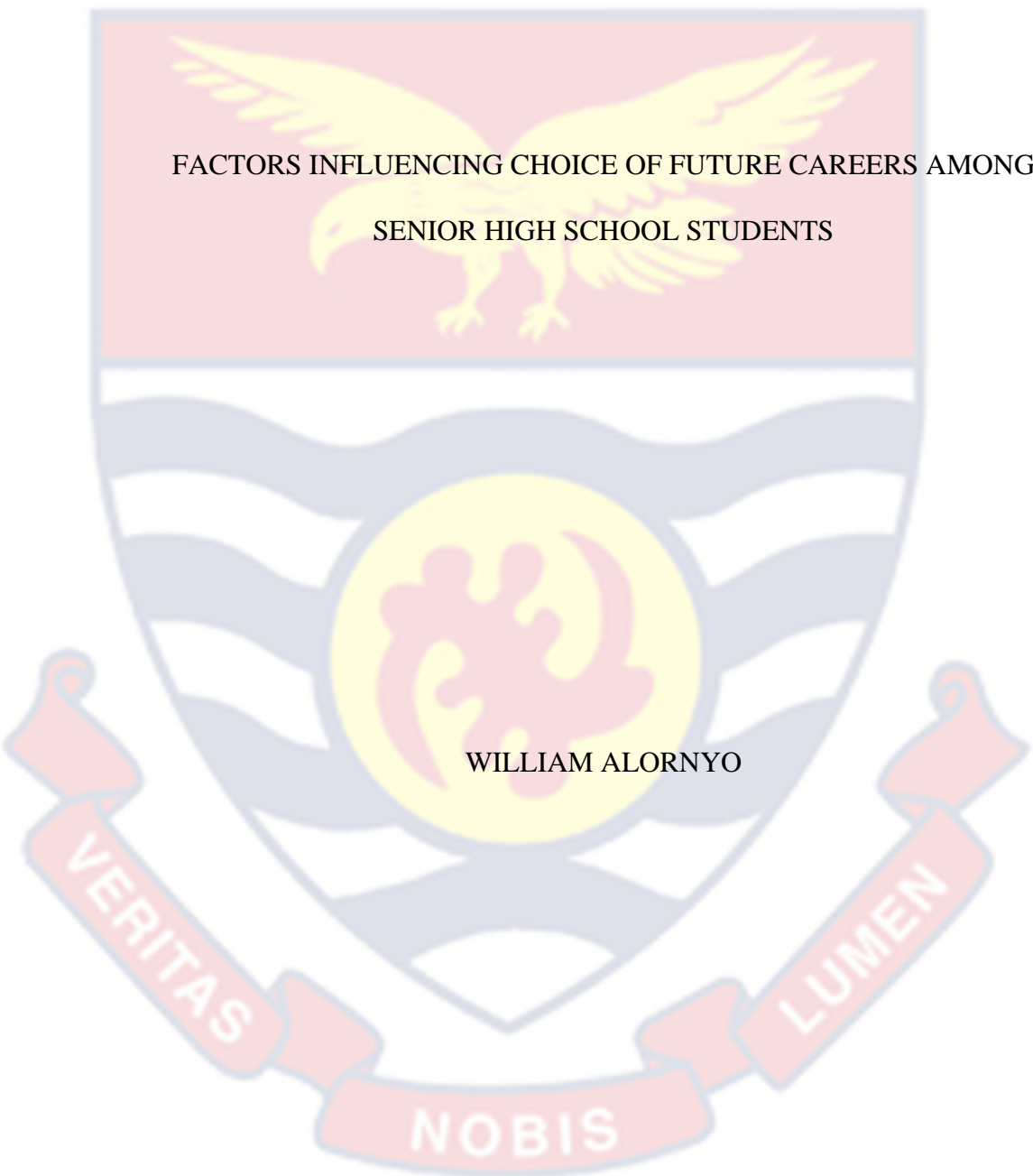


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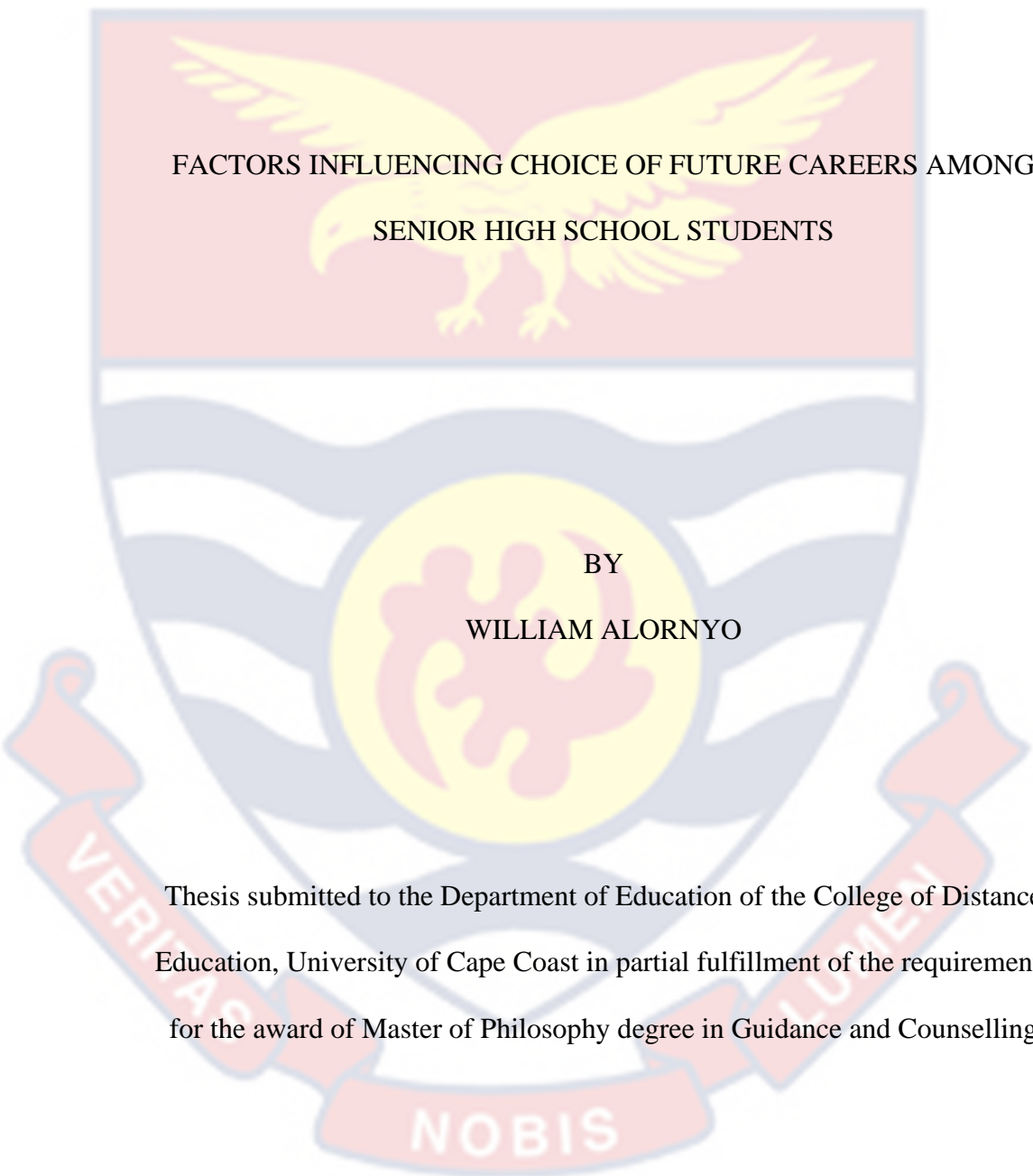
FACTORS INFLUENCING CHOICE OF FUTURE CAREERS AMONG  
SENIOR HIGH SCHOOL STUDENTS

WILLIAM ALORNYO

2023

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UNIVERSITY OF CAPE COAST



FACTORS INFLUENCING CHOICE OF FUTURE CAREERS AMONG  
SENIOR HIGH SCHOOL STUDENTS

BY  
WILLIAM ALORNYO

Thesis submitted to the Department of Education of the College of Distance  
Education, University of Cape Coast in partial fulfillment of the requirements  
for the award of Master of Philosophy degree in Guidance and Counselling

NOVEMBER 2023

## 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.....

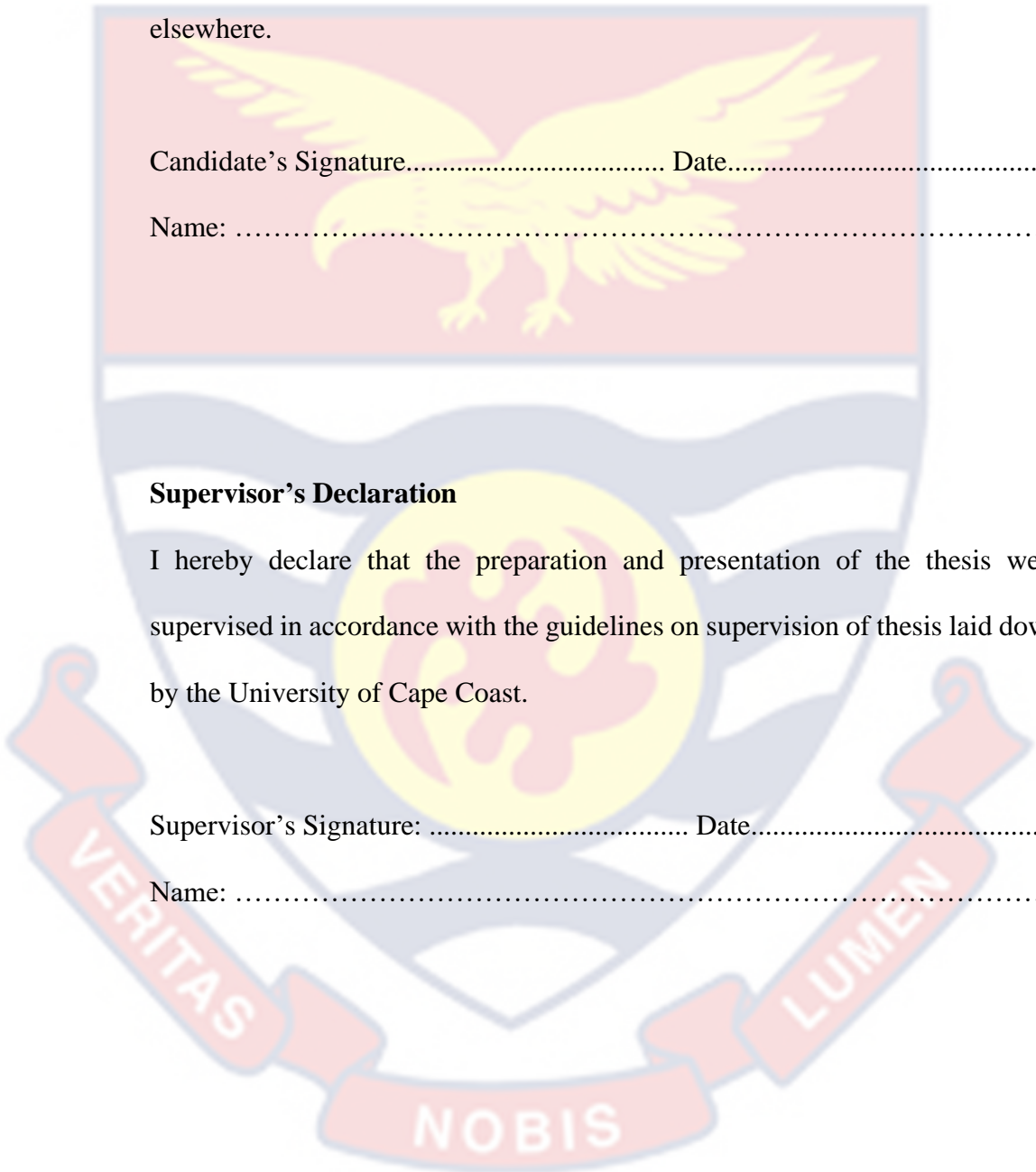
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### Supervisor's Declaration

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.

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## ABSTRACT

The purpose of the study was to investigate the factors influencing choice of future career among senior high school students. The study employed the descriptive survey design involving the quantitative approach. The target population of the study was all public senior high school students in the Ga South Municipality in Greater Accra Region. The accessible population was made up of only first and second year students. A sample of 356 students was selected for the study using stratified proportional sampling procedure. The study adapted an instrument developed by Asantewaa (2020) for the data collection. The data collected were analysed using descriptive statistics specifically means and standard deviations. The study established that family, peers, teachers and career guidance and counselling services influenced career choice among senior high school students in Ga South Municipality. It was recommended that more career guidance seminars should be organised for students in the senior high school by counsellors so as to help the students in the Municipality to make informed career decision.

## KEYWORDS

Influence

Career

Choice

Public

High

Municipal



## ACKNOWLEDGEMENTS

The development and completion of this work would have been impossible without the assistance of some important personalities. I wish to express my heartfelt gratitude to Dr. Stephen Doh Fia, my supervisor for his guidance and support.

To my family, I am very grateful for their time and moral support. I thank them so much for their help. I shall not forget my sweet and caring wife and my son for their motivation and financial support.



**DEDICATION**

To my wife and son





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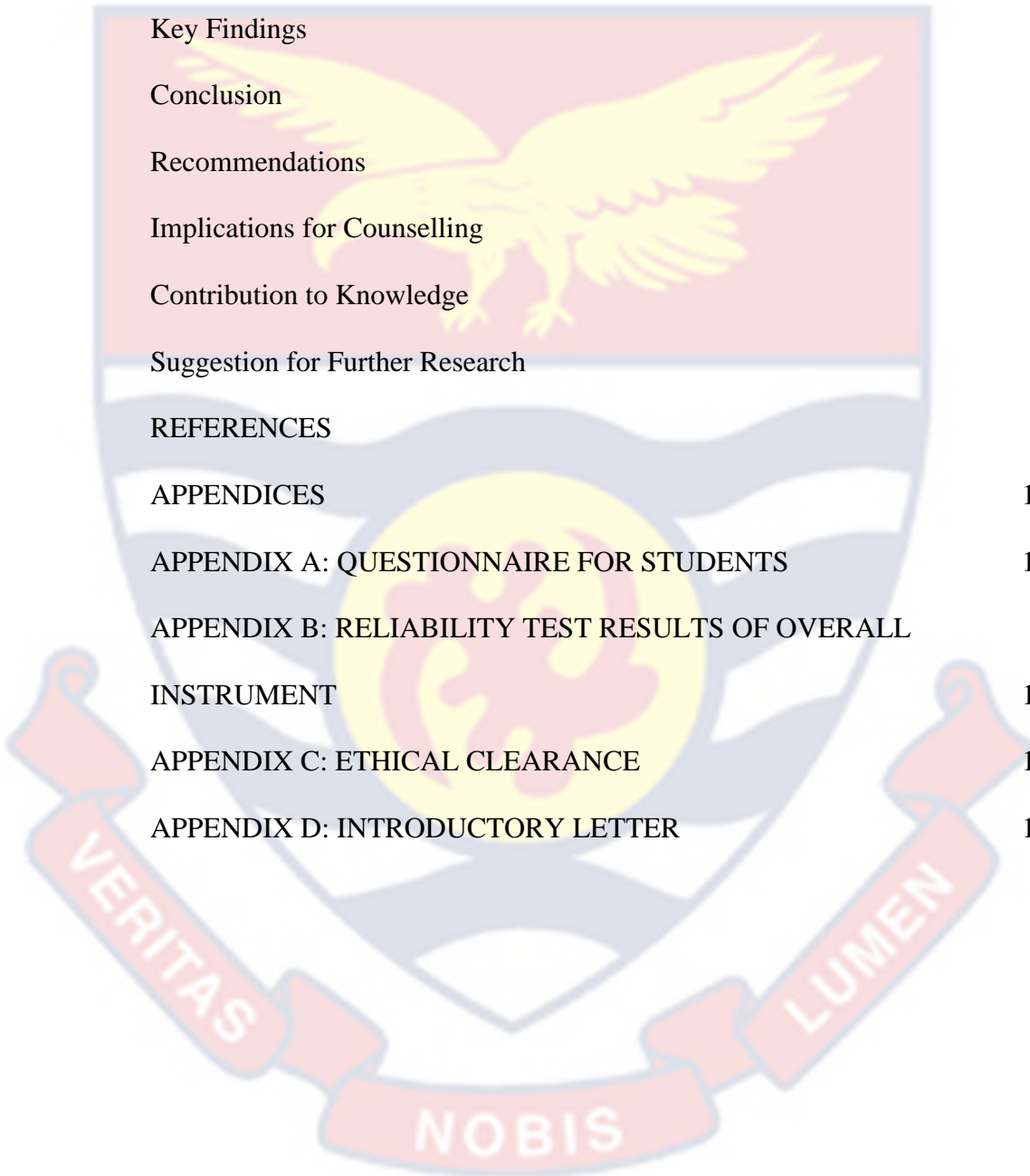
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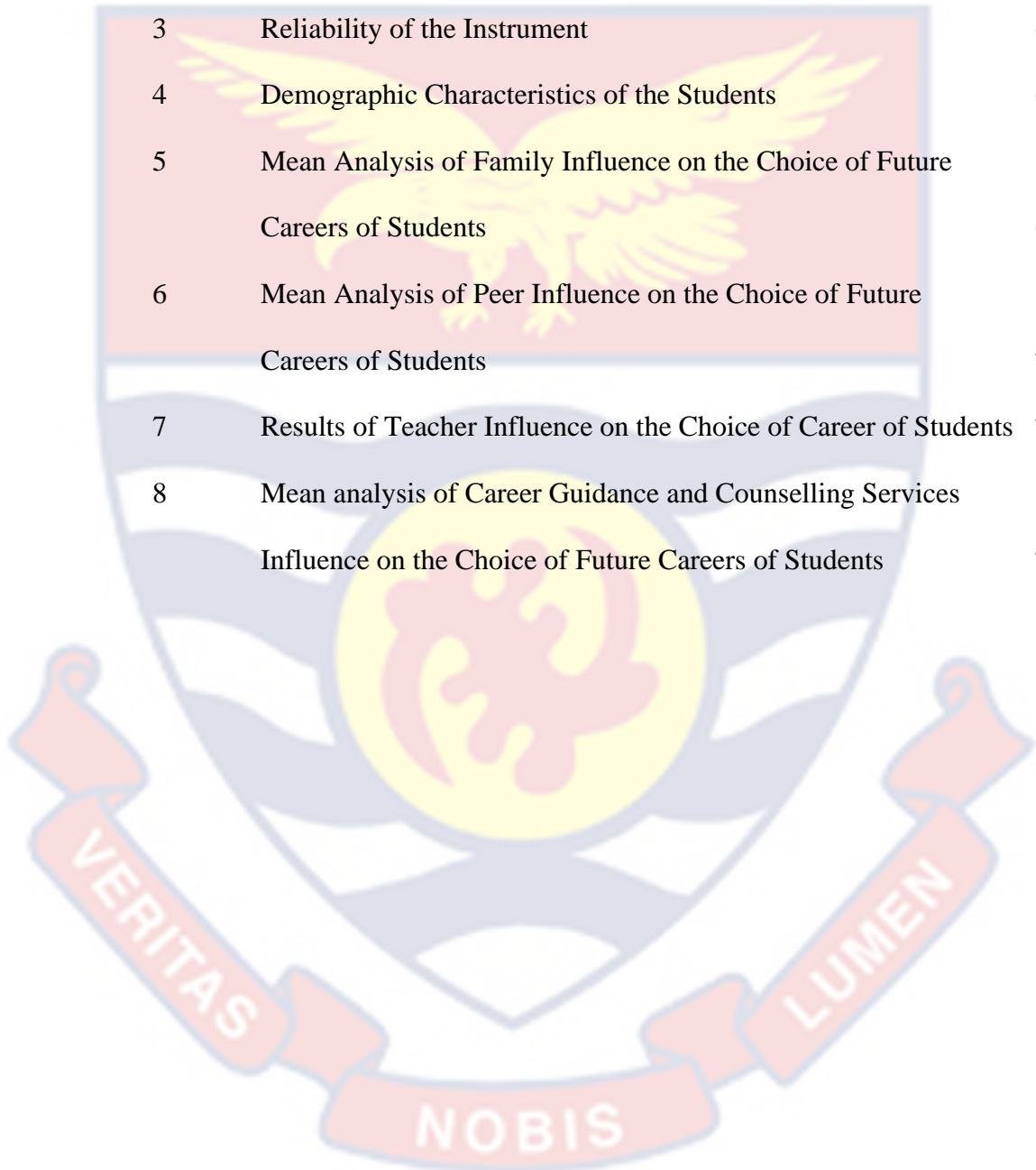
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## CHAPTER ONE

### INTRODUCTION

Career choice is a vital decision-making process in human life. Planning a career and making a meaningful choice are quite complex and frustrating tasks for most senior high school students as they are characterized by distortions, confusion and stress. Some of the reasons for the aforementioned are that as students try to aspire for career, they are faced with problems such as matching the career with their abilities and their performance in school. For instance, a study was conducted by Otuei (2017) on career decision-making difficulties by senior high school students. The study revealed, among other things, that senior high school students face a lot of challenges with regards to making career choices. According to White and Tracey (2011), occupational decision-making processes are not without challenges and difficulties. It is therefore on these premises that the researcher wants to investigate the factors influencing choice of future career among senior high school students in Ga South Municipality.

#### **Background to the Study**

Senior high school education is a very important stage for adolescents because it is the time that they move from high school to tertiary and decide what kind of job they want to do (Amoah, Kwoffie & Baiden, 2015). Students who get into the wrong jobs could face a lot of problems (Collins, 2007). This situation calls for career guidance programmes so that students can understand their abilities and use them to the fullest in their preferred career. Many students do not know what they want to do because they are not sure of themselves on



what they want to do. They however apply to tertiary institutions without knowing what programmes to offer (Senyonyi, Ochieng & Sells, 2012). As a result, every student who wants to go to college or university needs to think very carefully about career choice and make decisions with the help of a career guide when they are applying for college or university in their chosen field of work (Mohd, Salleh & Mustahpa, 2010).

When jobs are scarce it is young people who are hit the hardest as they are either unable to enter the workplace or are the first to be fired (Gough, 2016). According to the World Bank (2013), one third of the world's 1.8 billion young people are not in employment, education or training (NEET), and only 40% of youth who enter the job market within the next decade will be able to get jobs that currently exist. This is a problem for society as a whole, not just for young people themselves. When young people are not fully participating in the labour force there is lost productivity and reduced consumption, a fear of rising youth extremism, and governments incur social security costs and forgo tax revenue.

Youth unemployment is currently seen as one of the major global challenges. Young people make up around a quarter of the world's population and in many countries in the global south, they are made up of a third of the population (World Bank, 2015). Only a minority of these young people, that is those who have completed high school or university, will ever find a stable job in the formal sector. A large proportion of young people work in the informal sector, often in poor conditions with irregular and low pay.

A person's "career" is a vocation or occupation that keeps that person occupied in the form of work and usually lasts for the person's entire life (Okobiah & Okorodudu, 2004). It is often thought that a series of decisions,

transactions, and changes affect one's role in work, education, family, community development, and leisure (Okobiah & Okorodudu, 2004). With the rise of information technology and post-industrial revolution, choosing a job has become a complicated science. There is not enough information about technical fields in the world to help people make good decisions about their jobs. Research by Mohd et al. (2010) found that having some knowledge about careers would help the student focus and think about what he or she wants to do when they grow up.

Since there are so many jobs in so many different careers, making a choice could be very difficult. Hence, people can make mistakes because of the way the economy and job market change all the time. People who do not make good career choices could make society unhappy, distressed, and not feel belonging (Obiyo & Eze, 2015). Students at the senior high school should be empowered with skills and knowledge that will help them plan for the world of work. This is very important for today's young people, who are more motivated than ever but do not know where they want to go in search of work. Schneider and Stevenson as cited by Amoah, Kwoffie and Baiden (2015) indicated that when it comes to making career decisions and career development, the factors that make a person choose a career are varied.

Taylor and Buku (2006) highlight the historical development of guidance in the United States, with George Merrill initiating systematic work in guidance in 1885. Zunker (2002) emphasizes the significance of career choices in shaping individuals' lives. Stebleton (2007) conducted a study in Ethiopia and found that students believed their career choices were influenced by external factors, despite having an internal locus of control. Oyamo and Amoth (2008)



conducted a study in Kenya and discovered that rural students tend to seek help from parents more on than urban students, and that parents played a more significant role than teachers. The article emphasizes the important role played by career counsellors in influencing students' career choices at the school level.

Furthermore, Rogers, Creed, and Glendon (2008) argue that people and the environment are influential factors in decision-making processes related to career choices. Personal goals, individual characteristics, and social interactions are all factors that contribute to decision-making in this context.

Kidd (2006) found that giving people adequate information at the right time can make a big difference on how they plan their careers. This knowledge is more than just being aware. It includes having a deep understanding of unique character and personality traits and how those traits relate to career choice. It also means knowing how to make these decisions and how many different kinds of jobs are available.

Asante (2010), who did a study on the factors that influence career choices and decision making of technical education students in Accra, indicates that, the most important factor for students to think about when planning their career is their family. Further, he indicates that personal interest, job opportunities and income, as well as the school guidance unit, are all important factors. Many young people around the world have big dreams and want to be well-educated and work in a professional job. However, research shows that many do not make clear plans to help them choose a career that fits their chKwoffie & Baiden, 2015).

There are a lot of factors that play a role in career choices in the world today. Kerka (2000) indicates that a person's personality, interests, self-concept,

cultural identity, globalisation, socialisation, role model, social support, and available resources like adequate information and money are all important when choosing a career. Differently, Bandura, Barbaranelli, Caprara, and Pastorelli (2001) said that when someone is making a career decision, they have to think about a lot of things, like their environment, their skills, their social contacts, educational level, as well as their sense of self-efficacy.

Taylor and Buku (2006) indicated that career choice is based on intellectual ability, aptitude, the effect of schooling, people's families, their personalities and their values, sex differences and work, as well as their needs and what they want to do. Thus, Taylor and Buku (2006) cited by Amoah, Kwoffie, and Baiden (2015) said that in Ghanaian educational reforms, senior high school students must choose a programme to study from the last year of junior high school. This lets students make the right choice of career when they start at senior high school. As a result, it has a big impact on the type of course can take at tertiary the level.

Career choice is one of the many important decisions students have to take when they decide what they want to do in the future. People who make this choice will have an impact on them for the rest of their lives, and it mostly comes down to what the student wants to achieve with their long-term involvement. Basavage (1996) asked: "What is it that affects an individual's career choice and decision-making in some way?" Thus, each student has a unique set of preferences that shape their view of the world. This is in part because of the student's environment, personality and opportunities, which have an impact on how they choose a career. Following that, how the student thinks

about his or her environment, personality and opportunities affects what he or she does in the future.

Some senior high school students in the Ga South Municipality have problems and do not know where to go because of inadequate career guidance and about what to do in future. Several studies indicated the crucial role of career guidance and counselling when it comes to career planning and choice among students. For instance, Ajufo (2013), Ombaba, Keraro and Sindabi (2014), and Alike (2010) all assert that career guidance programmes help students recognize their strengths and grow to their fullest potential.

Thus, career counselling and guidance is widely thought to be a very good way to bridge the gap between education and work (Ibrahim, Olaka, Wambiya, & Raburu, 2014; Ajufo, 2013). It is important for students to learn advanced study skills and self-management skills during their school years and for the rest of their lives to have a good job (Gysbers & Henderson, 2005; Jarvis & Keeley, 2003).

Career guidance is a process that people go through to help them make smart decisions about their education, career and personality development (Watts & Kidd, 2000). The goal of guidance and counselling services in senior high schools is to help each student get the most out of his or her education and reach his or her full potential (Ibrahim et al., 2014; Eyo, Joshua & Esuong, 2010). In addition, it boosts the students' self-esteem and positive attitudes, make them happy and want to keep learning for the rest of their lives (Ajufo, 2013). Asantewaa (2020) assert that career guidance should be part of the school curriculum so that students know what kinds of jobs are available to them right from the start (in the early stages). Asantewaa (2020)'s assertion to make career

guidance part of the school curriculum so that students know what kind of career to choose is consistent with Watts and Kidd (2000); Ibrahim et al., (2014); Eyo, Joshua, and Esuong (2010); and Ajuwo (2013). The above studies were emphatic that availability and effective career counselling at both pre-tertiary and tertiary institutions will facilitate students' career planning and choice.

Onyejiaku (2000) believes that; in all societies, whether developed, developing or, underdeveloped, the quality of workers as well as their degree of satisfaction goes a long way to determine the smooth functioning and the economic stability of the society. The social and economic upheavals and instability in some countries may be traced to lack of worker satisfaction and the consequent frustration and the incipient industrial unrest due to the workers' thwarted goals. In practical terms there is no single situation in life which is potentially so capable of giving some satisfaction of one's basic needs as his occupation. Occupation is a way of life. It moulds one's character, determines his social status and, in most cases, conditions his life style generally. (p.1)

This statement makes occupational choice a very important decision making process of human life. This is because if it is not well done, and the individual is forced to take up any career or occupation because he/she is unable to decide well, or decide at all, it affects his or her morale in any occupation he finds himself or herself. Thus, when workers in any society, establishment or organization have low morale, the social setting may be in danger of disintegration because workers are the most important assets of any establishment or organization and the society at large. This might have accounted for the early career guidance movement in the Western world. Nations and individuals look up to education to provide a cure for poverty,



ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Choosing an appropriate career is therefore of great importance to the individual (National Career Development Association, 2003).

Countries like Ghana need people who can make good career decisions that keep them motivated to use their skills to the fullest and be productive (Hiebert, 2009). A lot of what students' study in high school affects what they choose to do after high school (Naude, 2014). Career guidance helps students understand themselves and make educated, vocational, emotional and personal decisions in a complex and changing world (Gbenga & Toyin, 2014; Mabula, 2012; Mahlangu, 2011; Eyo et al., 2010).

Senior high school years are important for teenagers because they have to make the transition from school to their chosen job (Amoah et al., 2015; Obiyo & Eze, 2015; Rowland, 2004). In most cases, senior high school is thought of as the place where students make the transition from high school to tertiary and the world of work, but this is often overlooked or not given enough attention (Baloch & Shah, 2014). Students who do not make good decisions at a young age may be unhappy and depressed, and this can lead to social disapproval (Obiyo & Eze, 2015). As a result, students need to take action and initiative to direct their career choice and development by critically evaluating factors that could affect their choice of a career path (Kuijpers & Meijers, 2009; Geurts, 2003). Hence, this study will investigate factors that influence students' choice of future careers in public senior high schools in Ga South Municipality.

## Statement of the Problem

It is generally believed that education provides the foundation for obtaining good jobs in later life (Baloch & Shah, 2014). Yet, it is worrying to know that a lot of students in senior high schools do not think about what they want to do after senior high school education except for their programmes of study (Amoah, Kwofie & Baiden, 2015).

Today, many youths find themselves in unsuitable careers due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counselling (Lawer, 2007). Lawer (2007) researched on assessing the effectiveness of career guidance in senior secondary schools in Kumasi Metropolitan Assembly. He concluded that majority of students were not aware of major occupation groups in Ghana. This clearly shows that majority of them were not concerned about their future career

Senior high school is the level of transition from pre-tertiary to tertiary and the world of work. It plays a critical role in assisting students to choose their careers (Baloch & Shah, 2014). Hoyt (2014) opined that most students make wrong decisions on which career to pursue; therefore, school guidance is very helpful in assisting them to select their career path and also to enhance their potential to compete for positions. Based on the assertions of Baloch and Shah (2014) and Hoyt (2014)'s emphasis on the need for effective career guidance in SHS supports their assertions because career guidance is very essential in career planning and choice.

A study by Omoni (2013) found that career guidance helped young people make the right decisions in different fields of study. These programmes

help students understand their abilities and make the right choices. At this level, most students have not chosen a career. After all, they do not know what to do because they do not have the right information and advice (Senyonyi, Ochieng & Sells, 2012). It can be hard to make decisions about your job that have long-term and wide-reaching effects that are not always clear (Hiebert, 2009). Choosing a job is a big decision, and many people need help looking at different options and weighing the pros and cons of each one (Hiebert, 2009).

A lot of people agree that career counselling programmes are meant to help students recognize and develop their abilities by giving them the right information and understanding of their choices (Gbenga & Toyin, 2014; Mabula, 2012; Alike, 2010b). Despite this, Hansen (2006) indicates that in most senior high schools, career guidance is not available. Consequently, the need to give students realistic explorative opportunities that could lead to a long-term career choice is not available. This has allowed a lot of different factors like the students' peers, family, and the environment to have an influence on their career planning and choice, which in turn has an impact on their career decisions.

During a career seminar organized by Kareer Education Network (KEN), a non-governmental organization (NGO), the director of pre-tertiary education at the Ghana Education Service emphasized the lack of effective career counselling in many senior high schools in Ghana. As a result, students are forced to pursue goals and careers that they are not passionate about, leading to failure in their chosen paths and ultimately leaving them unemployed. This statement highlights the ongoing challenges faced by senior high school students in Ghana regarding career planning, indicating that the issue of career choice is a significant concern that needs attention (Ghana News Agency, 2011).



Senior high schools in the Ga South Municipality have career guidance and counselling coordinators however, they lack the needed resources to organize career seminars and workshops for the students. The schools do not have modern library furnished with adequate magazines and newspapers for students to read for various information including that of their future career. The schools are not connected to the World Wide Web, to create a good source for educating students with career information. Finally, the schools' computer laboratories were not adequately resourced with computers and internet connectivity to allow students to independently search for information on careers. (Ga South Municipal Education Directorate Website). The above information together with studies from some parts of Ghana have confirmed that career choice or career decision-making difficulty is a reality among senior high school students.

Even though there is available literature on career choice in Ghana, most of these studies have focused more on tertiary students (Woasey, 2015; Owusu, 2020, Fenu et al, 2021) with little studies done in the senior high schools. Moreover, several of these studies on career choice have been carried out either as qualitative studies or using mixed methods (Ndoye Upoalkpajor, 2020; Amoah, Asare, Kwofie and Agyeiwaa, 2015; Appiah, Odoru-Ofori and Attom, 2020). The current study adopted quantitative approach.

Besides, existing literature indicates that only scanty research has been carried out in some districts in the Greater Accra Region (Okkyere, 2021; Abomah, 2021, Asante, 2010). Furthermore, there has not been any empirical study to identify which factors influence the choice of future careers of SHS students from Ga South Municipality. Against this background, there was the need to conduct the current study to investigate factors influencing choice of

future careers among senior high school students in Ga South Municipality, Ghana.

### **Purpose of the Study**

The purpose of this study was to investigate the factors influencing choice of future careers among senior high school students in Ga South Municipality in Greater Accra Region. Specifically, the study seeks to:

1. find out how the family influences choice of future careers among senior high school students in Ga South Municipality.
2. investigate how peers influence choice of future careers among senior high school in Ga South Municipality.
3. find out how teachers influence students' choice of future careers in the Ga South Municipality.
4. investigate how career guidance and counselling services influence choice of future careers among senior high school students in Ga South Municipality.
5. find out how choice of future careers could be improved in senior high school students in Ga South Municipality.

### **Research Questions**

The following research questions guided the study:

1. How does family factor influence choice of future careers among senior high school students?
2. How does peer factor influence the choice of future careers among senior high school students?
3. How does teacher factor influence choice of future careers among senior high school students?

4. How does career guidance and counselling services influence choice of future careers among senior high school students?
5. How would choice of future careers among senior high school students be improved?

### **Significance of the Study**

Career choice is an important aspect of the student's life, especially at the senior high school. The findings of this study will produce knowledge on the importance of career planning and choice in schools for the use of students, career counsellors, teachers and parents.

The findings would be useful in broadening the scope of information and knowledge on career guidance for the use of students, career counsellors and teachers in senior high schools. It will also be beneficial to parents as well. The study will finally add to existing literature for further studies.

### **Delimitation**

This study was delimited to only public senior high schools in Ga South Municipality in the Greater Accra Region of Ghana. Besides, the study was delimited to family, peers, teacher and the influence of career guidance and counselling services on the choice of future careers among senior high school students in the Ga South Municipality.

Furthermore, the study was delimited to quantitative research approach and proportional stratified sampling technique. The study also included only Forms 1 and 2 students.

### Limitations

The research was limited to factors that impact choice of future careers among public senior high school students specifically in the Ga South Municipality, Ghana. It is important to note that the findings can be generalized to only public senior high school students due to the limited scope of the study.

### Definition of Terms

The following terms are defined operationally as used in the study.

**Career:** It is the job or work one does to earn a living.

**Career Choice:** This refers to the decision of students about the career they want to pursue after school.

**Career Planning:** Scheduled procedures that direct the career goals an individual seeks to pursue in life.

**Career decision:** This connotes the choices that students make concerning their careers. When career decisions are made, they are no more aspirations but rather definite career choices.

**Occupation:** A group of similar jobs found in similar organization, or one's trade, profession or business.

**Vocation:** An occupation distinguished by its psychological instead of economic meaning or a career towards which one believes oneself to be called to do in life.

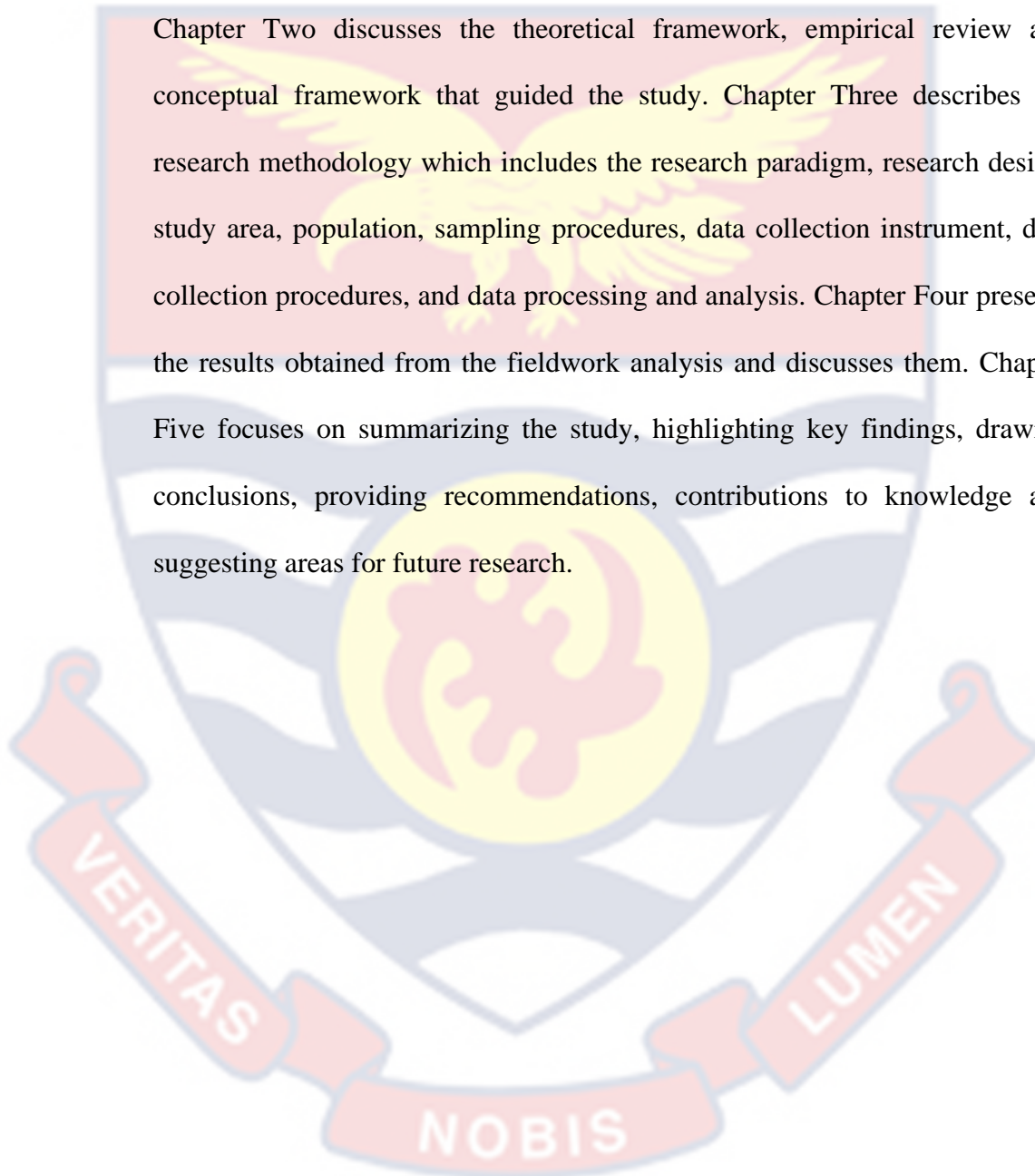
**Guidance Counsellor:** is an expert who possesses specialized training and qualifications to support students in making career choices and resolving educational challenges within schools.

## Organization of the Study

This research was structured into five chapters as outlined below:

Chapter One comprises the study's background, problem statement, research questions, significance, delimitations, limitations and definition of terms.

Chapter Two discusses the theoretical framework, empirical review and conceptual framework that guided the study. Chapter Three describes the research methodology which includes the research paradigm, research design, study area, population, sampling procedures, data collection instrument, data collection procedures, and data processing and analysis. Chapter Four presents the results obtained from the fieldwork analysis and discusses them. Chapter Five focuses on summarizing the study, highlighting key findings, drawing conclusions, providing recommendations, contributions to knowledge and suggesting areas for future research.





## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The purpose of this study was to investigate the factors influencing choice of future careers among students in senior high schools in the Ga South Municipality. This chapter reviews literature on the theoretical framework, empirical review and conceptual framework of the study.

#### Theoretical Framework

The theories to be used in the study include the Developmental Theory of Career Choice, Trait and Factor Theory, and the Decision-Making Theory that the researcher believes will effectively relate to the concepts connecting this study in their proper perspectives.

#### Developmental Theory of Career Choice

Ginzberg, Ginsburg, Axelrad, and Herma (1951) came up with this idea that career development is a process that happens throughout a person's life. It is all about looking for, getting, and processing information about oneself, one's educational opportunities, jobs, their life style and roles (Hansen, 1976). Indeed, Development Theory of Career Choice (DTCC) looks into ways to improve professional growth, career trajectory, and job satisfaction. Career Development Theory is a very important step in figuring out what values, strengths, and weaknesses you have, as well as what kind of line you want to go. Thus, the process of career development is where people figure out who they are. Socialization is a process in which people learn how to interact with each other and how to grow as people. Career development is one part of this process. The importance of having a positive relationship with meaningful goals for the

future has been acknowledged by Gottfredson, 2005. Gottfredson (2005) posited that career choice is a cognitive process that necessitates advanced cognitive abilities. The capacity of children to comprehend and structure intricate occupational information is influenced by their age and overall intelligence. Instead of viewing career choice and development as a straightforward selection process, Gottfredson (2005) proposed a theory suggesting that individuals progressively narrow down their occupational options through a process of elimination or circumscription.

Thus Career Developmental Theory tries to figure out when education, guidance, and other help is needed at certain points in a person's career. In another way, Ginzberg, Ginsburg, Axelrad, and Herma (1951) think of career development as a process that lasts a long time, with a lot of attention paid to very early development. Career Development Theory is the study of how people go about their jobs, how well they do, and how they act. This shows that a person is a good match for a certain job and has a good future (Sears & Gordon, 2008). Differential Psychology, Personality, Sociology, and Developmental Psychology are all areas of study that deal with how people learn and grow (Sears & Gordon, 2008). Parsons, the person who came up with the idea of career development, said this in the early 1900s when he came out with his trait and factor theory. Indeed, career development has led to a lot of theories and a lot of public attention.

The theory indicates that career choice is a process that cannot be reversed and that it happens at certain marked periods in a person's life (Osipow, 2003).



According to Peel (1992), career development is not confined to merely choosing a career path but also encompasses the organization of one's personal life, motivation, effectiveness, and goals. It represents an ongoing process characterized by continuous change, as individuals progress and their expectations and interests evolve. Consequently, individuals often have to make compromises between their desires and capabilities. This process involves enhancing individual skills, capabilities, and knowledge, all of which influence an individual's decision-making and career planning. Similarly, Ivancevich (1994) suggests that career development is a collection of processes that shape an individual's growth throughout their professional journey.

According to London (2003) and Osipow (2003), an individual's career life can be viewed as a progressive process consisting of various stages, collectively contributing to their career development. Ginzberg et al. (1951) as cited by Asantewaa (2020) arrived at the following conclusions: Career choice is not a single, isolated decision but rather an evolving process that unfolds over time. Once a decision is made, it is generally difficult to reverse, and time cannot be undone. The ultimate career choice is influenced by a combination of personal interests, abilities, values, available opportunities, and limitations in the real world.

The theory indicates that there are three stages in the process of making a career choice. These stages are: (i) Fantasy, (ii) tentative and (iii) realistic. They are the three stages in which a person starts to think about the real world of work. The fantasy stage lasts from the age of nine to eleven, and it shows the person's ideal job choice based on what they see in their immediate surroundings. For example, someone might want to be a teacher or a nurse or a

doctor or something else. The choices do not take into account your needs, ability, training, or any other real-world factors. Between eleven and eighteen years is the tentative stage. The tentative stage is further broken into four parts: interest, capacity, value and transition periods. At this point, children start thinking and asking themselves what they like and what they want to do.

The first stage is between the ages of eleven and twelve. This is the point at which kids start going to junior high school, and it is when they start to think about what they want to do in the future. As liked and disliked activities are found, a show of concern is made. People often choose a job because they have a strong connection to a parent, especially their mother, even though this connection shows signs of ambivalence (Osipow, 2003). The reason is that, the child knows that he or she is not stable, he or she agrees to postpone making a final decision about a job until he or she is a little older. Osipow (2003) further says that it is a natural process that starts when a person is in their early teens and shows itself in physical and emotional changes.

The second stage which starts from twelve to fifteen years, people start to think about their abilities when they think about a job. That is because they have been focusing on what they like. They think of what they can do well in the area. The father's influence lessens but the influence of important people rises. This happens when people realise that there are parts of the father's job that are not right for them.

In the third stage (value stage), which lasts from ages fifteen to sixteen, people start to value things more. This stage allows new ideas to be added to the student's career choices (Pecku, 2008). This seems to make people realise that work can be more than just a way to meet one's own needs or a way to be well-

respected in society (Osipow, 2003). At this stage they begin to expand their scope of career preference. For example, a better picture of the lifestyle that different jobs offer comes to light. In addition, there is the ability to think about how best to use one's unique skill. At the end of school years, people feel a sense of urgency when it comes to making decisions about their future careers.

The ages of seventeen and eighteen make up the last sub-stage that ends the tentative period. At this stage, the person feels more and more pressured to make concrete and realistic decisions about his or her future job. At this point, people also know that different careers, different financial rewards, and different life situations require different preparations outside the classroom. There are four stages in this stage: the first two are called "integration" and "choice", the third is called "choice" and "integration" and the fourth is called "choice" and "choice."

Exploration, crystallization and specification are the sub-stages in the realistic stage (age eighteen plus). This stage includes starting a job or early years in a tertiary institution (Hansen, 2006 & Osipow, 2003). People usually think about work-related experiences realistically. Scholars of the theory researched until they came up with the theory. They found that four important factors make a person's early adult career preference and choice process work well. These are: the ability to hold off on pleasure and the ability to accept and implement compromises in their career plans (Osipow, 2003). Research studies by O'Hawa and Tiederman (1990), Osipow (2003), Davis (2000) and Tucci (2005) in the United State of America yield the conclusion that show that the general ideas of Ginzberg's theory are true though some question the age sequence.

Ginzberg et al. (1951) emphasizes the complex and evolving nature of career choice and suggests that it unfolds over time, typically through a series of stages. The theory has been influential in the field of career development. It emphasizes the importance of considering the dynamic and evolving nature of career decision-making, taking into account both internal and external factors that influence individuals' career choice over time. The model recognizes that external factors, such as family, peers and teachers can influence choice of future careers of students. Career counselling and guidance can be valuable in helping individuals navigate the career development process by providing support, information, and strategies for making informed career choices.

This theory is used in the study because it sees a person's career life as a process that goes through different stages which together make up his or her career development. It therefore, has the potency to establish factors that influence choice of future careers among senior high school students in Ga South Municipality.

### **Trait and Factor Theory**

Parson's Trait and Factor Theory, also known as the Trait-and-Factor Theory or the Matching Theory, is one of the earliest and most influential theories of career developed by Frank Parsons in the early 20th century. The theory is based on the idea that successful career choices result from matching an individual's traits and characteristics with the requirements and characteristics of a specific occupation.

He came up with a three-step process that led to the best career fit (Patterson, 2000). The three steps are:

1. Knowing your skills, abilities, interests, limitations, and resources.



2. Knowing what it takes to be successful, what benefits and drawbacks pay, and what opportunities and prospects there are in different fields of work.
3. Reasoning based on facts about how things in two groups work together.

The Trait and Factor Theory (TFT) of career choice asserts that people try to find a job that fits their personality when they choose a job. For example, if someone is interested in being an artist, they might want to work in a field like music or theatre. The level of success, on the other hand, is determined by how well the career and the person work together. Parsons (1909) thought that people should work in the line of work that fits them best when it comes to compatibility. It is only then that the chosen career can be good for the person, the company, and the whole world at large. Career counsellors use Trait and Factor Theory to help people choose a job. As a result, there are a lot of different theories about traits and factors. All of them use personal traits to match an individual with a job but they all have the same basic idea (Giobbi, 2018).

Traits are patterns of thinking, feeling, and behaving that endure for a while. According to Giobbi (2018), traits can be measured by their abilities, personality, interests and more. He called it a constellation or group of traits that show up in an individual's overall way of thinking, feeling and behaving. Psychometric testing can help counsellors to determine which job is best for someone based on their personality traits. Holland (1990) added more traits to the trait patterns like life goals, values, self-belief and problem-solving styles.

Good career planning makes sure that a person's skills, interests, personality, and expectations from their parents all match up with what they need to do at work. Good career planning leads to a good career change. Choosing a partner, going to school, and getting a job are all important decisions

in life that are made because of a person's personality (Moorjani et al., 2007). As a person grows older, he or she wants to work in a job that fits him or her best and he or she wants to stay in the job for the rest of his or her life. This gives people identity and makes them more important. Thus, having a job boosts an individual's self-esteem, makes him or her feel like he or she belongs and makes it easier for him or her to build a relationship with other people in society. These reasons make people care about their jobs, which raises the question of what kind of job is best for them (Alkhelil, 2016).

Making the right choice of a job requires that you think about your values which are the source of your uniqueness. A person's behaviour and attitude are also looked at in this process. Values are different from person to person and from group to group because people have different beliefs that make them act in a certain way. It also lets people find what is good or bad and right or wrong. The good or bad, right or wrong as value judgements are different from person to person (Onoyase et al., 2009). Developmental theories of a career in terms of traits and factors emphasise the importance of personal interests, skills, and values when they talk about the barriers to making decisions about a job or a career (Newton et al, 2003). They think, act and feel differently based on their values. So, values also play a role in choosing a job and liking it.

The central concept of the theory is the matching of an individual's traits and characteristics with the demands and characteristics of a particular occupation. Parsons believed that a good career choice would result in a harmonious fit between the individual students and their chosen career path.

Trait and factor theory is often applied in career counselling to match individuals with occupations that align with their personality traits. This process

involves identifying an individual's traits and comparing them to the traits associated with different career paths.

Frank Parsons's theory is relevant in this study because it brings to light the role of counsellors in helping students to choose their future careers that best fits them when it comes to compatibility. That is the students are able to match their skills, abilities, limitations and resources with their preferred job to ensure good career planning and choice.

### **Decision-Making Theories**

Bergland (1974), Kalder and Zytowski (1969) are the proponents of this theory. People use information and knowledge about themselves and the job opportunity structures in their society to make a career choice. This theory looks at how this happens. It also means that the person has a lot of options to choose from, and each choice has clear consequences. They have their values that the person weighs when he decides on a career and decides which one to go into.

According to Bergland (1974), there is a sequence of events that happens when people make decisions. These events are shown below.

1. Defining what the issue is
2. Creating new ideas
1. 3: Getting more information
3. Analyzing information
4. Making plans and setting goals
5. Implementing and evaluating plans

The main objective of counsellors is to help students learn how to make good decisions (Krumboltz, 1966; Gelatt, 1962; Katz, 1963). Decision-making is often a process that many students go through. Too many "high risk" students



have backgrounds and schoolwork that do not match up with what they want to do in the future (Cooley, 1964). This made a lot of people who study decision making theory and counselling said that finding out how people can be helped to use relevant information is still a big problem. The theory looks at what conditions would be best for people to learn how to analyse, organise, and synthesise information for decision-making (Clatk, Gelatt & Levine, 1965).

Taking strategic decisions can be thought of as a problem-solving activity that leads to a solution that is thought to be the best or at least satisfactory. It is a process that can be more or less rational or irrational and it can be based on knowledge and beliefs that are clear or hidden. With complicated decision processes, tacit knowledge is often used to fill in the gaps. Most of the time, tacit and explicit knowledge are used together to help people decide what to do next (Brockmann & Anthony, 2016).

Decision-making theories assert that individuals' career choices are heavily influenced by their social environment, including family, peers and teachers. Personal circumstances such as family finance, health considerations, and personal commitments can influence career decisions. Besides, choices of future career are often guided by an individual's long-term aspirations and goals. Some may prioritize climbing the corporate ladder, while others may value personal growth and skill development. It's important to note that career decisions are rarely made based on a single factor; instead, a combination of these variables contributes to the final choice. These variables are interconnected and unique to each individual. The decision-making process involves weighing these factors and finding a balance that aligns with personal goals and circumstances.

The researcher uses this theory because, it will assist students to learn how to identify, gather, and process information about their career planning and choice. In other words, the theory will help establish factors that influence career decision making of senior high school students in Ga South Municipality.

### **Conceptual Review**

This section of the study reviews key concepts as applied to the study. It was done on the following sub topics:

#### **Concept of Career**

During one's working life, one may do one or more jobs that are part of one's career. Thus, choosing a career means choosing a job for life that is based on what you learned at school. According to Bedu-Addo (2009), person has had a job for a long time, and that job is called a "career." It is a set of work-related activities that keeps a person occupied for his entire life. When someone gets older, their values, attitudes, and motivation may change. This could be part of a person's job. In both definitions, the focus is on the individual and what the person thinks. A person can change his future by making smart moves at the right time and in the right place (Osipow, 2003). He however warns that making a choice does not guarantee a good job. He indicates that a person's career is shaped by a lot of different things like his or her education, environment and parents.

A person's "career" can also be understood as their journey or progression through life, as stated in Webster's International Dictionary (1998). The term "career" originates from the French word "carrier," referring to a road or racecourse. It also has roots in the Latin word "cararia," which denotes a track for wheeled vehicles and traces back to the Latin word "carrus," meaning

wagon. Bedu-Addo (2009) defines a person's career as the series of jobs, activities, responsibilities, and services they engage in throughout their lifetime.

Furthermore, Shertzer and Stone (2006) opined that a career was a choice, a life's work, and a way to be successful in your job. It is a list of the most important jobs that a person has held throughout his life. Aside that, Orlando (2010) noted that a person's career is the total work he or she does in his or her life which is focused on him or her. Orlando (2010) indicates that a person's career is an important step in their working life. It is a course that is done over a long time. Helliwell and Wolf (2002) assert that a person's career is a wide range of choices about how they live their life which includes their job, education, personal and social behaviour, learning how to learn, social responsibility and leisure time activities. Finally, Super (2007) came up with a way to think about a career that looked at how different life roles worked together over time. He called it the "rainbow of life and work." During Super's life, the term "career" refers to all the roles a person can play and how they all fit together at any given time.

### **Career Choice as a Concept**

A choice is a voluntary act of picking out or selecting one thing from another. Webster's International Dictionary (1998) indicates that the mind decides that one thing is better than another. The definition has two parts: The first thing is that there are a lot of options which are facts about the world. The second thing is that you choose what you like, which is a decision that you make. If a career "choice" is talked about, the number of career options and how to choose a career should be looked at. So, for people to make a career choice,

there must be a lot of different job options and each person must have a preference for one job over another.

Bedu-Addo (2009) suggests that the initial stage of career preparation involves self-discovery, understanding one's preferences, and identifying strengths and weaknesses. This information is then used to align personal attributes, values, and desired lifestyle with the demands and advantages of various career paths. Similarly, Brown (2002) discusses the process of career selection, which involves assessing one's abilities and values, identifying the specific skills required for a particular job, and considering the work values that different job options fulfill.

It should be easier to understand how a person makes a career choice if that person looks at the parts of the career that are most important like career planning and preference. Many studies have looked at how people go about their jobs.

Osipow (2003) indicates that career choice is a very controversial topic because there is a lot of evidence that there are rigidities in the job market, structural and institutionalized discrimination in the workplace and a lot of path dependence by education and experience in many fields of work. Real lives constrain and availability of many job options make it difficult to make career choice based on an individual's own limited idea. This is either a naive expectation or even a misguided belief that career choice in its pure form is possible.

The basic definitions above show two very different things to think about when choosing a job. One thing to think about when making a career choice is whether or not you have a lot of control over it. This includes your



disposition, your skills, your attitude and your personality. Marshall (2009) said that the "agency approach" shows independence by asserting yourself and controlling the environment. The choice to work for an agency is all about control, certainty and predictability. In other words, an agency takes direct and focused action to change or control the environment. The second thing to think about is the structure and rules that make or keep jobs available.

Contextual affordance and opportunity structures are two essential perspectives for understanding how the environment influences decision-making processes in a straightforward manner. These concepts focus on the resources and challenges associated with individuals' occupations (Lent & Brown, 2002). Many studies in the field of career literature examine career choice from either of these perspectives (Johnes, 2009) or adopt a combined approach that considers both individual agency and structured frameworks, where contextual influences are viewed as factors that precede or mediate career choices (Kyriacou et al., 2002; Kyriacou & Coulthardl, 2000).

While Albert and Luzzo (2009) acknowledge the interplay between individual agents and other factors influencing career choices, they still establish causal relationships between the influence of agency and structure on career choice in a linear manner. For instance, Johnes (2009) conducted a study using the 1991 US National Household Education Survey, revealing that women's expected earnings, fertility, and education have an impact on their career choices due to the influence of these factors.

Various factors contribute to an individual's job preference, including parental upbringing and competence in a particular field (Hewitt, 2010). Taylor and Buku (2006) suggest that factors such as intellectual ability, aptitudes,



educational experiences, family background, personality, self-perception, gender differences, values, job status, financial compensation, risk factors, job security, job satisfaction, needs, and interests all play a role in influencing people's job preferences.

According to Taylor and Buku (2006), students need to choose what they want to study in senior high school when they are in their last year of junior high school. Most students start their careers with the programme of study they choose and pursue when they start school at the SHS. This has a big impact on what they can do at the university or other places of higher learning as well as where their future jobs will be.

Students then have to decide which subjects to study from high school to university and whether those subjects will help them get a job. This is because students' childhood careers are influenced by their childhood career illusions or fantasies, instincts, and friends but they may not think about these factors when choosing a job (Naude, 2014). So, students do not get enough career advice that could help them make a smart and reasonable choice about their future job.

Career competencies and lifelong learning skills (intellectual ability) are two of the most important factors in choosing, succeeding at, and rising through the ranks in a career (Krumboltz & Worthington, 1999; Worthington & Juntunen, 1997). These skills should be taught in school because many students do not have them when they leave school (Jarvis & Keeley, 2003; Zinser, 2003). It is because of this that the counsellor's job is so important. The school counsellor can help students with both career guidance and academic counselling. He or she can give students the tools needed to set career goals as

well as help them understand the education and skills they need to choose a career that fits their needs, stay in that career, grow and develop in it.

### **Career Planning as a Concept**

Collins English dictionary defines planning as making sure you know how to do something before you start to do it. People and the environment play a big part in how people make decisions about their careers, (Rogers, Creed & Glendon, 2008). People's goals, personal characteristics, and how they interact with others all play a role in how they make decisions in this situation.

Hoyt (2014) indicates that career planning is an important part of making a career choice and that learners could benefit from extra help getting ready for life after high school. In the view of Greenhaus and Kopelman (1981), this process is made up of three parts. These are:

1. The information about a person's interests, skills, and values are needed to procure a job and chances for promotion, status, and so on that includes hobbies, family, etc that are not work-related.
2. Having a clear idea of what you want leads to things like becoming a doctor, a manager, or getting a well-paid job.
3. Make a plan to reach the goals and benefits you want.

According to Kidd (2006), offering individuals timely and comprehensive information can significantly impact their career planning. This goes beyond basic awareness and involves acquiring a profound understanding of individual characteristics, personality traits, and their correlation with career preferences. It also encompasses comprehending the decision-making processes involved and being aware of the wide range of career options available, enabling individuals to make well-informed choices.

### Concerns of the Counselling Profession

Mudhovozi and Chireshe (2012) have made known the fact that people in the counselling field are worried about how many young people cannot figure out what they want to do. According to them, career indecision is linked to both state and trait anxiety, as well as a lot of bad beliefs that make it hard to choose a good job. One of the most common problems that college and university counsellors hear from students is that they cannot figure out what they want to do for a job. They found that people who were eighteen to twenty-five did not have their job needs met very well. They said that many young adults did not get much help with their careers or counselling when they were in school. As such, they often later seek help to change jobs because of their stage of development or because of the "post-modern" workplace.

Green and Parker (2014) added that too often, gifted and talented young people are told to do well on their own which is not fair. Based on their many skills, they were expected to adapt to whatever happens to them while resources were used to help people who needed them. They however suggested that time and energy should be spent on people who are gifted or talented because they will get more back. Walther and Ritchie (2002) also said that colleges and universities should think about how to help adult students. They said that counsellors should think about the difference between adults and kids when they work with them. Adults who have a lot of other things to do often do not give as much thought to their education as they should. Adults need to have experiences that can help them learn. They want to be able to bring these experiences into their education. Adult learners want to be able to use what they have learned right away.

The first day of school can be an intimidating experience for anyone, but adult students face additional challenges as they have to balance their academic pursuits with responsibilities towards their families and jobs. It is observed that many adult students struggle to manage the multiple demands of college life while simultaneously grappling with significant emotional issues like grief, anxiety, and other untreated problems, which often impact their academic performance. According to Green and Parker (2014), adults' express concerns about securing and maintaining stable employment, managing household responsibilities, cultivating adult hobbies, and maintaining healthy relationships with their spouses. The concept of vocational maturity, as outlined by Green and Parker (2014), encompasses two key aspects: developing a sound understanding of the world of work and making informed decisions related to career choices.

According to Hacket and Betz (2013), all students found it hard and stressful to make a career choice. Twenty-five percent of all students who go to college or university do not know what they want to do when they start (Hacket & Betz, 2013). They said that some students will have trouble making career decisions even after they finish college. The Education Resources Information Center also said that students of all ages need help with career exploration (Hansen, 2017). However, the way students go about looking into different opportunities may be different for students of a certain age. The study also found that people who wanted to change their jobs were one of the most common reasons adults went to college.

According to Arp et al. (2015), when students begin contemplating their future, they encounter the need to navigate significant changes in their career



paths and must prioritize their goals accordingly. Walther and Ritchie (2002) noted that students face decisions regarding the allocation of time between career opportunities, financial considerations, and academic improvement. They further highlighted that women may face additional challenges related to family responsibilities, which can make pursuing education more challenging. Mohny and Anderson, as cited in Hansen (2017), stated that women who return to school after managing childcare and employment often struggle to adapt to the new role of being a student due to the multitude of responsibilities in their lives. Additionally, Hackett and Betz (2013) highlighted the issue faced by gifted women, as they often lack sufficient adult role models compared to men, which can impact their career development.

### **Empirical Review**

This section reports researches done on the factors that influence career choice. It is presented under the sub-headings derived from the researcher's research question.

#### **Family Influence on Choice of Future Careers**

As children grow up in the home, the first time a child meets other people is when at home with parents, siblings and other family members. Parental guidance therefore plays an important role in the development of children including career planning and choice.

Kazi and Akhaq (2017) conducted a study to explore the impact of various factors, including parental education, profession, and income, on the career choices of 432 students from two public sector universities in Lahore,



Pakistan. Data was collected through questionnaires and in-depth interviews, and descriptive statistics, such as frequencies and percentages, were utilized for data analysis. The findings revealed that parental influence was the most significant factor, followed by influence from peers, print media, financial considerations, personal interest, and other factors in shaping students' career choices.

Mtemeri (2017) conducted a study in Zimbabwe to explore the factors influencing the career choices of high school students in the Midlands Province. The research utilized a survey design primarily focused on quantitative data. Data was collected from 1,010 high school students and 20 career guidance teachers using a self-designed questionnaire. The collected data was analyzed using the Statistical Package for Social Sciences (SPSS version 19), employing descriptive and inferential statistics such as means, standard deviation, percentages, and independent sample t-tests. The findings of the study indicated that family members, including both immediate and extended family, significantly influenced the career choices of students. The influence of mothers and fathers was particularly rated highly in comparison to other family members.

Latashia (2012) conducted a study employing mixed methods to examine the impact of family on the career decision-making process among emerging adults enrolled in a metropolitan university in the southeastern United States. The research aimed to identify the extent of parental involvement in activities, academic achievement, choice of major, and career decisions among college students. The Career Involvement and Influence Questionnaire (CIIQ) and Career Development Inventory (CDI) were utilized for data collection. Data

analysis involved multiple linear regression and ANOVA. The study did not find any significant relationships or differences in the involvement of caregivers (mothers, fathers, and other caregivers) in career decisions, as measured by the CIIQ, or their influence on the level of career decisiveness, as measured by the CDI. The qualitative findings provided additional insights into the similarities and differences observed in the participants' responses.

Njogu (2019) conducted a study in Kenya to analyze the factors influencing career choice in public secondary schools in Meru County. The study aimed to determine the influence of parental aspirations on career choice. The study employed a mixed method to investigate the phenomena. A total of 460 participants from 364 schools were selected using stratified, systematic, and purposive sampling methods for the study.

The study utilized a questionnaire and an interview schedule to collect data from the target population. Quantitative data was analyzed using descriptive statistics such as mean, standard deviation, and percentages, as well as inferential statistics. The findings indicated that the career choices of students were significantly influenced by parental aspirations.

Owusu, Owusu, Fiorgbor, and Atakora (2021) conducted a study in Ghana to examine the influence of parents, teachers, and peers on the career aspirations of students in public Senior High Schools in the Berekum Municipality. A descriptive survey design was adopted for the study. The participants included 196 students, 30 teachers, and 50 parents who were selected using stratified and simple random sampling techniques. Self-designed questionnaires were used to collect data from the participants. The collected data were analyzed using descriptive and inferential statistics.

The findings of the study revealed several key points. Firstly, parental influence was identified as a major determinant in shaping the career aspirations of students. Secondly, the study found that teachers did not have a significant influence on the career aspirations of students. Thirdly, peers were found to influence the career aspirations of male and female students differently. These findings highlight the importance of parental influence on the career aspirations of students in the Berekum Municipality.

The findings of the reviewed research studies consistently support the notion that parental influence plays a crucial role in students' career planning and decision-making processes. This influence was found to be significant across different cultures and contexts. The impact of family on career choices is widely acknowledged and supported by the majority of studies in this field. However, it is worth noting that a small number of studies reported no significant influence of family on students' career planning and choice.

### **Peer Influence on Choice of future Careers**

It is well known that the quality of your peers could have a big impact on how well you do in school. Peer influence is a major factor when it comes to career planning and choice among Senior High School students.

Ogutu, Odera, and Maragia (2017) conducted a study to investigate the influence of peer pressure on students' career decision-making. The researchers used stratified, purposive, and simple random sampling techniques to gather data from 364 respondents in Kenya. Questionnaires were employed as the primary data collection tool. The collected data were analyzed using Spearman's correlation ( $\rho$ ) and Multinomial logistic regression (MLR). The findings

indicated a weak positive correlation between peer pressure and students' career decision-making ( $\rho(364) = 0.165, p < 0.01$ ). This suggests that peer pressure has a positive association with career decision-making. The results imply that as peer pressure increases, students' career decision-making also increases in the same direction. Although the influence is weak, there is a statistically significant impact of peer pressure on career decision-making among secondary school students in Busia County, as concluded from the research.

Naz, Saeed, Khan, Khan, Sheikh, and Khan (2014) conducted a study to investigate the nature, level, and extent of peer influence on the career decision-making process of individuals. The researchers collected data through a library method, which involved searching relevant books, journals, articles, newspapers, and online sources. Additionally, field information was obtained through questionnaires administered to 100 students from Malakand University, Pakistan, using a random sampling method. The collected information was critically analyzed, debated, and explained to develop a theory for generalization. The field information was analyzed using frequencies, percentages, and chi-square tests. The study findings revealed that while family played a primary role in shaping and influencing the behavior of children in various ways, peer influence emerged as an important factor in developing career opportunities and aiding decision-making among young individuals.

Oduh and Agboola (2020) conducted a study to examine the influence of peer groups on the career choices of secondary school students in the South Senatorial District of Edo State, Benin. The research aimed to determine the level of peer influence on career choices and to explore the influence of peer groups on career choices based on gender in public secondary schools. The



study employed a correlational survey design, using an Ex-Post-Facto research approach. The population consisted of 140 public secondary schools with a sample of 306 students selected using simple random sampling techniques. A questionnaire was used as the research instrument, and the collected data were analyzed using descriptive statistics such as mean and standard deviation, as well as the Pearson Product Moment Correlation statistics. The findings indicated that there was a significant influence of peer groups on students' career choices.

Abomah (2021) conducted a study to investigate the influence of peer pressure and self-esteem on the career choices of adolescents. The research aimed to examine the relationship between peer pressure and career choice, the relationship between self-esteem and career choice, and to compare the influence of self-esteem and peer pressure on adolescent boys and girls. The research design used was cross-sectional and descriptive.

The study utilized cluster sampling to select four schools, and stratified proportional and simple random sampling techniques were employed to select 200 respondents. Data was collected using the Rosenberg Self-esteem Scale, Peer Pressure Scale, and Career Decision Scale from 200 senior high school students in selected schools in the Greater Accra region of Ghana. Pearson's correlation and linear regression analysis were used as statistical tools for data analysis.

The results of the study indicated a positive correlation between peer pressure and career choices among adolescents. Additionally, self-esteem was found to have a positive correlation with the career choices of adolescents.



Furthermore, the study did not find any significant gender differences in the influence of peer pressure and career choices among adolescents.

Owusu (2020) conducted a study in the Berekum Municipality of Ghana to investigate the factors influencing the career aspirations of Senior High School students. The research design chosen for this study was the descriptive survey design, and questionnaires were utilized as the data collection instrument. Both descriptive and inferential statistics were employed to analyze the collected data, and the results were presented in the form of tables.

The findings of the study indicated that peer pressure exerted a significant influence on the career aspirations of the students. The above studies revealed that peers strongly influenced students' career planning and choice.

#### **Teachers' Influence on Choice of future Careers**

In developing countries like Ghana, the responsibility for career guidance is not solely placed on school counsellors but also extends to teachers, including independent career counsellors. However, it is important to note that independent career counselling services may come with a fee, which could discourage some students from seeking the assistance they need. As a result, students who do not access help from independent counsellors may still benefit from classroom-based career guidance, as it provides them with the opportunity to build relationships with both school counsellors and teachers.

Through classroom career guidance, students can develop a level of comfort and trust with their counsellors and teachers, which may make them more inclined to seek one-on-one interactions later in the career planning process. Teachers, in particular, hold a unique position to stimulate students' interest in career planning and choice due to their role as career guidance

teachers. They can play a significant role in fostering students' curiosity, guiding them towards exploration of different career options, and providing valuable insights and resources.

In their study, Khan, Murtaza, and Shafa (2021) aimed to examine the involvement of teachers in providing career guidance to secondary school students and propose effective strategies for guiding students in secondary schools. The research was conducted among a population of 3,247 high-school students from the Swat district in Pakistan. A sample of 346 students was randomly selected using a simple random sampling technique for data collection purposes.

Data collection was carried out using a questionnaire developed specifically for this study, and the collected data were analyzed using statistical measures such as mean, standard deviation, and the chi-square test. The study revealed that teachers play a significant role in providing career guidance to students in secondary schools.

One of the key findings was that teachers serve as role models for students, inspiring and motivating them as they navigate their career paths. Additionally, teachers have the ability to identify students' career aspirations and abilities, helping them understand their own strengths and potentials.

Shumba and Naong (2012) conducted a study to examine the factors that influence career choice and aspirations among students in South Africa. The study employed a quantitative approach, utilizing a survey method with a structured questionnaire to identify these factors. A purposive sample of 133 first- and second-year university students, consisting of 77 females and 56 males, ranging in age from 15 to 30 years, participated in the study.

Descriptive statistics such as frequencies, percentages, and tables were used to analyze the collected data.

The findings of the study indicated that teachers significantly influenced the career choice and aspirations of South African students.

Faitar and Faitar (2013) conducted a study to examine the extent to which teachers' guidance contributes to the career choices of minority students, considering factors such as race, gender, and socio-economic status. In light of current educational policies in the USA, there is a growing emphasis on Science, Technology, Engineering, and Mathematics (STEM) fields as desirable career paths. The researchers aimed to analyze how students perceived the influence of teachers and counsellors on their decision to pursue STEM careers. A survey was administered to undergraduate students enrolled in programmes such as Mathematics and Natural Sciences, Physical Therapy, Nursing, and Physician Assistant. The survey focused on their experiences with tracking and the support they received during their high school years. The findings clearly demonstrated that early attention to students' skills and aptitudes, particularly among minority and underprivileged individuals, is crucial in motivating them to pursue future careers in STEM. These findings also supported the hypothesis that teacher training should adapt to meet these new requirements, emphasizing the need for teachers to effectively guide and support students in STEM career paths.

A study was conducted by Owusu (2020) in the Berekum Municipality of Ghana to investigate the factors influencing the career aspirations of senior high school students. The research employed descriptive survey design, and questionnaires to collect data. Both descriptive and inferential statistics were

employed to analyze the collected data. The study found that teachers did not have a significant influence on the career aspirations of students.

### **Influence of School Counselling Services on Choice of future Careers**

The underlying concept of guidance and counselling is based on the recognition that individuals often require assistance when making important decisions that have an impact on themselves and those around them (Martin, 2002). This is particularly true for senior high school students who often face significant choices related to their careers, personal lives, and education. Batt, Nic Gabhainn, and Falvey (2002) further define guidance and counselling in the context of senior high schools as a comprehensive set of interventions aimed at supporting students in their career planning, decision-making, and social development.

Abubakar (2020) conducted a study to investigate the impact of guidance and counselling services provided by school counsellors on the career choices of secondary school students in Kano state, Nigeria. The study employed purposive sampling to select 387 participants using questionnaires. Descriptive and inferential statistics were used for data analysis. The findings revealed that school counsellors assist students in recognizing their strengths, abilities and learning styles, as well as helping them make appropriate career choices, set educational and career goals, and seek information about various careers and work options. The study concludes that school counsellors play a crucial role in facilitating career decision-making, goal setting, and personal awareness among students.

Kimiti and Mwova (2012) conducted a study to explore the factors influencing career choices among secondary school students in Kenya. The



researcher's main objective was to assess the impact of career guidance and information on students' career choices. The study employed a survey design and utilized purposive and random sampling techniques to select 24 teacher-counsellors and 240 students. Two data collection instruments, namely teachers' and students' questionnaires, were used for data collection. The collected data were analyzed using frequencies and percentages. The study's findings indicated that all the selected schools had career guidance programmes in place. The majority of student respondents (89.5%) reported that the provision of career guidance and information had positively contributed to making better decisions regarding their career choices.

Okirigwe (2020) conducted a study to explore the influence of counselling services on students' career choices in secondary schools. The study aimed to examine the effectiveness of guidance and counselling services provided to students in the selected secondary schools, determine the extent to which these services affected students' career choices, and explore the factors influencing students' career choices. The research design used in the study was a descriptive survey. A total of 120 valid responses were obtained and analyzed from the survey. The findings of the study revealed that guidance and counselling services have an influence on students' career choices.

Amoah, Kwofie, and Kwofie (2015) conducted a study to investigate the role of school counsellors in assisting students with their career choices and whether this role has any significant influence on students' career choices. The study utilized a mixed-method approach to answer research questions related to the specific role played by school counsellors in assisting senior high school (SHS) students with their career choices and the relationship between the role



played by school counsellors and students' choice of career. The sample size for the study consisted of 200 students selected from all the final year SHS students in four schools in the Agona West Municipality.

The study utilized various statistical measures to analyze the research questions and hypotheses. For the quantitative data, mean and standard deviations were used to analyze the research questions, while Spearman's correlation and multiple regression were employed to analyze the hypotheses. On the other hand, a thematic approach was adopted to analyze the qualitative data.

The results of the study indicated that students strongly agreed on the effectiveness of various career interventions provided by the school counsellor influenced their choice of career. Furthermore, the findings revealed a positive correlation between the role of the school counsellor and its influence on students' choice of career.

Adinkrah and Yarkwah (2020) conducted a study to explore the career choices of students in Senior High Schools (SHS) in the Abuakwa South Municipality in the Eastern Region of Ghana. The research employed a quantitative approach, utilizing questionnaires distributed to 322 SHS students from four different schools in the area. The aim was to gather data on how students plan to choose their future careers and identify the factors that influence their career choices.

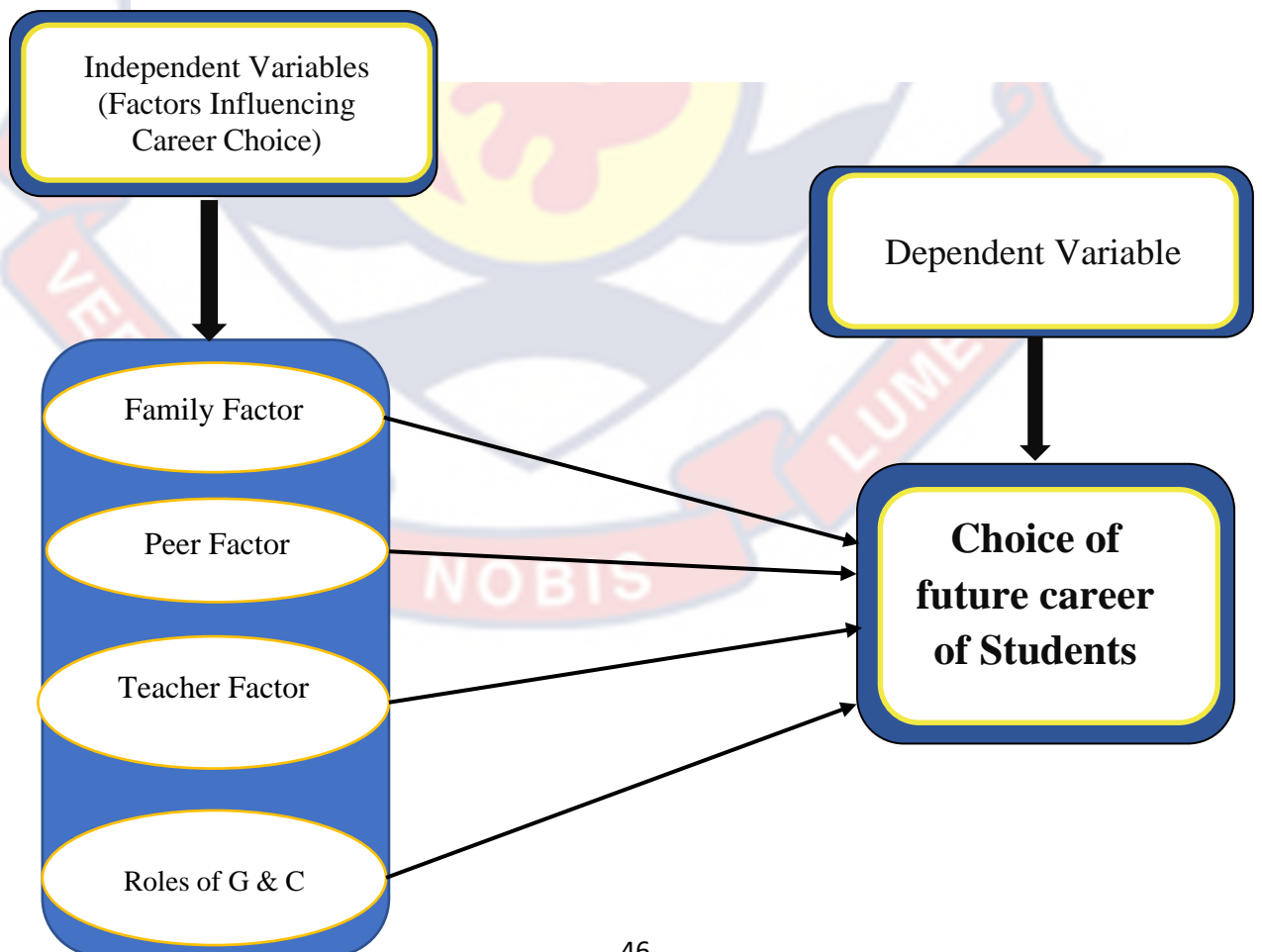
The findings of the study revealed that students actively seek advice and consult various individuals, including school counsellors, to help them make informed decisions about their career paths.

Most of the finding from the existing literature reviewed on the subject found that there was quite significant influence of career guidance and counselling services on students' career planning and choices. However, it is worth noting that a few studies reported no significant impact on students' career planning and choices. Overall, the findings highlight the importance of career guidance and counselling services in assisting students with their career decisions and emphasize the various factors that shape their career choices.

### Conceptual Framework

The conceptual framework for the study has been presented in this section. According to Orodho (2008), a conceptual framework is a style of presentation where the researcher explains the connections between the study's variables and illustrates them graphically or diagrammatically.

The conceptual framework is depicted diagrammatically in Figure 1 below:



**Figure 1: Conceptual Framework of Factors Influencing Choice of future careers of students.**

*Source: Researcher's Own Construct*

The conceptual framework of the study is based on factors derived from the literature review. Figure 1 indicates that the choice of future careers of senior high school students is influenced by the family, peers, teachers, and career guidance and counselling.

It is assumed that students base their career choices on these variables, which are interrelated. These elements must be weighed in the decision-making process in order to strike a balance that is consistent with the individual's goals and situation. The thick arrow shows the relationship between the independent variable (factors influencing the choice of future careers) and its elements (family, peers, teachers, and career guidance and counselling) which is a fundamental concept that helps researchers to understand and analyze the impact of specific factors on the dependent variable or outcome of interest.

According to the conceptual framework, family influence affects students' decision on their future careers because of series of interactions between the individual and the family. According to Clutter (2010) and Downing and Nauta (2010), a student's future profession choice is influenced by their family. Moreover, as the student interacts with his or her environments, external influences like teachers and peers may have an impact on the student's decision regarding his or her future career.

Career guidance and counselling, acting as a variable, is believed to affect choice of career. Students seek career counselling when they experience difficulty in making a career decision. This is because choice of career is an

embodiment of all pieces of information relating to the world of work which is useful in the process of career development (Makinde & Alao, 1987).

Developmental theory of career choice by Ginsberg et al. recognize the importance of the various life roles individuals play throughout their lives as a member of a family, peers etc. These roles can influence their choice of future careers at different stages of life. Thus social support from family, peers and teachers can have a significant influence on an individual's career choice.



## Chapter Summary

This chapter provides a summary of the literature review conducted on students' career planning and choice. The review encompasses the theoretical framework, empirical findings and conceptual framework. The theoretical framework includes the Developmental Theory of Career Choice, Trait and Factor Theory, and Decision-Making Theories, which were explored in relation to career planning and choice.

The empirical review focuses on specific aspects such as the influence of family, peer pressure, teachers, and school counselling services on students' career choices. The literature highlights the role of family in shaping career choices, the impact of peer influence on career decisions, the influence of teachers in guiding students' career paths, and the significance of school counselling services in assisting students with career planning and choice.

The conceptual framework delves into the concepts of career, career choice, and career planning, highlighting their significance. It also indicates the relationship between the independent variable and dependent variable.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The purpose of this study was to investigate the factors influencing choice of future careers of students in senior high school in the Ga South Municipality. This chapter comprised the research paradigm, research design and approach, study area, population, sampling procedure, data collection instruments, data collection procedures, data processing and analysis and chapter summary.

#### Research Paradigm

The study employed positivist philosophy in this investigation. Positivist paradigm is one of the dominant paradigms in the social sciences. Its assumption is based on the belief that there is an objective reality that can be studied and measured (Hasan, 2016). It asserts that only data that can be observed is what is needed and must be used or applied in a research. As a philosophy, positivism adheres to the view that only “factual” knowledge gained through observation, including measurement, is trustworthy.

In positivism studies, the researcher is highly independent of the data collected and the results obtained are independent of the views of the researcher. In these types of studies research findings are usually observable and quantifiable (Collins, 2013). Denscombe (2012) indicates that the positivists are purposed to conduct social research to bring out the patterns and uniformities in the social world through the usage of scientific methods that generate good results in the natural sciences.

Positivist paradigm focus more on quantitative methods such as surveys to research that believes reality is one and static and focuses on measurable facts and observable phenomena (Davies and Fisher, 2018). Based on this, positivist paradigm was appropriate in studying the factors influencing the choice of future careers of students.

### **Research Design**

In this study, a descriptive survey research design was adopted. It is commonly used to answer questions about what is happening, how something is happening, and why something is happening. This design was chosen because the focus of the study is to systematically investigated the variables or factors influencing the choice of future careers of students within the study area.

This method was particularly advantageous for its efficiency in collecting large amounts of data within a short period of time in order to provide descriptive information on the main variables. Moreover, descriptive survey method was deemed suitable for this study due to its reliability and standardization as it posed the same set of questions in the same manner to all participants, ensuring consistency in data collection.

The main difficulty with this design however is that the study employed structured questionnaire to collect data which could be subjected to response bias or misinterpretation by participants. Despite the inherent drawback, the descriptive survey method was chosen because it would help to assess the factors influencing the choice of future careers among public senior high school students in Ga South Municipality.

### **Quantitative approach**

The quantitative approach was chosen for this study because it involves using numerical data and statistical methods to analyze and draw conclusions about the factors influencing the choice of future careers of students. The findings are likely to be generalised to the target population since it involved large sample which was randomly selected (Carr, 1994). In quantitative research, variables are often categorized as dependent and independent. The dependent variable is the one being studied and measured for changes, while independent variables are factors that are believed to influence or predict changes in the dependent variable (Patel, 2009).

This method enables the researcher to easily compare the variables and their relationships, making it suitable for addressing research questions. Besides, sampling and data analysis was less time consuming as it used the statistical software such as SPSS (Connolly, 2007). However, the validity and reliability of instruments used in quantitative research are crucial because poor instruments can lead to biased or inaccurate results. Overall, the quantitative approach in this studies allows for a systematic and structured examination of variables, to facilitate investigation of the factors influencing future career choice of students through empirical data analysis.

### **Study Area**

The Ga South Municipality is situated in the southwestern part of the Greater Accra region, Ghana. It is located between latitudes 5°47'30"N and 5°27'30"N, and longitudes 0°31'30"W and 0°16'30"W. The municipality shares borders with the Upper West Akim Municipal Assembly to the north and the Weija-Gbawe Municipal Assembly to the east. To the southwest is Gomoa East,

while Awutu-Senya East is to the west, Awutu-Senya West is to the northwest, and the Gulf of Guinea lies to the south. The municipality covers an area of approximately 385.23 square kilometers and consists of about seventy settlements with a population of over three thousand people.

Currently, there are a total of 36,340 individuals in the district attending school. Among them, 8.7% are in kindergarten, 46.5% are in primary school, 27.5% are in junior high school (JHS), and 17.3% are in senior high school (SHS). The SHS student population, comprising five schools, consists of two public SHSs, namely Christian Methodist SHS and Ngleshie Amanfro SHS, and three private SHSs, namely Vicar Trust SHS, Hazelway International School, and Jubilee SHS. There are slightly more females (50.3%) than males (49.7%) currently attending school in the municipality. The information gathered in the municipal revealed that lack of funding to set up consistent, comprehensive career programmes and seminars that would give students the knowledge, resources, and encouragement they need to make wise decisions about their future careers and contribute to the development of the municipality.

### **Population**

. The target population comprised students from the two public senior high school in the Ga South Municipality in the Greater Accra Region (years 1, 2 and 3). According to GES, Ga South Municipal (2022), target population at the time of this studies was four thousand two hundred and fifty (4250). The accessible population was made up of only first and second year students of the two senior high schools making a total of 3250. The study did not include Form 3 students because they were preparing for their West African Senior School Certificate Examination.

**Table 1: Distribution of population for the study**

School	Class	Number of boys	Number of girls	Number of students
Christian	SHS 1	322	350	672
Methodist	SHS 2	306	322	628
	SHS 3	199	209	408
		827	881	<b>1,708</b>
Ngleshie	SHS 1	504	522	1026
Amanfro	SHS 2	460	464	924
	SHS 3	290	302	592
		1,254	1288	<b>2,542</b>

*Source: GES Ga South Municipal (2022)*

### Sampling Procedure

This was based on Krejcie and Morgan's sample size determination table (Krejcie & Morgan, 1970). Krejcie and Morgan recommended that with a population of four thousand five hundred, three hundred and fifty-four sample size was representative of the population. Therefore, since the total population for the study is four thousand two hundred fifty (4250), a sample size of three hundred and fifty-six is representative of the target population.

The purposive sampling procedure was used to select the public senior high school in the municipal for the study. The stratified sampling method was used to group students into two strata, thus form one and form two. According to Ahmed et al. (2009), stratified sampling ensures that the proportion of each stratum sampled is the same as the proportion of that stratum in the population. Thus, this approach aimed to maintain representativeness within each school and gender.



Simple random sampling (lottery method) was used to select the sample from each stratum. The researcher wrote “Yes” or “No” on piece of paper and put them in a container and shook vigorously. Students were then made to pick from them in a container, all those who picked “Yes” were selected for the study. This method ensured that every student within each stratum had an equal chance of being chosen, increasing the likelihood of an accurate representation of the larger population. A total of 356 students were selected as participants for the study.

Moreover, to get an equivalent proportion of student participants from each schools, Babbie’s (2001) formula was used to determine the sample size for each school.

The formular is  $s = \frac{(n)}{N} \times K$

Where

$s$  = sample to be selected from a school

$(n)$  = entire population of the school

$N$  = target population (4250)

$K$  = sample size (356)

Therefore, *Christian Methodist S.H.S* with number of students = 1708,

$$\begin{aligned} s &= \frac{(1708)}{4250} \times 356 \\ &= 143 \end{aligned}$$

For *Ngleshie Amanfro S.H.S* with number of students =2542

$$s = \frac{(2542)}{4250} \times 356 = 213$$

**Table 2: Distribution of the sample size**

School	Boys	Girls	Number of students	Sample from each school
Christian				
Methodist SHS	827	881	1708	143
Ngleshie Amanfro SHS	1254	1288	2542	213
Total	2081	2169	4250	<b>356</b>

*Source: Field Survey (2022)*

#### **Data Collection Instrument**

The research instrument used in this study was a questionnaire. Questionnaire was deemed suitable because the population of the study consisted of literate respondents who can read, understand and respond to the items.

The questionnaire was particularly useful for obtaining factual information from participants about their practices, conditions, or opinions on the items. They provided a standardized approach to data collection, ensuring that all respondents were presented with the same questions in the same manner, thus enhancing the reliability and comparability of the data collected.

In this study, the research instrument used was adapted from the instrument developed by Asantewaa (2020). The instrument was pre-tested to establish criterion and construct validity, and modifications were made to fit the key variables of the current study. The adapted questionnaire included factors such as school factor, which encompassed items related to career guidance provision at the school. This factor aligns with the researcher's school

counselling factor, which likely explores the influence of school-based counselling services on students' career choices.

Additionally, two additional factors were added to the instrument: peer factor and ways to improve career in school. These factors aimed to capture the influence of peers on career choices and gather insights on potential strategies for enhancing career development within the school environment. By adapting the instrument developed by Asantewaa and making appropriate modifications, the questionnaire served as a valuable tool for gathering responses on the career choice determinants among senior high school students in the Ga South Municipality.

The questionnaires consist of six sections. Section A: Background Information. This section aimed to gather basic demographic information about the respondents. It typically included items such as age, gender, grade level, and other relevant background details. This section helped provide context and demographic characteristics of the participants.

Section B: Influence of Family on Choice of future Careers. This section focused on assessing the influence of the respondents' family on their career planning and choice. It included nine items that likely explored aspects such as parental expectations, support, and family values related to career decisions.

Section C: Peer Influence on Choice of future Careers. This section examined the impact of peers on the career planning and choice of the respondents. It consisted of nine items that likely explored the role of friends, classmates, and social interactions in shaping their career decisions.

Section D: Teachers' Influence on Choice of future Careers. This section aimed to assess the influence of teachers on the career planning and choice of

the respondents. It contained eight items that likely explored aspects such as teacher guidance, mentorship, and classroom interactions related to career development.

#### Section E: Influence of School Counselling on Choice of future Careers.

This section focused on evaluating the influence of school counselling services on the respondents' career planning and choice. It included nine items that likely explored the perceived effectiveness of career guidance programmes, availability of resources, and support provided by school counsellors.

Section F: Improvement of Career Planning and Choice This section aimed to gather the respondents' perspectives on potential areas of improvement for career planning and choice within the school environment. It comprised of nine items that likely explored suggestions for enhancing career development programmes, resources, and support within the school.

The sections B, C, D and E had four-point Likert Scale to measure responses. The Likert Scale typically ranged from 1 (Strongly Disagree) to 4 (Strongly Agree), allowing participants to indicate their level of agreement or disagreement with the statements presented in each section. The Likert Scale provided a standardized format for respondents to express their opinions and allowed for scoring and easy analysis of the data.

#### **Validity of Instrument**

To ensure content validity, the researcher sought the input of my supervisor who provided his expert judgment on the relevance and appropriateness of the initial draft of the questionnaire. This feedback was instrumental in enhancing the validity of the instruments to measure the intended variables in relation to the research questions. By incorporating the



suggestions and corrections based on the supervisor's views, the final questionnaires were refined to better align with the study objectives.

This validation process aligns with the view of Nitko (1996) that expert judgment plays a significant role in providing evidence of content validity. By seeking the input of knowledgeable individuals, the questionnaires were strengthened in their ability to measure the desired aspects accurately.

In summary, the researcher took measures to ensure the validity of the questionnaires through content and face validity. Corrections were made based on the supervisors' feedback to finalize the questionnaires.

### **Reliability of Instrument**

To assess the reliability of the questionnaire in this study, the researcher employed the internal consistency method. This method examined the consistency of responses within the questionnaire to determine whether the items are measuring the same construct consistently. In summary, reliability in this study referred to the consistency of the questionnaire in measuring the intended variables. The internal consistency method was utilized to evaluate the extent to which the questionnaire yielded consistent results, indicating the reliability of the instrument in assessing what it was designed to measure.

A pilot test was conducted using participants from a different setting that shared similar characteristics but were not part of the study's target area. The pre-test focused on two factors: peer influence and ways to improve career in school. The pilot test took place at Wesley Grammar senior high school in Dansoman, Accra Metropolis, with a sample of 36 randomly selected senior high school students using the lottery method. Connelly (2008) suggests that the sample size for a pilot test should be 10% of the projected sample for the main



study. Hill (1998) states that feasibility studies ideally involve 10 to 30 participants. The selected students in the pilot test exhibited similar characteristics to those in the main study, including gender, school type, and programme of study.

During the pilot test, corrections were made to restructure the questionnaire based on identified issues. Each item was carefully reviewed to ensure clarity and eliminate any ambiguity before producing the final copies for administration to the main participants of the study. Following the pilot test, the reliability of the research instrument was assessed using the Cronbach coefficient alpha. Researchers consider a Cronbach alpha value of 0.7 and above as satisfactory to determine the internal consistency of the different components of the questionnaire.

**Table 3: Reliability of the Instrument**

Sections	Coefficient	Sample	No of items
<i>Section B</i> : Family Factor	.698	30	09
<i>Section C</i> : Peer Factor	.791	30	09
<i>Section D</i> : Teacher Factor	.813	30	09
<i>Section E</i> : School Counselling Factors	.682	30	08
<i>Section F</i> : Ways to improve Career choice	.675	30	09
Overall	.732	356	44

*Source: Field Data (2022)*

### Data Collection Procedures

Prior to distributing the questionnaire, the researcher obtained an introductory letter from the Head of Department of Guidance and Counselling in the Faculty of Educational Foundations to establish identification and

cooperation. An Ethical Clearance Certificate was also obtained from the Institutional Review Board to ensure adherence to ethical guidelines. The researcher personally introduced themselves to the respondents and provided an explanation of the study's purpose. To facilitate the administration process, a research assistant was involved, allowing for the questionnaires to be administered even in the absence of the researcher. The research assistant received training from the researcher for half a day, focusing on effective communication with respondents to gather accurate information for the study.

By administering the questionnaire in conjunction with the research assistant, the researcher was able to address any challenges faced by the respondents during the response process and ensure that all items were completed. This approach contributed to a high response rate and fostered cooperation from the participants. The questionnaire was individually administered to the respondents without any undue interference, and participants were given 15 minutes to complete it.

### **Ethical Consideration**

The researcher took steps to obtain informed consent from each participant and implemented measures to safeguard their personal information, ensuring that it remained confidential and was not disclosed to third parties or other entities.

Participants were explicitly instructed not to include any identifying information such as their name, tag, or phone number on their questionnaires. Prior to their involvement in the study, the researcher obtained consent from each participant, clearly explaining the purpose and procedures of the research. The participants were also informed about the researcher's commitment to

maintaining confidentiality and the strict adherence to the confidentiality of all post-treatment materials. Furthermore, the researcher emphasized to the participants that their involvement in the study was voluntary, and they were free to withdraw their participation if they wished to do so.

### **Data Processing and Analysis**

The analysis involves examining the collected data to draw conclusions (Leary, 2004). For this study, the Statistical Package for Social Sciences (SPSS) version 26 was utilized as the statistical programme to aid the data analysis and interpretation.

To facilitate the analysis, the researcher first assigned codes to the questionnaire responses. The demographic information collected from the questionnaire was analyzed using frequencies and percentages, providing an overview of the characteristics of the participants.

The data related to research questions one to four were analyzed using means and standard deviations. Descriptive statistics, such as means and standard deviations, helped to describe and summarize the phenomenon of interest, making the interpretation of the data more meaningful (Sekaran, 2003).

For research question five, frequencies and percentages were employed to analyze the data. This approach allowed for the examination of respondent responses and the identification of any patterns or trends within their answers. By analyzing the frequencies and percentages, the researcher could gain insights into the distribution of responses and observe any notable patterns emerging from the data.

## Chapter Summary

The study employed a descriptive survey design with a quantitative approach, conducted in the Ga South Municipality in the Greater Accra Region, Ghana. The target population for this study consisted of 4,250 students in Forms 1, 2, and 3. However, due to strategic and logistic reasons, not all senior high schools in the Ga South Municipality were included in the study. Instead, a sample of 356 students was selected using stratified and simple random sampling procedures. The sample consisted of Forms 1 and 2 students from two public senior high schools, representing an accessible population of 3,250 students in the Ga South Municipality.

Data collection was done using a questionnaire, which had undergone validation and reliability testing through a pilot test. The questionnaire's validity and reliability were established before its administration to the participants. The data collected from the respondents was analyzed using descriptive statistics, which involved summarizing and interpreting the data to gain insights into the variables under investigation.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### Introduction

This chapter presents the results derived from the data analysis, aligning with the objectives of the study. The primary aim of this research was to investigate the factors that influence the choices of future careers in senior high school students in the Ga South Municipality, located in the Greater Accra Region of Ghana. The data analysis and interpretation were conducted in relation to five research questions. The analysis was performed based on the complete dataset obtained from the 356 students selected for the study, resulting in a 100% response rate.

Descriptive statistics, specifically means, standard deviations, frequencies, and percentages, were utilized to analyze the collected data, as appropriate and justifiable. This chapter focuses on presenting the demographic characteristics of the selected students. In the subsequent section, the outcomes of the analysis are presented, addressing the specific research questions formulated for the study.

#### Demographic Characteristics of Respondents

The demographic data of the senior high school students selected for the study are presented in Table 4



**Table 4: Demographic Characteristics of the Students**

Variables	Subscale	Freq.	Percent %
Gender	Male	178	50.00
	Female	178	50.00
Programmes	Science	69	19.30
	Agricultural	48	14.00
	Home Economics	97	27.00
	General Art	54	15.00
	Business	37	10.40
	Visual Art	51	14.30
Age Range	Below 15	68	19.10
	16-18	251	70.51
	19 and above	37	10.39
Father's Education Level	Senior High School	104	29.20
	College	76	21.30
	University	94	26.00
	Vocational school	59	16.50
	Others	25	7.00
Mother's Education Level	Senior High School	125	35.12
	College	57	16.02
	University	67	18.82
	Vocational school	74	20.78
	Others	33	9.26

*Source: Field Data (2022)**n=356*

Table 4 shows the demographic characteristics of the selected senior high school students in Ga South Municipality in Greater Accra Region. The results indicate that there was equal number of male and female students in the study (n=178, 50.30%). With respect to the programmes offered by the students, the results show that most of the students were offering Home Economics (n=97, 27.00%). This was followed by those offering Science (n=69, 19.30%). Among the programmes, those offering Business were the least (n=37, 10.40%).

For the age range of the students, it was found that most of the selected senior high school students in Ga South Municipality in Greater Accra Region were within 16-18 (n=251, 70.51%). Those from 19 and above were the least (n=37, 10.39%). The results suggest that invariably most of the selected senior high school students in Ga South Municipality had similar ages and as such could have similar experiences.

On the fathers' highest education level, it was found that most fathers of the students had senior high school education (n=104, 29.20%). Those with other educational background were the least (n=25, 7.00%). Similar results were recounted for the mothers' highest education level where those with senior high school education were the highest (n=125, 35.12%) and those with other form of education were the least (n=33, 9.26%)

#### **Analysis of the Research Questions (Q1-Q5)**

In order to collect evidence for the study, the selected senior high school students from the Ga South Municipality in the Greater Accra Region were asked to rate their responses using the options of Strongly Agree, Agree, Disagree, and Strongly Disagree. These ratings were assigned corresponding scores, with Strongly Agree receiving a score of 4, Agree receiving 3, Disagree receiving 2, and Strongly Disagree receiving 1. A criterion value of 2.50 was established for the scale by adding up the scores and dividing by the number of scale options ( $4 + 3 + 2 + 1 = 10 / 4 = 2.50$ ).

Descriptive statistics is a statistical analysis technique that uses numerical and graphical methods to identify patterns in a dataset. It provides information about the variables used in the study by presenting average indicators in a convenient manner (Gujarati, 2013). In this analysis, the

measures of central tendency used were means and standard deviations. Descriptive statistics, including means, standard deviations, kurtosis, frequencies, and percentages, were employed to analyze the research questions. These methods allowed for a comprehensive understanding of the data and its characteristics.

The mean values were used to provide a summary of the responses from students. Kurtosis values were provided as a statistical measure that is used to describe the distribution of observed data around the mean that determines its normality. The mean scores were used to assess the level of influence of factors on the choice of future careers among senior high school students in the Ga South Municipality in the Greater Accra Region. Items or statements that obtained a mean score ranging from 0.00 to 2.49 were considered as low factors influencing career choice. Mean scores between 2.50 and 3.50 were categorized as moderate factors, while mean scores from 3.60 to 4.00 indicated high factors contributing to career choice. In other words, values within the range of 0.00 to 2.49 were considered as negative responses, 2.50 to 3.50 as moderate responses, and 3.60 to 4.00 as positive responses. This interpretation was applied to all the research questions analyzed in the study.

**Research Question One: What family factor influence the choice of future careers in senior high school students in Ga South Municipality?**

This research question sought to find out family factors that influence the choice of future careers in senior high school students in Ga South Municipality. The results are presented in Table 5.

**Table 5: Mean analysis of Family Influence on the Choice of Future Careers of Students**

Family antecedents	M	SD	K	MR
My father influenced me into the career I want to pursue	3.86	.174	.238	1 <sup>st</sup>
The family business is a factor in my choosing career	3.82	.634	.701	2 <sup>nd</sup>
I consider the financial status of my family in choosing my programme.	3.78	.345	.420	3 <sup>rd</sup>
My mother was influential to the career I want to pursue	3.71	.934	.540	4 <sup>th</sup>
Older siblings had an influence on my career choice	3.68	.501	.240	5 <sup>th</sup>
Information I got from my parents helped me to choose a career	3.63	.564	.249	6 <sup>th</sup>
The dominant profession in my family is also my preferred career	3.59	.235	.237	7 <sup>th</sup>
An extended family member was influential in the career that I chose	3.52	.249	.513	8 <sup>th</sup>
Other family members have been the greatest influence in my career choice.	3.49	.364	.175	9 <sup>th</sup>
Mean of Means and average SD	3.68	0.44	.368	

*Source: Field Data (2022)*

*(CV=2.50, n=356)*

The findings presented in Table 5 show the influence of family factor on choice of future careers among senior high school students in the Ga South Municipality. The kurtosis values indicate that the data distribution is within the acceptable range for normal distribution, as they fall within the range of  $\pm 2$ , as suggested by George and Mallery (2019). This suggests that the data collected is normally distributed.

Analyzing the main results, Table 5 provides evidence that the majority of students in the Ga South Municipality are highly influenced by their parents in their career choice. This is supported by the students' responses, which



obtained an average mean score (MM=3.68) higher than the criterion value of 2.50.

The various statements related to family influence on career choice obtained mean values ranging from 3.49 to 3.86, all of which fall within the established grading system (2.50 – 3.50 = Moderate and above) used in the study. These findings further indicate that the participants responded positively to all the statements, supporting the idea that family has a significant influence on their career choice.

The reporting of the data sampled some of the highly agreed views taken into consideration the items that scored higher means. For example, it was found that most of the senior high school students in Ga South Municipality are highly influenced by their fathers in the career they want to pursue in life (M=3.86, SD=.174, K=.238, n=356) indicating a positive response. Again, the students admit that family business influenced their choice of future careers (M=3.82, SD=.634, K=.701, n=356). By this response, the participants clearly agreed that family business influenced their choice of future careers. In furtherance to the above, the response on “Other family members have been the greatest influence in my career choice,” recorded (M=3.49, SD=.364, K=.175, n=356).

Even though this statement is the lowest in ranking of the means, it falls within the range 2.50 to 3.50, indicating a moderate response.

The final finding on parental influence based on Table 5, MM=3.68 greater than the criterion value CV=2.5 clearly indicated that it was a major determinant of the students’ future career choice.



**Research Question Two: How do peer factors influence the choice of future careers of senior high school students in Ga South Municipality?**

The main drive for this research question was to find out peer factors that influence the choice of future careers among senior high school students in Ga South Municipality. The results are presented in Table 6.

**Table 6: Mean analysis of Peer Influence on the Choice of future Careers of Students**

Peer antecedents	M	SD	K	MR
I am likely to choose similar careers in my peer groups.	3.93	.127	.520	1 <sup>st</sup>
I am likely to accept career advice from peer groups members whom I value most.	3.88	.346	.283	2 <sup>nd</sup>
My friends' preference of programme affects my decision in choosing my programme.	3.85	.454	.159	3 <sup>rd</sup>
I rely on encouragement from students of my age group.	3.71	.629	.413	4 <sup>th</sup>
Validation of careers is provided by my peers.	3.59	.340	.609	5 <sup>th</sup>
Friends have been the greatest influence in my career choice	3.56	.324	.467	6 <sup>th</sup>
Peer advice on career is essential for me to follow students.	3.55	.285	.237	7 <sup>th</sup>
Career behaviour modification comes from my friends.	3.41	.653	.350	8 <sup>th</sup>
Information given by my friends is always reliable.	2.92	.234	.131	9 <sup>th</sup>
Mean of Means and average SD	3.60	.376	.352	

*Source: Field Data (2022)*

*(CV=2.50, n=356)*

Table 6 presents the findings regarding peer factors that influence career choice among senior high school students in the Ga South Municipality. The kurtosis values indicate that the data distribution is within the acceptable range for normal distribution, as they fall within the range of  $\pm 2$ , indicating that the collected data follows a normal distribution.

Examining the main results, Table 6 indicates that the majority of students in the Ga South Municipality are highly influenced by their peers in their choice of future careers. This conclusion is supported by the students' responses, which obtained an average mean score (MM=3.60) higher than the criterion value of 2.50.

The mean scores calculated for each statement in the table range from 2.92 to 3.93. These values indicate that the participants provided positive ratings for the various statements related to peer influence, suggesting that they consider peer influence to be a significant factor in determining their career choice. The means were ranked based on the responses. For example, it was found that most of the students in Ga South Municipality in peer groups are likely to choose similar careers (M=3.93, SD=.127, K=.520, n=356) which indicates a positive response.

In another evidence, it was found that peer groups are more likely to accept career advice from members whom they value most and this influence their choice of career. (M=3.88, SD=.346, K=.283, n=356). The response to the statement "Information given by my friends is always reliable," recorded (M=2.92, SD=.234, K=.131, n=356) which is the lowest in the ranking of the means (M= 2.92) is still greater than the criterion value = 2.5.

The results from Table 6 with MM=3.60 which was greater than criterion value =2.5 implied that overall, the respondents agreed that peer pressure had a great influence on their future career choice.

### Research Question Three: What teacher factors influence choice of future careers among senior high school students in the Ga South Municipality?

The main drive for this research question was to find out teacher factors that influence choice of future careers among senior high school students in Ga South Municipality. The results are presented in Table 7.

**Table 7: Results of Teacher Influence on the Choice of Career of Students**

Teacher antecedents	M	SD	K	MR
Teachers' advice on career guidance was helpful to me	3.90	.724	.566	1 <sup>st</sup>
Validation of careers is provided by my teachers	3.86	.556	.356	2 <sup>nd</sup>
My class teacher was influential to the career I want to pursue	3.82	.135	.143	3 <sup>rd</sup>
My teachers give comprehensive and proper advice on careers	3.79	.353	.450	4 <sup>th</sup>
Entrepreneurship information is more influential if it comes from my teachers	3.78	.344	.345	5 <sup>th</sup>
Career information given by my teachers is always reliable	3.76	.475	.730	6 <sup>th</sup>
Career behaviour modification comes from my teachers	3.73	.442	.456	7 <sup>th</sup>
My teachers influence regarding career choices is powerful	3.68	.712	.359	8 <sup>th</sup>
Mean of Means and average SD	3.79	.426	.425	

*Source: Field Data (2022)*

*(CV=2.50, n=356)*

Table 7 presents the findings regarding teacher factors that influence career choice among senior high school students in the Ga South Municipality. The kurtosis values indicate that the data distribution is within the acceptable range for normal distribution, as they fall within the range of  $\pm 2$ , indicating that the collected data follows a normal distribution.

Analyzing the main results, Table 7 demonstrates that a significant number of students in the Ga South Municipality are highly influenced by their teachers when making decisions about their career choice. This conclusion is supported by the students' responses, which obtained an average mean score (MM=3.79) higher than the criterion value of 2.50.

The results of the various statements related to teacher influence on career choice range from 3.56 to 3.93. These scores indicate that the participants positively rated the statements, suggesting that they perceive teachers as influential figures in guiding their career decisions.

In this analysis, the means were ranked based on the responses of the participants. For example, it was found that most of the students in Ga South Municipality receive advice from their teachers on career guidance and it is very helpful to them (M=3.90, SD=.724, K=.566, n=356) which indicates a positive response. In furtherance to the above, it was found that validation of careers is provided by teachers (M=3.86, SD=.556, K=.356, n=356).

In addition, it was found that teachers influence regarding career choices is powerful to most of the students in Ga South Municipality (M=3.68, SD=.712, K=.359, n=356).

All the statements recorded had MM=3.78 which was greater than criterion value =2.5 indicating an overall positive response showing the major role teachers played in the future career choice of the students.



**Research Question Four: How does career guidance and counselling services influence choice of future careers among senior high school students in the Ga South Municipality?**

The purpose of this research question was to find out how career guidance and counselling services influence the choice of future careers among senior high school students in the Ga South Municipality. The results are presented in Table 8.

**Table 8: Mean analysis of Career Guidance and Counselling Services Influence on the Choice of future Careers of Students**

Career Guidance and Counselling Services antecedent	M	SD	K	MR
Career trips or field trips influenced my career choice	3.97	.585	.129	1 <sup>st</sup>
School career days influenced my career choice	3.91	.156	.756	2 <sup>nd</sup>
School career exploration and career decision making activities broaden my career horizons	3.87	.612	.172	3 <sup>rd</sup>
Counsellors have been the greatest influence in my career choice	3.76	.232	.286	4 <sup>th</sup>
School career guidance cleared career confusion that I had	3.74	.324	.340	5 <sup>th</sup>
The career guidance counsellor was influential to the career I want to do	3.67	.394	.347	6 <sup>th</sup>
Former students' careers had a positive influence on my career choice	3.64	.482	.419	7 <sup>th</sup>
The school head was influential to the career I want to do	3.57	.175	.360	8 <sup>th</sup>
Career guidance is comprehensively offered at my school	3.53	.329	.423	9 <sup>th</sup>
Mean of Means and average SD	3.74	.365	.359	

*Source: Field Data (2022)*

*(CV=2.50, n=356)*



Table 8 displays the findings regarding the influence of career guidance and counselling services on career choice among senior high school students in the Ga South Municipality. The kurtosis values indicate that the data distribution falls within the acceptable range for normal distribution, as they are within the range of  $\pm 2$ , suggesting that the collected data follows a normal distribution.

Examining the main results, Table 8 provides evidence that a significant number of students in the Ga South Municipality are highly influenced by career guidance and counselling services in their career decision-making process. This conclusion is supported by the students' responses, which obtained an average mean score (MM=3.74) higher than the criterion value of 2.50.

The mean scores calculated for the various statements range from 3.53 to 3.97, indicating positive responses to all the statements according to the instituted grading system (2.50–3.50 = Moderate and above is considered positive). This suggests that the participants perceive career guidance and counselling services provided in their schools as influential factors in shaping their career choices.

As depicted in analysis, the means were ranked based on the responses from the participants. For instance, it was found that career trips or field trips influenced career choice of most of the senior high school students in Ga South Municipality (M=3.97, SD=.585, K=.129, n=356). Sequel to the above, it was found that school career days influenced most of the students' career choice (M=3.91, SD=.156, K=.756, n=356).

In furtherance to the above, the response to the statement "Career guidance is comprehensively offered in our school," recorded (M=3.53,

SD=.329, K=.423, n=356). Even though this statement is the lowest in ranking of the means, it falls within the range 2.50 to 3.50, indicating a moderate response.

From the results shown in Table 8, we can draw conclusion that career guidance and counselling services influence the choice of future careers among senior high school students in Ga South Municipality based on the Mean of Means = 3.9.

**Research Question Five: How would career choice among senior high school students in the Ga South Municipality be improved?**

The purpose of this research question was to find out how choice of future careers among senior high school students in the Ga South Municipality could be improved. The results are presented in Table 9.

**Table 9: Results of how Career Choice among Senior High School students in the Ga South Municipality be improved**

Ways to improve career choice	M	SD	K	MR
Career trips or field trips should be regular	3.98	.239	.324	1 <sup>st</sup>
Counsellors should collaborate with parents for effective career counselling of students.	3.95	.834	.231	2 <sup>nd</sup>
Regular career and personality aptitude test.	3.93	.446	.156	3 <sup>rd</sup>
School career days should be organized more regularly with talk on career planning and choice.	3.91	.722	.449	4 <sup>th</sup>
The career guidance counsellor should be well trained and resourced.	3.90	.375	.380	5 <sup>th</sup>
Heads of institutions should resource the school counsellors for regular career seminars.	3.89	.429	.623	6 <sup>th</sup>
Effective follow-up after school.	3.88	.242	.174	7 <sup>th</sup>
Regular career intervention programmes should be organized at school.	3.86	.632	.342	8 <sup>th</sup>
Career information infused into subjects	3.84	.812	.612	9 <sup>th</sup>
Mean of Means and average SD	3.90	.525	.367	

Source: Field Data (2022)

(CV=2.50, n=356)

Table 9 presents the results on how career choice among senior high school students in the Ga South Municipality can be improved. The kurtosis values show that the data was normal. The main results strongly show that there are ways to improve career choice among the students. This was evident after the students' responses scored an average mean (MM=3.90) greater than the criterion value of 2.50. The first three proposed ways to improve career choice includes career trips or field trips should be regular for students (M=3.98, SD=.239, K=.324, n=356), Counsellors should collaborate with parents for effective career counselling of students (M=3.95, SD=.834, K=.231, n=356) and there should be regular career and personality aptitude test for students (M=3.93, SD=.446, K=.156, n=356). The response to the last statement, "Career information should be infused into subjects," recorded (M=3.84, SD=.812, K=.612, n=356) which indicate a positive response.

On the whole, participants strongly agreed that all the ways suggested could improve the choices of their future careers based on MM= 3.90

## **Discussion**

### **Family Influence**

The study conducted in Ga South Municipality revealed that parents have a significant influence on the choice of future careers of students, as they demonstrate a genuine interest in their children's career paths. Parents view their children's future careers as a culmination of their nurturing efforts. These findings align with a study conducted by Kazi and Akhaq (2017), which explored the impact of various factors, such as parental education, profession, and income, on the career decisions of 432 students from two public sector universities in Lahore city, Pakistan. The study also examined the influence of

peers and media impressions on subject specialization choices, as well as whether students at the MS level made career decisions under external pressures or independently. The results indicated that parental influence was the most significant, followed by peer influence, print media, financial considerations, personal interest, and other factors.

In a similar study conducted by Mtemeri (2020) in Zimbabwe, the factors influencing career choices among high school students in Midlands Province were investigated. The findings revealed that family members, including immediate and extended family, played a significant role in students' career decisions. The influence of parents, both mothers and fathers, was particularly prominent compared to other family members.

In another study conducted by Latashia (2012), a mixed-method approach was employed to examine the influence of family on the career decision-making process among emerging adults attending a metropolitan university in the southeastern United States. The study aimed to identify the extent of parental involvement in various activities, academic achievement, major selection, and career choice among college students. Data for the study was collected through the Career Involvement and Influence Questionnaire (CIIQ) and the Career Development Inventory (CDI). The study found no significant relationship or differences in the level of involvement among caregivers (mothers, fathers, and other caregivers) in career decisions, as measured by the CIIQ, or in their influence on the students' level of career decisiveness, as measured by the CDI. The qualitative results provided further insights into the commonalities and differences in the responses of the



participants. The current finding therefore contradict the findings of Latashia (2012).

In line with the aforementioned studies, the results of this study align with a research conducted by Njogu (2019) in Kenya, which aimed to analyze the factors influencing career choices in public secondary schools in Meru County. The study aimed to determine the individual and combined influence of each factor on career choice. The findings indicated that parental aspirations, nature of career guidance services, mass media, and school policy on subject selection all had statistically significant influences on the career choices of students in public secondary schools in Meru County. Specifically, parental aspirations emerged as one of the most influential factors shaping students' career choices.

Furthermore, the results of this study are consistent with the research conducted by Owusu, Owusu, Fiorgbor, and Atakora (2021) in Ghana. Their study examined the influence of parents, teachers, and peers on the career aspirations of students in public senior high schools in the Berekum Municipality. The findings revealed that parental influence was a major determinant in students' career aspirations. However, the study also indicated that teachers did not significantly influence students' career aspirations. Additionally, it was found that peers had different influences on the career aspirations of male and female students, and the influence of peers on career aspirations did not vary based on age or program of study.

This corroborative study provides further support to the notion that parental influence plays a significant role in shaping students' career aspirations,



while the influence of teachers and peers may vary in different contexts and among different student populations.

The current finding of the study therefore collaborate with other studies and showed that parental influence is a significant factor in the career choice of students. This happens regardless of the society or community as has been shown in the different studies from different places.

In conclusion, this finding of the study can be linked to Developmental Theory of Career Choice (DTCC) which suggests that career choice is a process that evolves over time as individuals navigate different developmental stages from childhood to adulthood. According to the DTCC, as individuals move through the five stages of career development, they are influenced by their parents as they engage in career exploration and make career choices.

### **Peer Influence**

The findings of this study support the notion that peers have a significant influence on the career choices of students in Ga South Municipality, which is consistent with the research conducted by Ogutu, Odera, and Maragia (2017) in Kenya. Ogutu et al. examined the influence of peer pressure on students' career decision-making using stratified, purposive, and simple random sampling techniques to obtain a sample size of 364 respondents. The study revealed a weak but statistically significant positive correlation between peer pressure and students' career decision-making. The results indicate that as peer pressure increases, students' career decision-making also increases in the same direction. Although the influence of peer pressure was weak, it was found to have a statistically significant impact on career decision-making among secondary school students in Busia County.

This finding highlights the importance of considering the influence of peers in understanding students' career choices. While the influence may not be overwhelmingly strong, it indicates that peer pressure plays a role in shaping career decision-making among students.

The findings of this study align with the research conducted by Naz, Saeed, Khan, Khan, Sheikh, and Khan (2014) as well as Abomah (2021) regarding the influence of peers on career decision-making.

Naz et al. explored the nature and extent of peer influence on the career decision-making process and found that while family plays a primary role in shaping the behaviour of children, peer influence serves as a valuable asset in developing career opportunities and decision-making among youth. This suggests that peers have a significant impact on the career choices of individuals.

Similarly, Abomah (2021) investigated the influence of peer pressure and self-esteem on the career choices of adolescents. The study revealed a positive correlation between peer pressure and career choices, indicating that peers play a role in shaping the career decisions of adolescents. Additionally, self-esteem was found to positively correlate with career choices, suggesting that individuals with higher self-esteem tend to make more confident career decisions. Furthermore, the study did not find any gender differences in the influence of peer pressure on career choices among adolescents.

These studies collectively support the idea that peers play a significant role in influencing career decision-making among individuals, highlighting the importance of considering peer influence alongside other factors in understanding the dynamics of career choices.

Finally, this finding of the study could also be linked to Trait and Factor Theory (TFT) which provides a framework for understanding career development as a process that involves the interaction between individual traits and environmental factors such as peer groups. The application of TFT to this research finding highlight the importance of self-knowledge, personality traits and peer influence in career decision-making.

### **Teacher Influence**

The results on this factor showed that generally, most of the students in their quest to choose their career are highly influenced by their teachers. The results from the current study corroborate with several works in the literature.

The findings of this study align with the research conducted by Khan, Murtaza, and Shafa (2021) and Shumba and Naong (2012) regarding the significant role of teachers in career guidance and the influence of teachers on students' career choices.

Khan et al. examined the role of teachers in secondary school career guidance and suggested strategies for effective career guidance. Their study revealed that teachers play a crucial role in guiding students' career paths by serving as role models, identifying students' career aspirations and abilities, assisting in integrating students' aspirations and potentials. Teachers also help with subject selection, providing career guidance, identifying potential careers, and sharing relevant career information. This underscores the importance of teachers in supporting students' career decision-making processes.

Similarly, Shumba and Naong (2012) investigated the factors influencing career choice and aspirations among South African students. Their quantitative study found that teachers, learner's ability to identify their preferred

career choice, and the family were significant factors influencing students' career choices. This further emphasizes the influence of teachers in shaping students' career aspirations and choices.

These studies collectively demonstrate the crucial role that teachers play in providing career guidance and influencing students' career choices. Teachers serve as important sources of support, guidance, and information for students, helping them navigate their career paths and make informed decisions.

To conclude, the finding of this study could be linked to Trait and Factor Theory (TFT) of career development which provides a framework for understanding career development as a process that involves the interaction between individual traits and environmental factors such as the teacher. The application of TFT to this research finding highlight the importance of self-knowledge, personality traits and the teacher as a guide in career decision-making.

### **Career Guidance and Counselling Influence**

The findings of this study align with the research conducted by Abubakar (2019) regarding the influence of guidance and counselling services provided by school counsellors on secondary school students' career choices in Kano state, Nigeria.

Abubakar's study involved 387 respondents selected through purposive sampling from randomly selected schools. The results of the study supported the notion that school counselors play a significant role in assisting students with their career choices. It was found that counsellors help students identify their strengths, abilities and learning styles, as well as guide them in making appropriate career pathways. They also played a role in setting educational and



career goals for students and facilitating their search for information about careers and work choices.

The findings of Abubakar's study suggest that school counsellors are instrumental in the process of career decision making, goal setting, and personal awareness among secondary school students. By providing guidance and counseling services, counselors can support students in exploring their interests, abilities, and options, thereby helping them make informed decisions about their future career paths. Overall, these findings support the idea that the involvement of school counsellors in career guidance and counselling services can positively influence students' career choices and contribute to their personal and educational development.

The findings of this study are in agreement with the research conducted by Kimiti and Mwova (2012) regarding the variables that influence career choice among secondary school students in Kenya. In their study, they found that the presence of career guidance programmes was prevalent in the selected schools and a significant majority of the student respondents (89.5%) indicated that the provision of career guidance and information helped them make better decisions in choosing their careers.

Similarly, the results of this study align with the work of Amoah, Kwofie, and Kwofie (2015) who examined the influence of school counsellors on students' career choices. Their findings revealed that students strongly agreed that various career interventions, such as career guidance and counselling, career goal identification, organization of career days and conferences, and administration of occupational interest inventory, played a role in influencing



their career choices. The study also identified a positive correlation between the role of the counsellor and its influence on students' career choices.

Furthermore, the findings of this study are consistent with the research conducted by Adinkrah and Ayarkwah (2020) in the Abuakwa South Municipality of the Eastern Region of Ghana. Their study found that students consult various relevant individuals, including school counsellors, to assist them in making their career choices. Additionally, factors such as personal ambitions, academic standards, job prospects after graduation, and job security were identified as influential factors in students' career choices.

Collectively, these findings support the importance of career guidance programmes and the role of school counsellors in assisting students with their career decision-making process. The provision of career guidance and information, along with the involvement of counsellors and consultations with relevant individuals, can positively impact students' career choices by providing them with the necessary support, guidance, and information to make informed decisions about their future careers.

To conclude, the finding of the study could be linked to Decision-making theories which propose how individuals engage in a cognitive process that involves identifying and evaluating alternatives, making choices, and taking action. The study's findings suggest that career counselling interventions that focus on developing decision-making skills and self-efficacy may be beneficial in career decision-making among senior high school students.

### **How Career Choice among Students be Improved**

The study recommended that career counselling should be provided to high school students as well helping them to make informed decisions about their future careers. The finding of the study is consistent with Hartung et al. (2018) who found that career counselling was effective in improving career decision making and reducing anxiety among college students.

The finding also supports a study by Nwachukwu et al. (2019) who found that parental involvement played a significant role in improving career choice among senior secondary school students. The study recommended that career counsellors should collaborate with parents to ensure their effective participation in career-related activities of their children.

The finding is also in agreement with a study by McQuaid et al. (2018) who found that vocational education was effective in improving career choice among high school students. The study recommended that schools should provide vocational education courses to help students explore different career paths and develop practical skills.

Similarly, the study supports the assertion of Calvo-Salguero et al. (2019) that mentoring was effective in improving career choice among high school students. The study recommended that schools should provide mentoring programmes to help students develop professional skills and gain insight into different career paths.

Finally, the finding of the study is in line with Okafor and Chukwu (2019) who found that career education programmes were effective in improving career choice among secondary school students. The study

recommended that schools should provide career education programmes to help students develop career-related skills and knowledge.

Therefore, the results from the current study corroborate with several works in the literature and revealed that career guidance and counselling provides students with indispensable information and competence required in the world of work.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

In this chapter, the study provides a recap of the problem's context as presented in previous chapters. It includes a summary of the literature, the research methodology and the findings obtained for each research question. Additionally, this chapter presents the conclusions drawn from the study and offers recommendations for policy and practice based on the findings. Furthermore, a proposed model for career guidance in high schools is presented. The chapter concludes by highlighting potential areas for further research in the field.

#### Summary of the Study

The primary objective of this study was to investigate the factors that influence choice of future careers among senior high school students in Ga South Municipality, located in the Greater Accra Region. Specifically, the study aimed to examine the influence of various factors on choice of future careers, including the role of family, peers, teachers, and career guidance and counselling services.

The study sought to explore how the family influence choice of future careers in senior high school students in Ga South Municipality, aimed to investigate the influence of peers on choice of future careers among senior high school students, examine how teachers influence students' choice of future careers, aimed to investigate the influence of career guidance and counselling services on career choice among senior high school students and aimed to



identify ways to improve career choice among senior high school students in Ga South Municipality.

In the study, literature was also reviewed. Reviewing was done in particular on the Developmental Theory of Career Choice (DTCC), Trait and Factor Theory (TFT), and Decision Making Theory. Earlier empirical studies related to the current study were reexamined. Sub-headings pertaining to the study's objectives were used to organize the review.

The study adopted a descriptive survey design, utilizing a quantitative approach to gather and analyze data. The target population of the study comprised all public senior high school students in the Ga South Municipality in the Greater Accra Region. However, the sample of interest was limited to Form 1 and Form 2 students, as Form 3 students had already completed their West African Senior School Certificate Examination. The sample size for the study was determined to be 356 students, representing a 100% return rate. The sampling technique employed was a combination of stratified and simple random sampling using the lottery method. This ensured that students from different forms and schools within the municipality had an equal chance of being included in the sample.

To collect data, a questionnaire was used, which was adapted from a previous study conducted by Asantewaa in 2020. The questionnaire was pre-tested to assess its reliability and validity, ensuring that it effectively captured the required information. Ethical considerations were also taken into account, ensuring that the study complied with ethical guidelines and safeguarded the rights and privacy of the participants. Descriptive statistics, such as frequencies and percentages, means, and standard deviations, were employed to analyze the

collected data. These statistical measures provided a comprehensive overview of the participants' responses, allowing for a better understanding of the factors influencing career choice among senior high school students in Ga South Municipality.

### **Key Findings**

These findings were established from the study:

1. From the study, it was established that, family antecedents influence choice of future careers among students. Some of the major family issues included parental influence, family business, financial status of the family and older siblings had influence on their future career choice.
2. It was found out that peer influence was great on choice of future careers. Identified peer group influence such as likelihood to choose similar careers, acceptance of career advice from members whom they value most and friends' preference of programme affected their decision in choosing programmes.
3. The study further revealed that teacher factor was a major influence on students' choice of future careers. The study indicated that career validation, entrepreneurship information, behaviour modification and career information from teachers contributed to students' choice of future careers.
4. The results also showed that the choice of future careers was influenced by career guidance and counselling services in the senior high schools. Some of the career guidance and counselling services were career trips or field trips, school career days and school career exploration.

5. Some of the ways of improving choice of future careers are regular career trips or field trips, counsellors should collaborate with parents for effective career counselling of students, taking regular career and personality aptitude test, school career days organized more regularly with talk on career planning and choice. School counsellors should also be well trained and resourced to enable them organize regular career seminars and workshops.

### **Conclusion**

Based on the findings of the study, the following conclusions were drawn:

From the study, it was concluded that factors contributing to choice of future careers among senior high school students in Ga South Municipality are many. They included the family, peer group, teachers and the influence of guidance and counselling services. Family influence is a major determinant in the career choice of the students because they valued the approval of their parents in their career choice.

Besides, peer pressure determines to a large extent the decisions that students make concerning the careers they want to pursue. Students value the views and opinions of their friends and as such develop interest in specific careers.

The study can further be concluded that teacher factor plays a major role in the career choice among students. This finding was not consistent with few earlier studies (Owusu, 2020).

In relation to career guidance and counselling services, it can be concluded that it is also a major determinant of the students' career choice.

The students also indicated some of the ways of improving their future career choice and these included regular career trips or field trips. Therefore, it should be noted that students' immediate environment is very imperative in determining their career choice.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Parents should not choose careers for their wards but guide them on the career path they wish to pursue. Parents should be trained in career guidance through special community programmes, initiated by the school guidance and counselling coordinators.
2. Peer pressure was found to be a major factor affecting career choice of students. Thus, school counsellors should empower students through career workshops and seminars to be able to take their own career decisions.
3. It is recommended that the National Teaching Council incorporate career guidance as a course into the curriculum of the teacher trainees to enhance their skills in career guidance. This course would equip them with the necessary knowledge and competencies to effectively engage students in career guidance activities. By being knowledgeable about various career options, the job market, and the skills required for different professions, teachers can provide valuable guidance and support to students in making informed career choices.
4. School counsellors should play an active role in guiding students to explore and understand themselves better. By helping students identify



their strengths, weaknesses, interests, capabilities, and talents, counsellors can assist them in making well-informed career decisions. Through individual counselling sessions, assessments, and career exploration activities, counsellors can provide personalized guidance and support to students throughout the career decision-making process.

5. Curriculum planners should consider incorporating career development concepts into academic subjects. By integrating career-related information and activities into the curriculum, students will have early exposure to different career options and the skills required for those fields. This can help students develop a clearer understanding of their career interests and goals, as well as the educational pathways they need to pursue. Infusing career development concepts into academic subjects can also foster a more holistic approach to education, connecting classroom learning with real-world applications and future career prospects.

### **Implications for Counselling**

1. Conducting assessments: Counsellors can administer career assessments and tests to help students identify their interests, abilities, and values. These assessments can provide a starting point for career exploration and decision-making.
2. Developing assertiveness skills: Career counsellors should prioritize the development of assertiveness skills in students. By helping students become more assertive, they will be better equipped to make career decisions that align with their own interests and abilities. This involves building students' confidence, self-esteem, and decision-making skills



so that they can resist external pressures and make choices based on their own aspirations and talents.

3. Utilizing new technologies for career information search: School counsellors should stay updated with new technologies and online resources for career information. They can guide students to use these resources to explore the job market, learn about different career options, and understand the requirements of various professions. By leveraging technology, counsellors can provide students with access to up-to-date and relevant career information, expanding their career horizons and helping them make informed choices.
4. Increasing focus on one-on-one counselling: School counsellors should allocate more time to one-on-one counselling sessions with students. These individual sessions provide a safe and confidential space for students to express their career-related concerns and aspirations. Through personalized guidance and support, counsellors can address students' specific needs, provide tailored advice, and help them navigate the complexities of career decision-making.
5. Encouraging career exploration opportunities: Counsellors can actively encourage students to participate in career exploration activities such as internships, job shadowing, or volunteer work. These experiences allow students to gain firsthand exposure to different careers, observe professionals in their fields of interest, and acquire practical skills. By engaging in these activities, students can make more informed career choices and gain valuable insights into their potential career paths.

6. Promoting self-awareness: Counsellors should focus on fostering self-awareness in students. By encouraging self-reflection and introspection, counsellors can help students identify their values, interests, strengths, and weaknesses. This self-awareness is crucial in guiding students towards career paths that align with their individual characteristics and preferences. Counsellors can use various techniques such as assessments, reflective exercises, and discussions to help students gain a deeper understanding of themselves and make more meaningful career choices.

### **Contribution to Knowledge**

The study's contribution to the existing literature is significant in two main areas. Firstly, it provides empirical data that supports the belief that career guidance and counselling can indeed have an impact on students' career choices. While this belief is widely held, the study adds valuable evidence by specifically highlighting the ways in which career guidance can improve career choice among students. This fills a gap in the local literature, which often lacks empirical data on the effectiveness of career guidance interventions.

Secondly, the study sheds light on the specific roles that teachers play in influencing students' career choices. While it is generally acknowledged that teachers have an impact on students' career decisions, the specific nature of their roles has not been extensively explored. By uncovering the specific ways in which teachers influence career choice, the study provides valuable insights into the dynamics of teacher-student interactions in the career decision-making process. This knowledge can inform educational policies and practices aimed at enhancing the role of teachers in career guidance.

Overall, the study's findings and contributions help expand our understanding of the factors influencing career choice among students. By providing empirical evidence and highlighting the roles of career guidance and teachers, the study fills important knowledge gaps and offers practical insights that can inform the development of effective career guidance programmes and interventions in educational settings.

### **Suggestion for Further Research**

The following suggestions are made for further research.

1. It is important to conduct further studies in other districts, municipalities, and regions in the country. It would help to validate the findings of the present study and ensure the generalizability of the results. Different regions and areas may have unique characteristics and factors that influence career choices, and studying a broader sample would provide a more comprehensive understanding of the topic.
2. Exploring the factors that influence career choices among the working class is indeed a valuable area for future research. The present study focused on senior high school students, but understanding the factors that shape career choices among individuals who are already in the workforce can provide valuable insights. By studying this population, researchers can gain a deeper understanding of career decision-making processes across different life stages and contexts.

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APPENDICES

**APPENDIX A**  
**QUESTIONNAIRE FOR STUDENTS**  
**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF EDUCATION STUDIES**

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

**Dear Respondent,**

The study seeks to assess factors influencing choice of future careers among senior high school students in the GA South Municipality. Your full input will help make informed decisions about factors that influence career choice. It would therefore be appreciated if you could provide responses to all items on the questionnaire, and do it honestly. You are assured of complete confidentiality and anonymity of all information provided. Nothing will ever be published or reported that will associate your name and/or school with your responses to the survey questions. Therefore, you should not write your name, and/or school name on any part of the instrument. Your participation in this study is completely voluntary. Also, questions on this survey instrument have gone through a thorough review by professionals at the University of Cape Coast, and have been declared ethical for educational research. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this instrument.

**Thank You.**

**William Alornyo**

## SECTION A

## DEMOGRAPHIC CHARACTERISTICS

## 1. Gender:

a) Male [ ]

b) Female [ ]

## 2. Course:

a) Vocational Skill [ ]

b) Science [ ]

c) Agricultural [ ]

d) Home Economics [ ]

e) General Art [ ]

f) Business [ ]

g) Visual Art [ ]

## 3. Age

a) Below 15 [ ]

b) 16-18 [ ]

c) 19 and above [ ]

## 4. Father's highest education level:

a) Senior High School [ ]

b) College [ ]

c) University [ ]

d) Vocational school [ ]

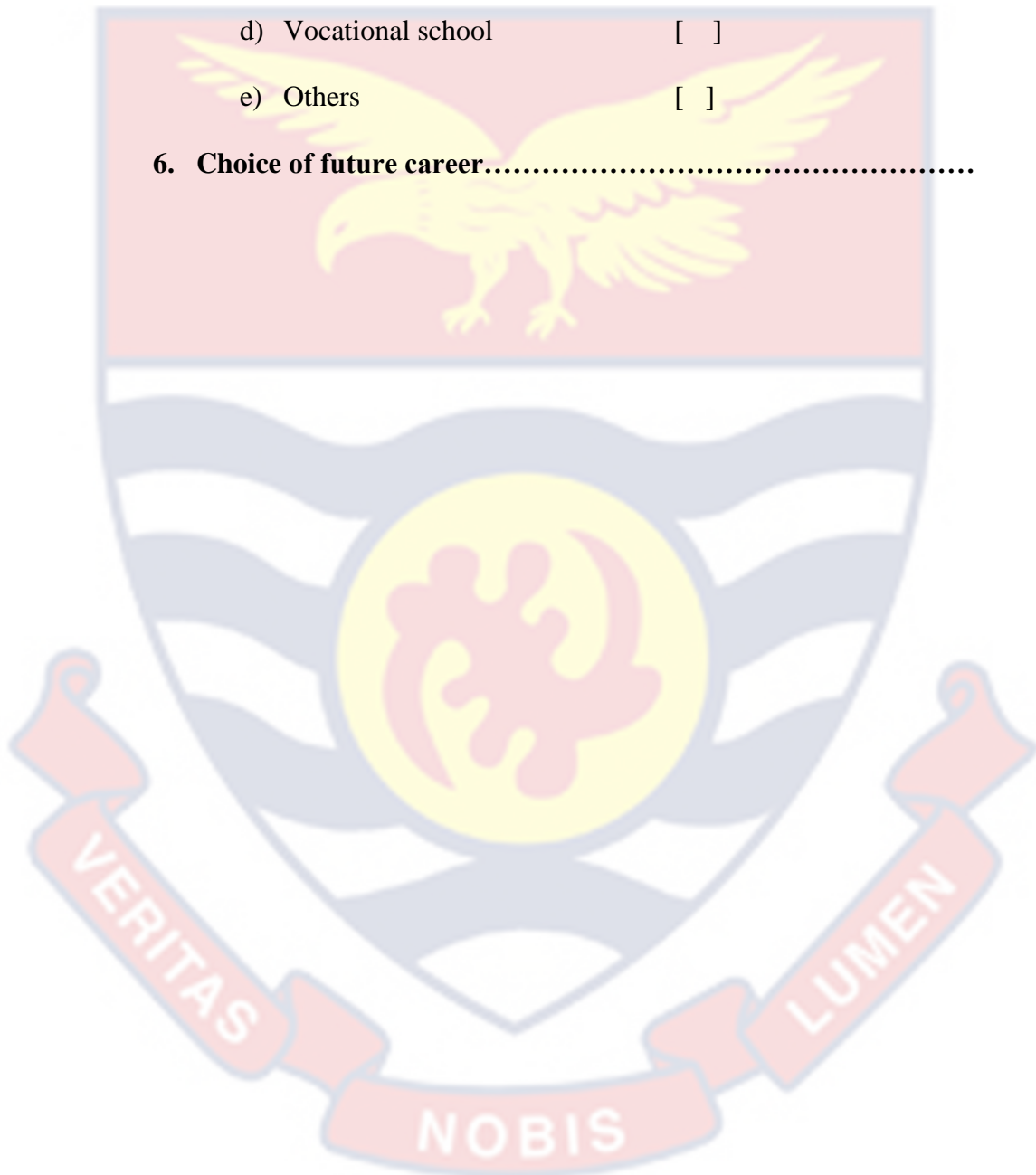
e) Others [ ]



**5. Mother's highest education level:**

- a) Senior High School [ ]
- b) College [ ]
- c) University [ ]
- d) Vocational school [ ]
- e) Others [ ]

**6. Choice of future career.....**



## SECTION B

## FAMILY FACTORS

Please respond to the following statements on your knowledge on **family factors that influence the choice of future careers**. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

**Directions:** Indicate with a circle [O] how family factors influence the choice of career. Where: SA = *Strongly Agree*, (4), A = *Agree*, (3) D = *Disagree*, (2) and SD = *Strongly Disagree* (1)

Sn	Statements	SA	A	D	SD
A1	My father influenced me into the career I want to pursue	4	3	2	1
A2	My mother was influential to the career I want to pursue	4	3	2	1
A3	The family business is a factor in my choosing a career	4	3	2	1
A4	The dominant profession in my family is also my preferred career	4	3	2	1
A5	Information I got from my parents helped me to choose a career	4	3	2	1
A6	Older siblings had an influence on my career choice	4	3	2	1
A7	An extended family member was influential in the career that I chose	4	3	2	1
A8	Other family members have been the greatest influence in my career choice.	4	3	2	1
A9	I consider the financial status of my family in choosing my programme.	4	3	2	1

## SECTION C

## PEER FACTORS

Please respond to the following statements on your knowledge on **peer factors that influence the choice of future careers**. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

**Directions:** Indicate with a circle [O] how peer factors influence the choice of career. Where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1).*

Sn	Statements	SA	A	D	SD
B1	Friends have been the greatest influence in my career choice	4	3	2	1
B2	Information given by my friends is always reliable.	4	3	2	1
B3	In peer group, I am likely to choose similar careers	4	3	2	1
B4	My career behaviour modification comes from friends	4	3	2	1
B5	In peer group, I am more likely to accept career advice from members whom I value most.	4	3	2	1
B6	Validation of careers is provided by my peers.	4	3	2	1
B7	Peer advice on career is essential for me to follow students.	4	3	2	1
B8	I rely on encouragement from my peers .	4	3	2	1
B9	My friends' preference of programme affects my decision in choosing my programme.	4	3	2	1

## SECTION D

## TEACHER FACTORS

Please respond to the following statements on your knowledge on **teacher factors that influence the choice of future careers**. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

**Directions:** Indicate with a circle [O] how teacher factors influence the choice of career. Where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1)*

Sn	Statements	SA	A	D	SD
C1	Entrepreneurship information is more influential if it comes from my teachers	4	3	2	1
C2	My class teacher was influential to the career I want to pursue	4	3	2	1
C3	Validation of careers is provided by my teachers	4	3	2	1
C4	Career behaviour modification comes from my teachers	4	3	2	1
C5	My teacher's influence regarding career choices is powerful	4	3	2	1
C6	Teachers' advice on career guidance was helpful to me	4	3	2	1
C7	Career information given by my teachers is always reliable	4	3	2	1
C8	My teachers give comprehensive and proper advice on careers	4	3	2	1



## SECTION E

## SCHOOL COUNSELLING FACTORS

Please respond to the following statements on **your knowledge on career guidance and counselling factor that influence the choice of future careers**. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

**Directions:** Indicate with a circle [O] how school counselling factors influence the choice of career. Where: *SA = Strongly Agree (4)*, *A = Agree, (3)* *D = Disagree, (2)* and *SD = Strongly Disagree (1)*

Sn	Statements	SA	A	D	SD
D1	Career guidance is comprehensively offered at my school	4	3	2	1
D2	School career days influenced my career choice	4	3	2	1
D3	Career trips or field trips influenced my career choice	4	3	2	1
D4	School career guidance cleared career confusion that I had	4	3	2	1
D5	The career guidance counsellor was influential to the career I want to do	4	3	2	1
D6	The school head was influential to the career I want to do	4	3	2	1
D7	Counsellors have been the greatest influence in my career choice	4	3	2	1
D8	Former students' careers had a positive influence on my career choice	4	3	2	1
D9	School career exploration and career decision making activities broaden my career horizons	4	3	2	1

## SECTION F

## RESEARCH QUESTION FIVE: WAYS TO IMPROVE CAREER

## CHOICE

Please respond to the following statements on **ways to improve choice of future careers**. Indicate the extent to which you Strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements below

**Directions:** Indicate with a circle [O] **ways to improve choice of future careers**. Where: *SA = Strongly Agree, (4), A = Agree, (3) D = Disagree, (2) and SD = Strongly Disagree (1)*

Sn	Statements	SA	A	D	SD
E1	Counsellors should collaborate with parents for effective career counselling of students.	4	3	2	1
E2	Regular career and personality aptitude test.	4	3	2	1
E3	Effective follow-up after school.	4	3	2	1
E4	Regular career intervention programmes should be organized at school.	4	3	2	1
E5	School career days should be organized more regularly with talk on career planning and choice.	4	3	2	1
E6	Career trips or field trips should be regular	4	3	2	1
E7	Career information infused into subjects	4	3	2	1
E8	The career guidance counsellor should be well trained and resourced.	4	3	2	1
E9	Heads of institutions should resouce the school counsellors for regular career seminars.	4	3	2	1

**APPENDIX B:****RELIABILITY TEST RESULTS OF OVERALL INSTRUMENT****Case Processing Summary**

		N	%
Cases	Valid	356	100.0
	Excluded <sup>a</sup>	0	.0
	Total	356	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.807	39

**RELIABILITY TEST RESULTS OF THE INSTRUMENT****FAMILY FACTORS****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.698	09

**RELIABILITY TEST RESULTS OF THE INSTRUMENT****PEER FACTORS****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.791	09



**RELIABILITY TEST RESULTS OF THE INSTRUMENT****TEACHER FACTORS****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.813	09

**RELIABILITY TEST RESULTS OF THE INSTRUMENT  
SCHOOL COUNSELLING FACTORS**

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.682	09

**RELIABILITY TEST RESULTS OF THE INSTRUMENT****WAYS TO IMPROVE CAREER CHOICE****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.675	11

APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST  
 COLLEGE OF EDUCATION STUDIES  
 ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE  
 CAPE COAST, GHANA

Our Ref: CES/ERB/ucc/edu/UG/22/178  
 Your Ref: .....



Date: 28th December, 2022

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  
 lfordet@ucc.edu.gh  
 0244786680

The bearer, William Abonyo, Reg. No. E. N/CEP/2002 is a  
 M.Phil. / Ph.D. student in the Department of Guidance  
and Counselling in the College of Education Studies  
 University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to  
 undertake a research study on the topic:

Factors influencing career choice among  
Senior High School students in Ga  
South Municipality, Ghana.

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)

APPENDIX D

INTRODUCTORY LETTER

**UNIVERSITY OF CAPE COAST**

COLLEGE OF EDUCATION STUDIES  
FACULTY OF EDUCATIONAL FOUNDATIONS

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

Telephone: 0332091854

E-mail: [dgc@ucc.edu.gh](mailto:dgc@ucc.edu.gh)



UNIVERSITY POST OFFICE  
CAPE COAST, GHANA

Our Ref: DGC/L.2/VOL.1/202

Your Ref:

21<sup>st</sup> December, 2022

TO WHOM IT MAY CONCERN

**LETTER OF INTRODUCTION**

We introduce to you, William Alornyo a student pursuing an M.Phil programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a thesis on the topic: *"Factors influencing Career Choice Among Senior High School Students in the Ga South Municipality, Ghana"*. We are by this letter affirming that, the information he 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**