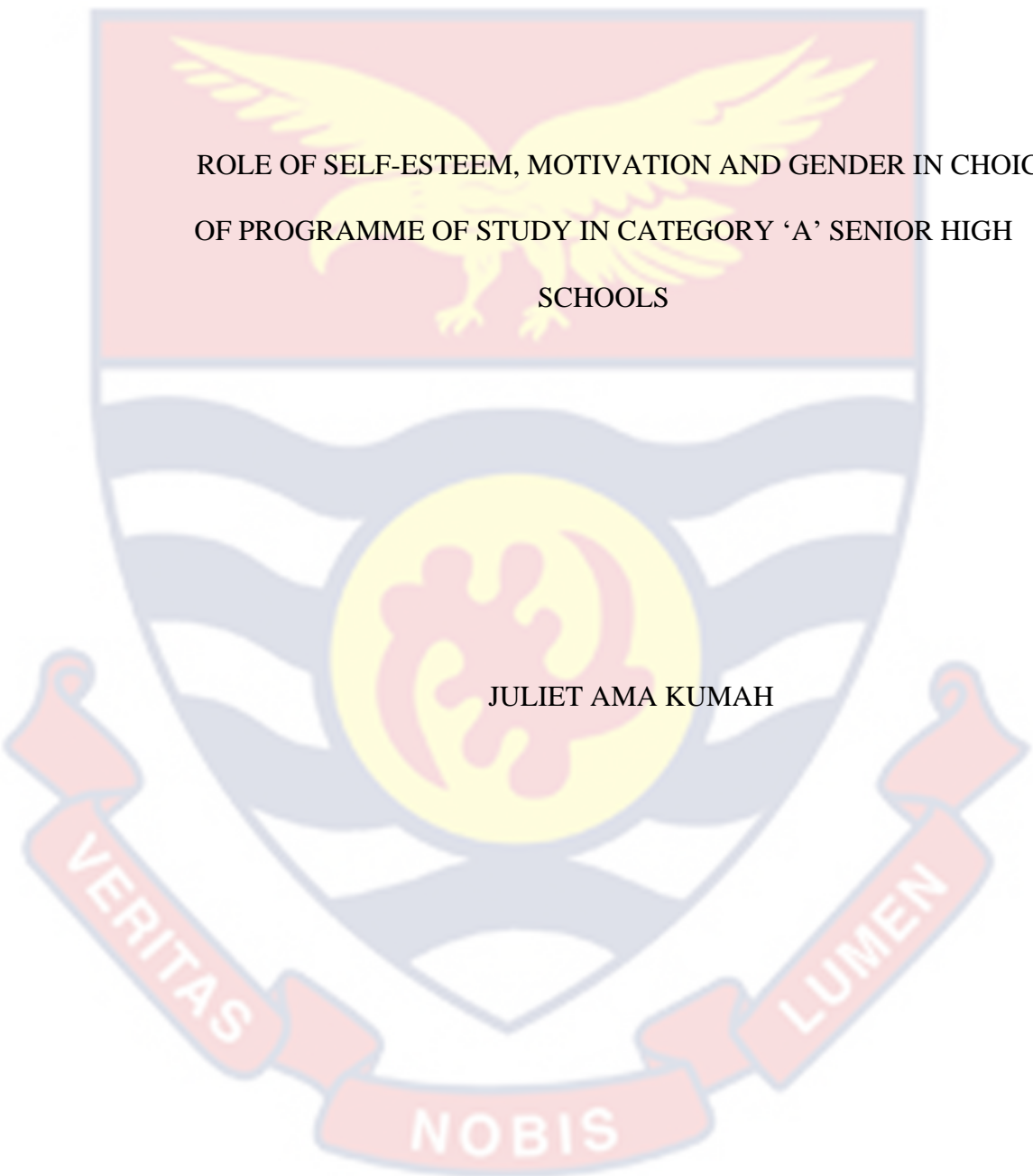


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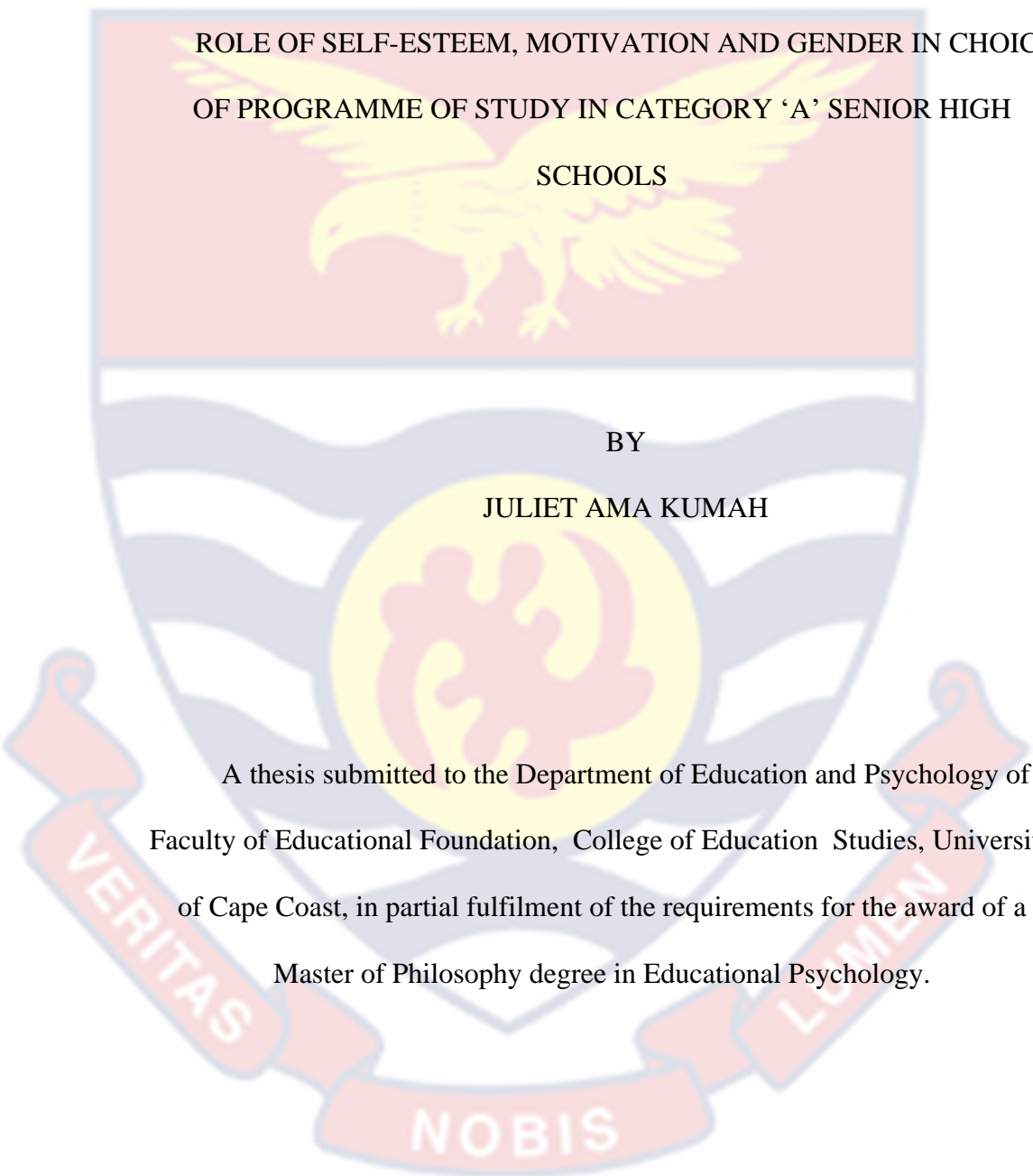


ROLE OF SELF-ESTEEM, MOTIVATION AND GENDER IN CHOICE
OF PROGRAMME OF STUDY IN CATEGORY 'A' SENIOR HIGH
SCHOOLS

JULIET AMA KUMAH

2022

UNIVERSITY OF CAPE COAST



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BY

JULIET AMA KUMAH

A thesis submitted to the Department of Education and Psychology of
Faculty of Educational Foundation, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of a
Master of Philosophy degree in Educational Psychology.

DECEMBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the outcome of my original study and that no part of it has ever been submitted for another degree at this university or anywhere else.

Candidate's Signature..... Date.....

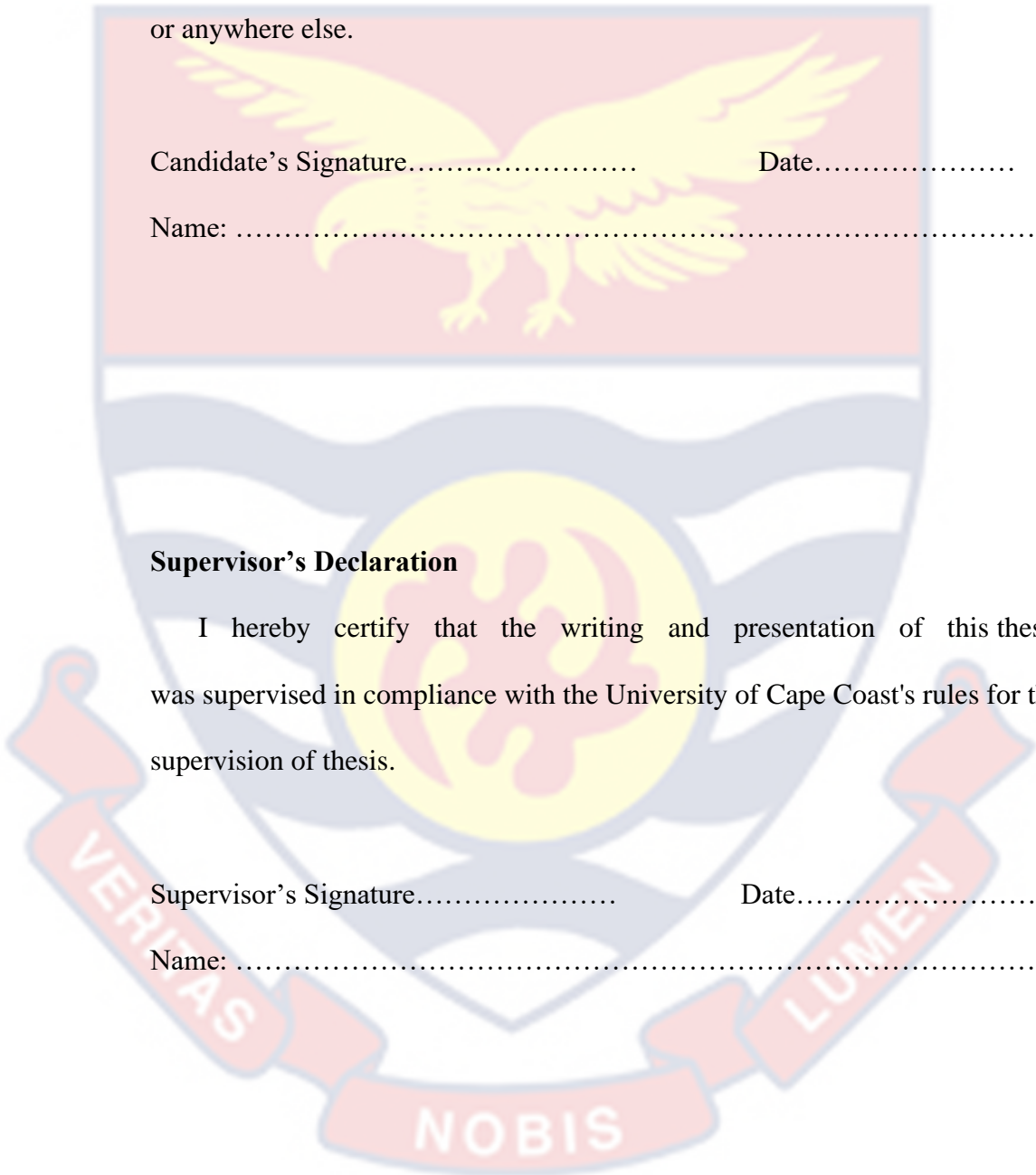
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Supervisor's Declaration

I hereby certify that the writing and presentation of this thesis was supervised in compliance with the University of Cape Coast's rules for the supervision of thesis.

Supervisor's Signature..... Date.....

Name:

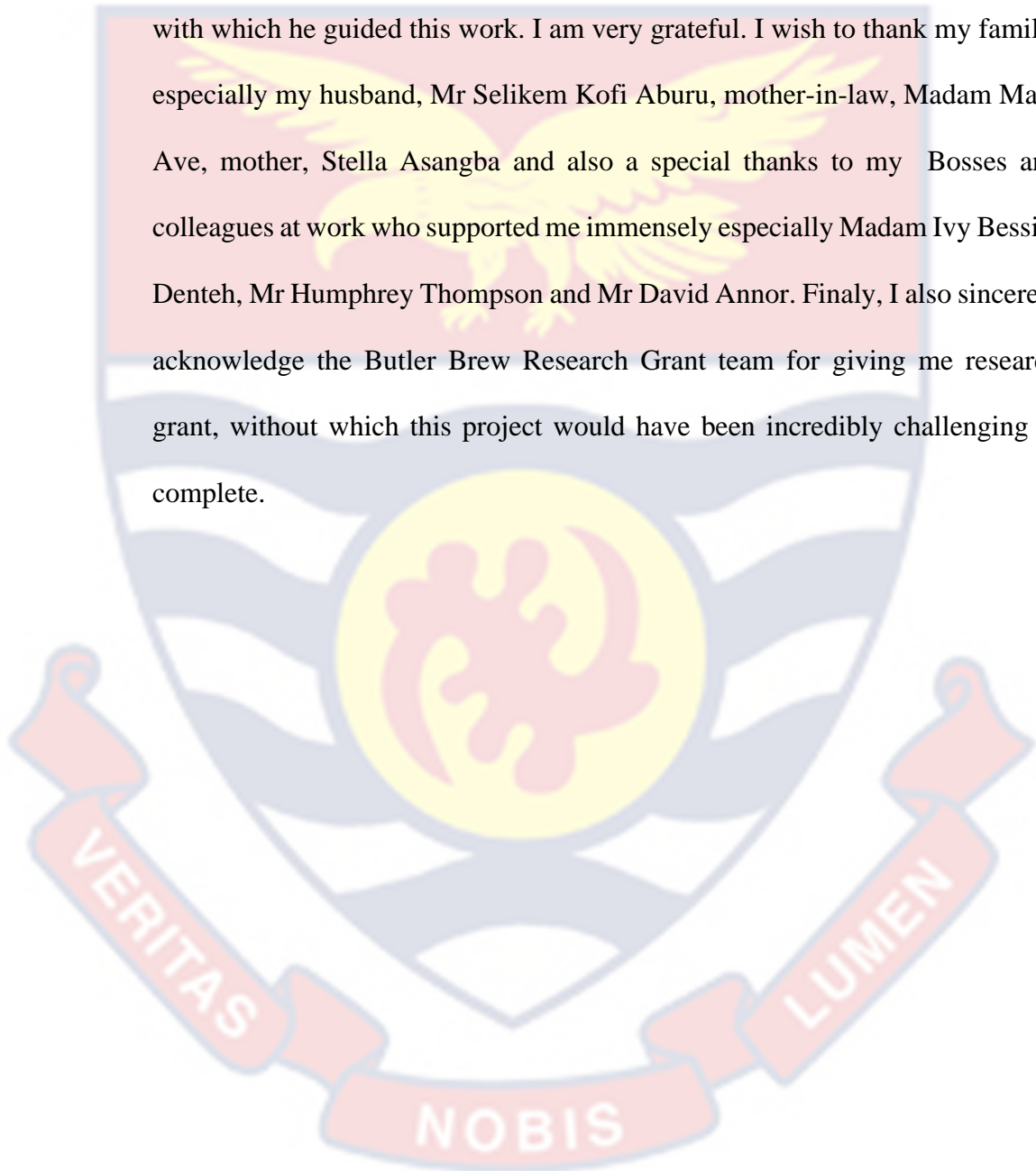


ABSTRACT

The purpose of this research was to assess the role of self-esteem, motivation and gender in the choice of a programme of study in category A Senior High School in the Volta Region of Ghana. An Ex Post Facto research design was selected for the research. A sample of 346 participants was used for the research. The researcher used purposive, simple and stratified random sampling methods in choosing the sample of participants from three category A Senior High Schools in the Volta Region. Questionnaires were used to collect data. Both descriptive and inferential analyses of the collected data were performed. The study revealed that pupils' programme choices were not significantly influenced by self-esteem. The study also showed that students' motivation in terms of extrinsic factors such as good salary, appealing working conditions, and increased social status as well as intrinsic factors like intelligence capability influenced their selection of a programme of study. The research also found that friends, teachers, and relatives had an influence on students' programme choice. Again the study found that gender did not influence the choice of a programme of study of students. However, there were fewer boys offering certain courses such as Home Economics. It was recommended that educators and managers should encourage pupils to take their self-esteem into account while selecting their programme of study.

ACKNOWLEDGEMENTS

I thank the almighty God for His grace. I also want to sincerely express my appreciation to my supervisor, Prof. Paul Dela Ahiatrogah of University of Cape Coast, for his professional guidance, advice, inspiration, and goodwill with which he guided this work. I am very grateful. I wish to thank my family, especially my husband, Mr Selikem Kofi Aburu, mother-in-law, Madam Mary Ave, mother, Stella Asangba and also a special thanks to my Bosses and colleagues at work who supported me immensely especially Madam Ivy Bessie-Denteh, Mr Humphrey Thompson and Mr David Annor. Finally, I also sincerely acknowledge the Butler Brew Research Grant team for giving me research grant, without which this project would have been incredibly challenging to complete.



DEDICATION

To my husband Mr Selikem Kofi Aburu and my mother Madam Stella

Asangba.



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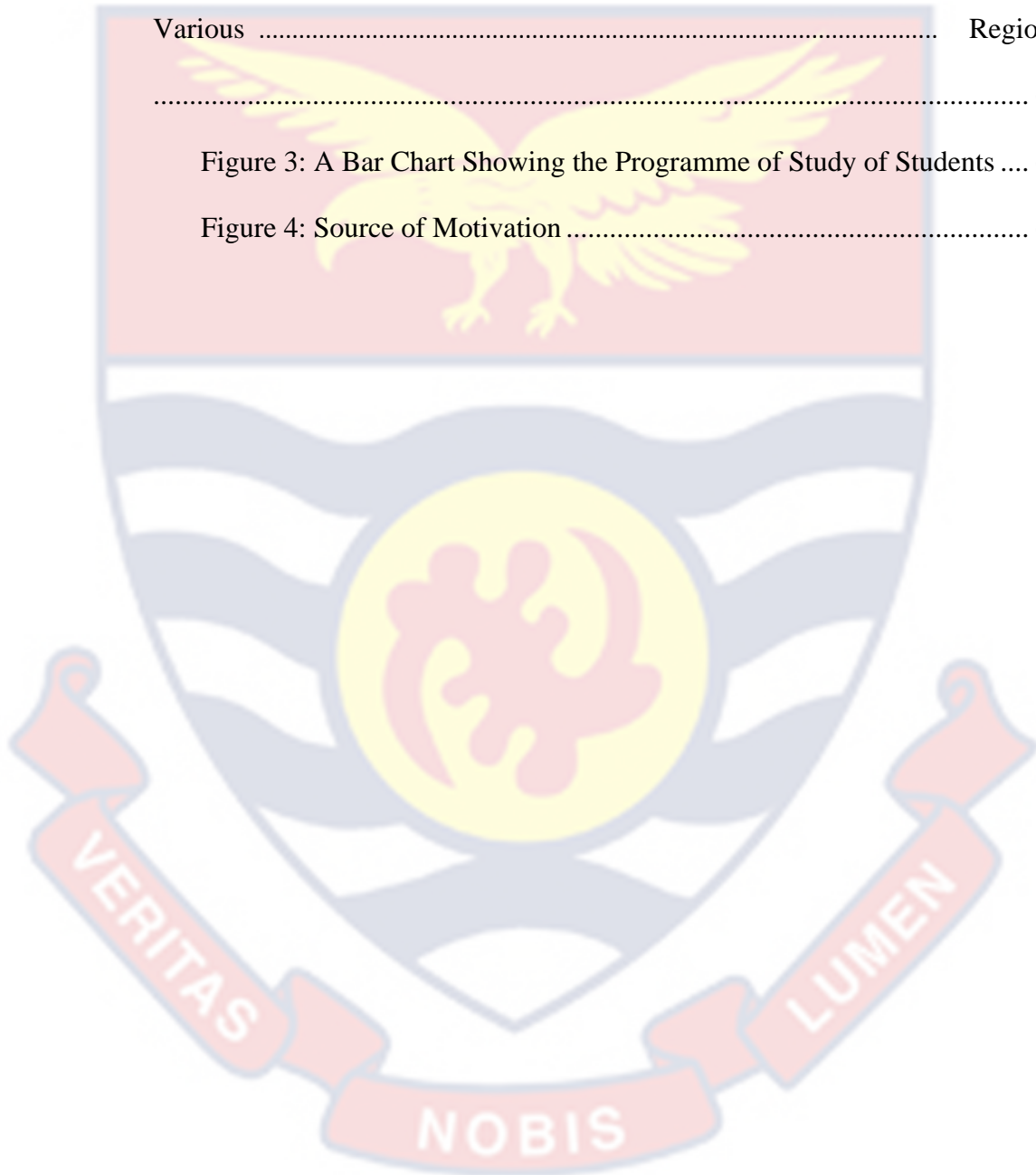
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CHAPTER ONE

INTRODUCTION

An educated population benefits society in many ways, including increasing each person's chances for success in life. Senior High School education is a crucial transitional stage that influences who continues to tertiary education and also enters the formal labour market. According to Amponsah, Milledzi, Ampofo, and Gyambrah (2018), education is the most well-known and simple means of giving future inheritance and excellent chances to a nation's future generation. A relevant decision everybody is expected to take in life is about the choice of a programme of study which will eventually lead to the career in the labour market in the future. Many factors including a person's motivation, self-esteem and sometimes gender factors influence choice of programme of study.

However, adolescents in Junior High Schools may be in a dilemma as Erikson (1956) describes this stage as the stage of role confusion versus ego identity. As a result, this research seeks to assess the role of self-esteem, motivation and gender in the choice of a programme of study in category A Senior High Schools in the Volta Region of Ghana.

Background to the study

Education is viewed as fundamental to a brighter future for all people and the choice of a programme of study is a critical step in selecting the proper professional placement for a better future. The expansion of Senior High School education access through the flagship programme of the president of Ghana, Nana Addo Dankwa Akufo-Addo's Free Senior High School Policy, implemented in September 2017 can be considered as a way of creating a

meritocratic society while a formal education is seen as a chance for working-class students to move up social class.

When a person has several possibilities from which to choose, he or she is likely to experience a dilemma of choice. This occurs when it comes to choosing academic programmes by adolescents in Junior High Schools who face the burden of deciding on programme of study in Senior High Schools.

Erikson (1956) described one of the adolescent stages as the stage of ego identity versus role confusion. Ego identity is the sense of identification that allows people to feel a sense of their identity and capabilities in terms of their careers or jobs. Most adolescents in Junior and Senior High Schools are concerned about their future because of the demands of this stage, particularly in terms of choice of an academic programme that to pursue as their profession. Majority of the adolescents experience vocational and emotional maladjustments, dissatisfaction in work, frustration, conflicts, failure in life, unable to cope and self-actualize, because of the wrong choice of programme of study (Ogunlade & Akeredolu, 2012).

An important decision each person is expected to take in life is about the choice of a programme of study which will eventually lead to a career in the future. This decision must be taken based on a person's motivation, and belief. It also depends on abilities, potentials and gender. The programme of study a person chooses in Senior High School can predict their future educational pathways and levels (Patton & Creed, 2007). The selection of a programme of study in Senior High Schools is mostly influenced by many factors including career interest, academic ability, talent, personality type, admission requirement, and choice of school among others. Avugla (2011) in his research

found that intrinsic characteristics consistently predicted profession choice, indicating that external and personal elements are not reliable predictors when their impacts are taken into account. This implies that inherent features such as self-esteem and personal motivation can affect the choice of programme of study by a student when extrinsic factors such as teacher, parent, peers and type of school are controlled. Also, a study by Park, Kim, Kwon, and Lee (2018) on the connections between job decision, future time perspective, pleasant impact, and social support revealed that self-esteem was related positively to job selection.

According to Domenico and Jones (2007), gender, socioeconomic position, and family support, might influence adolescents' choice of a programme of study. This is because some adolescent girls, based on their self-concept and self-esteem may prefer to choose presumably 'easy' programmes such as General Arts and Home Economics programmes. While some with high self-esteem may try to venture into the supposedly male-dominant areas such as the Sciences and the Technical programmes.

Education in Senior High Schools is essential for promoting gender parity on several levels. It is the revolving time for the majority of young people into adulthood and the workplace, and it has a significant impact on the results of their financial situation. Additionally, it serves as a gateway to higher education. Hout and DiPrete (2006), who studied social mobility in Africa, sum up secondary schools best by stating that the majority of the very few students who enrol there in the first place view them as their final educational destination.

Senior High Schools, which are often the greatest choosing level in the educational architecture of most African countries, govern entry to colleges and universities as well. As a result, they are important places of articulation between primary and tertiary levels. Gender equity in secondary enrolment has been an illusion since the post-colonial era and continues to be so under nationalist governments. This gender gap is made worse by the options available in the programmes of study. In Ghana, the introduction of foreign-style of education and even our local style of learning enforced a gender disparity in the courses/programmes offered. Although this has been corrected in name only, boys score better in disciplines traditionally dominated by men while girls continue to choose so-called feminine programmes. The different study topics have an impact on programme choices and the associated professions' prestige (Grier & Johnston, 2009).

According to a study by Kyari and Bakari (2020), there is higher self-esteem and vocational interest among male students than their female counterparts. They indicated that nowadays, male students in Maiduguri Metropolis tend towards jobs outdoor (Police/Military), Mechanical, computational, commercial, scientific, social services, literary and persuasive because of their self-esteem more than female students.

However, most students, at the Junior High School level choose programmes of study just because they want to get access to a particular Senior High School with the mindset that when they get access to the school of their dream, they can change their desired programme of study without considering their intrinsic elements such as self-esteem, motivation and gender. This situation leads to frustration and eventually low academic performance of

students when they are unable to make the desired changes after getting their desired choice of school. For instance, Saani and Amonoo (2021) in their study of the predictors of school choice, found out that parents' preferences for specific Senior High Schools are strongly and favourably influenced by factors like the school's reputation and brand, peer influence, and social network as well as the parents' preference for schools with outstanding academic records, excellent instruction, and progressive school values.

Parents and teachers, therefore, seem to influence their Junior High School students to just choose any programme of study in Senior High Schools without considering the child's self-esteem, interest and even gender. Hence, the researcher investigates if self-esteem, motivation and gender play a role in the choice of the programme of study in category A Second Cycle Schools in the Volta Region of Ghana.

Statement of the Problem

In deciding on the chosen programme of study, Students may have uncertainties, anxieties, and worries. Fry, Stoner, and Hattwick (1998) opined that thinking about a career in Junior High School is never too early. Some students might be very certain of their professional goals which will determine their selection of a course of study while many of them do not know which profession is best for them.

Due to this, to be able to make the best decisions, pupils may require support regarding their programme of study in Senior High Schools. But sometimes, these students are misled by their parents, teachers and peers to choose programmes in schools that they can easily get access to or based on the

prestige associated with a particular school and not based on their abilities or interests.

In some Second Cycle schools in the Volta Region, for instance, at the beginning of the 2020/2021 academic year, first years in OLA Senior High School were eager to alter their course of study immediately after admission into the School. This may suggest that the student did not choose their programmes based on the confidence they have in themselves or their self-esteem and intrinsic motivation. These students, who believe they made incorrect academic choices may suffer academically, and some of them may end up failing their final examinations if they are not guided to make the right choices.

Several studies had been done for instance Okyere (2021), Avugla (2011) and Saani and Amonoo (2021) on the issues influencing job and programme selection and they discovered that the majority of pupils lacked knowledge about their professional goals, skills, and aptitudes. Despite this, it appears much work has not been done empirically on the influence of self – esteem, motivation and gender on the choice of programme of study in category A Senior High Schools in the Volta Region of Ghana and also most of the studies were conducted in basic schools and tertiary schools and also in countries where their educational systems may be different from that of Ghana. As a result, this research aimed to assess the role of self –esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools in the Volta Region of Ghana.

Purpose of the Study

The objective of this research was to assess the role of self-esteem, motivation and gender factors in the choice of a programme of study in category A Senior High Schools in the Volta Region of Ghana. Precisely, the research intended to;

1. Identify the role of self-esteem in the choice of a programme of study in category A Senior High Schools.
2. Investigate the role of motivation in the choice of programmes of study in category A Senior High School.
3. Access the level to which gender influence the choice of the programmes of study in category A Senior High Schools.

Research Questions

The study was guided by the following research questions;

1. What is the level of self-esteem in the choice of programmes of study in category A Senior High Schools?
2. What is the level of motivation in the choice of programmes of study in category A Senior High Schools?
3. To what extent does gender influence the choice of programmes of study in category A Senior High Schools?

Research Hypotheses

In this research, the hypotheses below were tested;

1. H₀₁: There is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.

- H₁1: There is a statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.
2. H₀2: There is no statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.
- H₁2: There is a statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.
3. H₀3: There is no statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.
- H₁3: There is a statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.
4. H₀4: There is no statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.
- H₁4: There is a statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.

Significance of the Study

This research result, which are applicable nationally and internationally, will be helpful to policymakers, educators, career-shapers, students, parents, communities, and organizations. First, to ensure that students have a smooth

transition into adulthood and achieve success in life, legislators may accept proposals emerging from this research to incorporate knowledge on programme selection into the forefront of educational policies.

Second, it is expected that the results would contribute to professional and scientific knowledge of Junior High school pupils' programme choice objectives. This knowledge will be very beneficial to educators, school counsellors, policymakers, parents, and the general public. Pupils would benefit because they would receive guidance in selecting programmes that matched their interests and skills. Additionally, all parties and personalities involved may be urged to provide workable solutions to these issues. Finally, this work might provide a good platform for subsequent studies.

Delimitations

The research is restricted to some designated Second Cycle Schools in the Volta Region of Ghana specifically, the two category A Second Cycle schools in the Ho Municipality and one from the Kpando Municipality were used for the study. The three schools which were OLA Senior High School, Mawuli Senior High School and Bishop Herman College were purposely chosen because they are presumably the category A Senior Schools in the Volta Region of Ghana which students and parents would like their wards to attend because of the prestige attached to such schools. First-year students in these schools were the respondents.

This study did not include the category B and C schools in the municipalities because most students are not enthused about such schools. Also, private schools in the municipality were not included because their system of management is different from public schools. This study was also delimited

to the role of self-esteem, motivation and gender on the choice of programmes of study in category A Senior High Schools in the Volta Region of Ghana.

Limitations

Based on the research, some students might feel that this questionnaire is asking too much of them and may be reluctant to confess their academic struggles, which could result in false results. Additionally, a few of the questionnaire's ambiguous nature could cause respondents to give socially driven responses. This tends to affect how they respond. This study is also limited to first-year students in category A Senior High Schools in the Volta Region of Ghana. This implies that the generalizations and conclusions may not be extended to the whole country.

Definition of Terms

These terminologies mentioned in this research are explained as follows for the sake of clarity:

Self-esteem: This is the assessment that an individual makes and regularly upholds towards himself or herself. It also refers to the individual's interest and abilities. Other names for it are self-worth and self-image.

Motivation: An intrinsic or extrinsic drive to select a specific programme of study. It can also be viewed as a justification or reason for doing or behaving in a certain way.

Programme of study: This refers to the various programmes available in secondary schools in Ghana to be offered. Among them are Science, Visual Arts, General Arts Business and Home Economics.

Gender factors: It refers to the characteristics of girls and boys that are socially constructed. This include norms, roles and behaviours.

Category A Senior High School: This is mentioned in the present research to refer to top performing Senior High schools that students are always eager to choose and attend because of their excellent academic performance and educational facilities. The Ghana Education Service classifies Senior High schools A, B and C depending on their academic performance and facilities.

Organization of the Study

This study is divided into five chapters. Introduction, study background, statement of the problem, the purpose of the study, hypotheses, research questions, significance of the study, limitations, delimitations, and word definitions are all included in the first chapter.

Examining significant literature concerning the study is covered in the second chapter. Theoretical underpinnings, a conceptual analysis, and an empirical analysis are all discussed.

The third chapter provides an overview of the study's methodology, made up of the population, sampling strategy, data collection tool, gathering of data and analysis techniques. The research's findings and analysis are provided in Chapter four, and its summary, conclusions, suggestions for improvement, and calls for further studies are listed in Chapter five.

CHAPTER TWO

LITERATURE REVIEW

This study's objective is to find out the role of self-esteem, motivation, and gender in the choice of programmes of study in the category A Senior High School in the Volta region of Ghana. This chapter covers the following areas under various sub-headings based on the variables of interest in this research:

- Theoretical review
- Conceptual review
- Empirical review

Theoretical Framework of the Study

This segment looked at the theories used in this research. Theories such as Erikson's Psychosocial theory, McClelland's Motivational Theory, Developmental theory by Ginzberg, Donald Super's Developmental/Self-concept Theory and John Holland's Career Choice Typology were looked at.

Erik Erikson's Theory of Psychosocial Development

Erikson's Psychosocial theory, stated that the personality of an individual develops from birth to adulthood through eight stages of psychosocial growth in a set manner. During each stage, the individual encounters a psychological crisis that is possible to have an effect on how their personality forms. Erikson, as cited in McLeod (2013) argued that these crises are psychosocial since they involve individual psychological demands (psycho) that conflict with societal needs (social).

The Psychosocial development theory asserts that, a healthy personality and the achievement of essential beliefs is followed by the effective completion of each stage. To get over later challenges, the ego might rely on core qualities

as defining traits. A more disordered personality and sense of self may result from failing to finish a stage because doing so may reduce one's ability to complete subsequent stages. However, these stages can be successfully resolved in the future (Gross, 2020; Syed & McLean, 2017). Below are the eight stages of psychosocial development of Erikson's theory:

Table 1: Showing the eight stages of psychosocial development of Erikson's theory.

Stage	Psychosocial Crisis	Basic Virtue	Age
1.	Trust vs. Mistrust	Hope	0 - 1½
2.	Autonomy vs. Shame	Will	1½ - 3
3.	Initiative vs. Guilt	Purpose	3 - 5
4.	Industry vs. Inferiority	Competency	5 - 12
5.	Identity vs. Role Confusion	Fidelity	12 - 18
6.	Intimacy vs. Isolation	Love	18 - 40
7.	Generativity vs. Stagnation	Care	40 - 65
8.	Ego Integrity vs. Despair	Wisdom	65+

For this study, the concentration will only be on the fifth stage which is Identity versus Role Confusion. According to Erik Erikson's psychosocial developmental theory, this phase lasts from twelve to eighteen years of age during adolescence. Teenagers experience intensive struggle of self-identity during which they search for a sense of self and a sense of who they are as an individual. Making the transition from childhood to adulthood is crucial for teenagers. Adolescents become more self-reliant and begin to consider plans for their professions, relationships, families, and homes, among other things.

People desire to fit in and become a part of society (Gross, 2020; Syed & McLean, 2017).

The child must learn the roles they will play as adults at this crucial stage of development. The adolescents will consider their identification at this time and make an effort to find their specific uniqueness. Erikson asserts that both a sexual identity and a professional identity exist at work. According to Erikson, the young child may initially feel anxious about their physical appearance until they adjust and "grow into" the changes. Success at this step will lead to the quality of fidelity. Loyalty is the capacity to devote oneself to others while embracing others, notwithstanding potential ideological differences (Gross, 2020; Syed & McLean, 2017).

At this stage, they are exploring choices and based on the outcomes of their explorations, they are beginning to form their own identities. Role confusion may result from a failure to create social identities. ("I don't know what I want to be when I grow up"). Role confusion occurs when a person is uncertain of who they are or where they fit in society (Gross, 2020; Syed & McLean, 2017).

Adolescents may start experimenting with other lifestyles due to confusion about their function or an identity crisis (work, education or political activities). Pushing someone into an identity might lead to rebellion in the form of the individual taking on a negative identity in addition to this awful sentiment (Gross, 2020; Syed & McLean, 2017).

Relevance of theory to the study

This theory by Erik Erikson on psychosocial development explains the confusion that adolescents go through as he describes the stage as the stage of Identity vs. Role Confusion. He also emphasised that at this stage, the

adolescent may start to experiment with diverse ways of life such as work, schooling or political accomplishments. However, this is the stage where these Junior High School students find themselves, deciding on which programme may be suitable for them and may lead to a successful life in future. This theory was well-thought-out and appropriate in this research since the research seeks to identify the role of self-esteem and motivation in the choice of programmes of study in Senior High Schools. A person's decision to choose a particular programme may depend on how best he or she knows him or herself in terms of their abilities, interests, capabilities and potentials and this is explained in Erikson's theory. Therefore, this theory has a bearing on this study.

McClelland's Motivation Theory

Abraham Maslow's work was expanded upon by McClelland in his 1961 book, "The Achieving Society." He cited the three universal motivators being the need for power, the need for connection, and the drive for achievement. People will have particular characteristics depending on their primary motivator.

McClelland asserts that these drives can be learnt (because of this, the above theory is also known as the Learned Needs Theory). Irrespective of our gender, beliefs, or how old a person is, according to McClelland, everyone of us possesses three motivating forces, one of which will eventually become our primary motivator. This primary driver has been greatly influenced by our society and life experiences (Khurana & Joshi, 2017).

These qualities are presented in Table 2.

Table 2: Shows McClelland's 3 motivational factors

Dominant	Characteristics of This Person
Motivator	
Achievement	<ul style="list-style-type: none"> • Has a strong desire to establish and achieve difficult goals. • Takes calculated risks to attain their objectives. • Enjoys receiving regular feedback on their progress and triumphs. • Frequently prefers to work alone.
Affiliation	<ul style="list-style-type: none"> • Desires to fit in with the group. • Wants to fit in, hence tends to follow the group's lead when making decisions. • Favours cooperation over rivalry. • Dislikes ambiguity or excessive risk.
Power	<ul style="list-style-type: none"> • Wants to influence and dominate others. • Enjoys winning discussions. • Takes winning and competition to heart. • Appreciates prestige and acclaim.

Source: (Khurana & Joshi, 2017)

Relevance of this theory to the study

McClelland's Motivation theory was considered relevant in this research since the research aims to identify the role of motivation in the choice of programmes of study in Second Cycle Schools and therefore it seeks to discover

whether the personal motivation of students was considered before any choice was made about their programmes or course of study. The dominant motivator of individuals: achievement, affiliation and power may determine the choice of programme or course of study. For instance, an individual motivated by achievement may prefer to choose courses that are challenging and will allow him/her to work alone while individuals motivated by affiliation may choose courses that can give them all the attention and favour (Hoffarth, 2020). In this sense, McClelland's Motivation Theory has a bearing on this study.

Developmental Theory by Ginzberg

According to Ginzberg's developmental theory, young people and teenagers go through three vocational selection phases; fantasy, tentative and realistic (Schvaneveldt & Adams, 1983).

Fantasy stage:

At the fantasy stage when children are asked what they want to be in future, they may respond that they want to be a doctor or an accountant when they grow up, but few would indicate that they want to be a teacher. Ginzberg contends that up until the age of 11, children's profession choices are still in the fantasy stage. The child does a playful imitation and often evolves from playful reproduction (Schvaneveldt & Adams, 1983).

Tentative

Adolescents are in their early career development stages from 11 to 17 years old and engage in trial and experimentation and are characterized by uncertainty about their future careers. Children begin to become aware of their surroundings, which aids in the development of their skills, talents, and

capabilities. They can also be recognized for their ideals and interests (Schvaneveldt & Adams, 1983).

Realistic stage:

The actual career begins to appear apparently. They initially begin to perceive various employment alternatives. Second, they create backup plans in case the main ones don't work (Schvaneveldt & Adams, 1983).

Relevance of theory to the study

Ginzberg's developmental theory was deemed appropriate to this research since the study seeks to identify the role of self-esteem, motivation and gender in the choice of programmes of study in category A Senior High Schools. Ginzberg's developmental theory explains the stages that young people and teenagers encounter in making their job and programme choice. At the fantasy stage, children may like to become medical doctors, accountants and pilots because they are enticed by those professions and therefore may decide to choose programmes in those directions such as general science or business courses. At the tentative stage, adolescents may engage in trial and experimentation and are characterized by uncertainty about their future careers. Children begin to become aware of their surroundings, which aids in the development of their skills, talents, and capabilities. They can also be recognized by their interests and ideals. Therefore the adolescent at this stage may consider certain issues such as self-esteem, motivation and even gender in choosing programmes or courses of study (Trice & Greer, 2016).

Finally, reality dawns on them when they eventually get to their various senior high schools and start the actual programme of choice. They first start to notice different options. Second, they develop backup strategies in case the original one fails. Hence, Ginzberg's developmental theory has a bearing on this study.

Donald Super's Developmental or Self-Concept Theory

The theory of Career Preference and choice proposed by Super is a development theory. According to Butler (2012), Super proposed that professional growth happens in stages and is a continual process. Donald Super put forth a few stages of personal development. Here is a discussion of these phases:

Growth (Birth to mid-teens) – At this point, people must finish the primary developmental tasks of developing a self-concept and shifting their focus from having fun to work. There are three tiers below this one. As follows:

Sub stages

- i. Fantasy (4–10 years old) – At this age, necessities take precedence over fantasies centred on jobs, paying little attention to reality.
- ii. Interest (11–12 years old): Recognizes preferences as a basis for making decisions about one's career.
- iii. Capacity (13–14 years old): At this age, greater practicality is included, making it easier to connect a person's abilities to real-world job needs.

Exploration (Mid-teens through early '20s) – This level involves developing a realistic self-view and putting one's chosen career into practice. Three additional stages are below this one. As follows:

Sub Stages

- i. Tentative (15–17 years old) - Individuals can now discriminate between different employment fields and levels. The possibilities based on "demands, interests, and talents" are tested at this stage in "fantasy, academics, part-time jobs, volunteering, and observation."
- ii. Crystallization of Preference (18-21 years old) – At this time, a generic similarity has evolved into a particular preference. Reality sets in once a person enters the workforce after finishing their education. Selecting the most important or area of study in higher education is clear at this time.
- iii. Specifying a Vocational Preference (early 20's) – There is currently a great deal of test and minimal dedication and participation. Most persons test out their initial career as their life's work, but the option is only temporary; if it is not suitable, the process of specifying and crystallizing could be repeated by the individual.

Establishment (the mid-20s through mid-40s) – The ability to carve out a place for oneself in a selected field and advance in it is the main prerequisite throughout this stage.

Sub Stages

- i. Trial and Stabilization (25-30 years old) - Individuals go through a process of settling down in a chosen profession option throughout this time, and if the career decision is not good, they may change it.
- ii. Advancement (30-40 years old) – The determinations of individuals are concentrated on maintaining their positions, advancing in seniority, developing their abilities, exhibiting remarkable performance, and resuming building activities.

Maintenance (40's through early 60's) – The person obtains and improves the non-occupational roles that they have always desired to play throughout this stage. Although some new ground is broken, the person's daily tasks stay the same.

Disengagement or Decline (Late 60's through retirement) – This is the final phase before retiring, during which there is an increasing disdain and alienation from the working environment. In late adulthood, it happens.

Relevance of theory to the study

According to Super's idea, an individual's self-concept is important, and putting their interests, values, and skills to use in a particular job description is essential for both professional development and fulfilment. Pupils' selection of programmes is influenced by their perception of themselves. According to Super, adolescence is the time when people develop their initial self-concept for their careers. People choose courses that are in line with their self-perception and that are a reflection of their abilities, values, and interests. Self-perception differs as a person matures and picks up new skills, and adjusts as they enter maturity.

Donald Super's theory is pertinent to this research since it will highlight the several phases that decision-making regarding programme selection goes through. The school psychologist can help pupils elucidate their self-concept because every endeavor that increases self-awareness will increase their capacity to choose a programme. Then, people can get help making the connection between their self-awareness and occupational knowledge (Ayriza, Triyanto, Setiawati, & Gunawan, 2020).

Holland Theory of Vocational Types

In the typology, Costa, McCrae, and Holland (1984) opined that a person's choice of academic major reflects their entire personality and that people like to hunt for workplaces that complement their personality types.

Thus, the compatibility amid a person's work environment and behaviour type determines the level of fulfilment derived from a chosen employment.

Holland (1959) founded his theory on four assumptions. These are;

- 1) Based on their interests, preferences, and skills, individuals can be divided into six diverse personality types. These are: “realistic, analytical, artistic, sociable, enterprising, and conventional”.
- 2) The same six groupings may be used to categorize every workplace, with personalities that get along best dominating.
- 3) People strive for a location of employment that allows them to completely engage in the company while also expressing their personality type and exercising their interests, skills, attitudes, and beliefs.
- 4) A person's work behaviour and degree of satisfaction are determined by how his or her personality interacts with the characteristics of his or her workplace.

According to John Holland's Theory of Careers, job contentment and success are at their peak when personality types are matched with complementary work atmospheres. To make wise career selections, he emphasized the importance of having a deep understanding of oneself as well as of professional requirements (Floricia, Luminita, & Filotia, 2021). Holland listed six different career kinds

and the characteristics that went with each one. These characteristics are realistic, investigative, artistic, social, enterprising and conventional.

Holland (1959) explained the term realistic to represent people who belong to vocations or works that engages their “hands”, “machines”, and “tools”, and are energetic, hands-on, as well as daring. High-degree realistic trait possessors tend to be stable and practical. However, people with low realistic traits are typically stable and sensitive. Realistic people are more suited for courses like technical, visual arts, and vocational skills while choosing a path of study.

On the term investigative, Holland (1959) referred to people who work in the investigative field as intellectuals who do analytical thinking, investigate ideas and knowledge, and are not social. People with high investigative tendencies are learned, intelligent, and serious, whereas those with low investigative traits could be strong, determined, or risk-taking. Persons that like to do research fit better in with a scientific, computer, and agriculture-related courses or programmes.

Holland (1959) used the term artistic to represent people who work in the arts and tend to be literary, musical, passionate, imaginative, open, and involved in artistic endeavours. People with high artistic traits are expressive, imaginative, and unplanned, whereas those with low artistic traits are well-organized, traditional and sociable. Artists, musicians, poets, interior designers, and authors tend to be creative people. They could select programmes in the visual and performing arts.

Holland (1959) explained that people who work in the social sector of the workforce learn how to enlighten, train, assist, support, and prevent using

technical skills. Additionally, they are more relationally engaged and sensitive. People that score highly on this feature tend to be cooperative, humane and friendly. On the other side, those with low social traits are typically powerful, aspiring, and innovative. They can select basic science and arts courses because social work, counselling, and security officers are among their most prevalent jobs.

Holland (1959) also described entrepreneurial people as people who are articulate, persuasive, direct, dominant, and more focused on taking on leadership roles. Ambitious, adventurous, and energetic people tend to have high levels of entrepreneurial qualities, whereas intelligent, creative, and feminine people tend to have low levels of enterprising traits (Forrester, 2012). Lawyers, business executives, politicians, and media producers are common professions in this field; as such, they may select courses in business and the arts.

On the term conventional, Holland (1959) explained that the traditional person values respect, authority, and position and is more focused on standards and processes. They provide direct structure or order and have strong self-control. The person is capable of being organized and on time. Being steady, effective, dependable, and regulated are some features of persons with high traditional traits. On the other side, smart, adventurous, and creative attributes are low conventional features. The list of specific jobs includes cashiers, data entry workers, clerk typists, and bank tellers. As a result, individuals could prefer to select business-related courses. Holland's theory has been the subject of numerous studies. One of the major concerns has been congruency, which is defined as the degree to which a person's characteristics complement

environmental requirements in particular professions (Miller, 2005). According to a study conducted by Swanson and Gore (2000) to test the congruency theory, compatibility of tastes and occupation aspects of people is positively linked with occupational gratification. When evaluating congruency with the Vocational Preference Inventory, the study discovered significant positive associations between congruency and choice of programme or course of study stability.

Relevance of theory to the study

People will select programmes or courses of study that are compatible with their characteristics, according to Holland's idea. Making these decisions, however, may be difficult because of absence of self-awareness and career information. As a result, people may select programmes or courses that are not within their main personality domains, which will have terrible effects on their academic performance and personality/occupational performance.

Holland's theory, which emphasizes selecting a programme or course of study based on personality types, is pertinent in the context of this study. It was therefore unclear if second-cycle students in SHS in the Volta Region took their personality types into account while selecting their course of study.

Conceptual Framework

The following concepts formed the basis of the study. They are:

- a. Decision on programmes of study
- b. Motivation,
- c. Self-esteem and
- d. Gender Factors

Decision on programme of study

A programme or course of study is a prolonged term of structured learning that frequently results in a qualification. For Senior High School students, selecting a programme or course of study is always a personal decision. Each student and parent must choose the Senior High School course that their child will take. Home Economics, Business, General Science, and General Arts are among the general courses available in Senior High Schools (Ampofo, 2020). A pupil in the Junior High School may be compelled by numerous factors to select a particular programme of study in the Senior High Schools. Some of these factors may include the ability to get access to a particular school, the prestige and popularity of the second cycle school, for instance a student who intended to pursue Science in the Senior High School may choose a programme such as Home Economics or Visual Arts which is presumed to be selected by fewer pupils and hence easy access to a preferred school (Amponsah et al., 2018).

Making decisions may be defined as "an act of choosing by which somebody chooses a specific course of action from among available alternatives to achieve a desired aim or as a remedy to a particular problem." (Bama & Borokonda, 2019). Therefore, making a decision involves weighing your possibilities and selecting one from them. According to Korir and Wafula (2012), choosing a programme or course of study "is a continuous, ongoing process, even while some choices are required now and can only be changed later at a great emotional, time, or financial cost to the decider" (p. 13).

Among pupils in Junior High Schools, making decisions regarding their programme of study at the Second Cycle School is very important. This is

because there are several options and alternatives available to students in terms of courses and/or programmes. "Too many of us have been taught to conceal our desires and focus instead on fulfilling the expectations of others. Adolescents who conceal their desires end up spending the majority of their time marching to the beat of other people (Weiler & Atherton, 1977). Most students in Junior High Schools are in a state of dilemma and may be influenced by their mothers, father, colleagues and teachers to choose courses not based on their self-esteem, motivation or gender. Making decisions is consequently essential if students are to be placed in the appropriate programmes. Attention is given to many levels of professional choices, among which were "educational consciousness, career exploration, career planning, career awareness, and self-awareness " while choosing the correct programme or course of study (Gibson, Thompson, Leonardos, Dickin, & Mitchell, 1995).

It's indeed crucial for pupils to recognize their individuality in terms of their abilities once they are dealing with self-awareness. Individuals are more supposed to be capable to select an accurate choice of programmes when they are aware of their aptitudes, interests, values, character traits, and capabilities (Puplampu, 2004). In this regard, teachers must assist pupils in developing self-awareness.

Students are supposed to be mindful of the importance of education in terms of the various subject opportunities that make up the exact programme or course. For instance, the student should be aware that General Science courses are made up of Biology, Chemistry, and Physics among others. This awareness is important in making an appropriate choice of programme or course. Students also need to have awareness of what career their various programmes or course

of study can lead them to in the employment environment, where students can be taught about the nature of the working world and how to achieve specific career goals (Gibson et al., 1995). Students must also be supported in their exploration of the various programmes or courses of study available in Senior High Schools. Students may receive guidance in this regard when they ask and explore which programme or course of study may be most suited for them.

The programme's planning is the main focus of the last level, which encourages students to take control of their lives and actively participate in their futures (Gibson et al., 1995). Students at this level narrow down their options and closely evaluate each one to make sure they are selecting the best option. The impact of the environment is crucial as pupils progress through various levels. This is because the alternatives that students explore for themselves may be influenced by parents, friends, instructors, and the media. Therefore, students need to consider their motivation, self-esteem and gender in making a decision about the programme or course of study.

Motivation

The process that initiates, controls, and maintains goal-oriented behavior is referred to as Motivation. Whether it's a glass of water to satisfy your thirst or a book to educate yourself, it is what drives you to take action (Yagcioglu, 2017). The motivation we have influences our success and accomplishment in life. All human endeavors have it at their core in some way or another. A key concept in educational and psychological research, motivation is now a key component of many learning and human development theories (Borah, 2021).

All of the physical, mental, emotional, and social factors that cause behaviour are included in motivation. The word "motivation" is frequently used

to explain the reasons behind someone's behaviour in everyday speech. It is the driving force behind people's behaviour. In addition to the elements that activate behaviours, motivation also comprises the components that initiate and sustain these goal-directed acts (even if these intentions are rarely clearly visible). As a result, we often need to deduce clarifications for human behaviour from behaviours that can be seen (Dezfouli & Balleine, 2013).

Numerous concepts of motivation have been put forth by psychologists, such as the drive theory, instinct theory, and humanism theory (McClelland's Motivational theory) to explain what exactly is driving our actions and what causes them. The truth is that a variety of different circumstances affect how we feel about things (Arkhipova, Belova, Gavrikova, Nikolskaya, & Pleskanyuk, 2019).

Different motivational philosophies are frequently divided into intrinsic and extrinsic categories. Extrinsic motivations are those that originate from sources other than the person, and they typically involve rewards like medals, money, acclaim, or social acknowledgement. Motivations that originate internally are referred to as intrinsic motivations such as choosing a programme or course of study purely for personal interest or gratification (Hubley, 2020).

Also according to McClelland's motivational theory, the dominant motivators of individuals which are achievement, affiliation and power may determine the choice of programme or course of study. For instance, an individual motivated by achievement may prefer to choose courses that are challenging and will allow him/her to work alone whiles individuals motivated by affiliation may choose courses that can give them all the attention and favour (Hubley, 2020).

The concept self-esteem

Self-esteem is a general evaluation of one's value or worth, whether positive or negative. People strive for high self-esteem since it shows positive self-perception rather than egotism.

It's common to overstate the importance of self-esteem to the point that it's assumed that low self-esteem is the basis of all evil and high self-esteem is the foundation of all kindness (Manning, Bear, & Minke, 2006).

Self-concept, which Rosenberg (1965) describes as "the sum of the individual's opinions and feelings about himself as an object," is merely one aspect of self-esteem. Along with self-esteem, other crucial components of the self-concept are self-efficacy or mastery and self-identities. The decisions you make are influenced by how you view yourself. While their self-image is still forming, adolescents must decide which course of study will shape their future.

When compared to a lifetime of self-evaluative experiences, experimentally manipulated success or failure is unlikely to have any discernible impact, according to Blascovich and Tomaka as cited in (Stone, 2015). It is likewise ridiculous to imagine that self-esteem can be "taught," as it is instead created as a result of people's experiences in life.

It is, therefore, important for adolescents in Junior High School to develop good self-esteem and self-concept to make a good decision regarding the programme of study in Senior High School.

The Concept Gender Factors

Gender refers to the distinctions between males and females that are socially built whereas sex refers to the biologically established features. People are train to be girls and boys earlier before they grow into women and men, regardless

of their sex at birth. Gender roles/factors and gender identity are impacted by this entrenched behaviour.

Goal five of the sustainable development goal is to encourage gender parity and endow all women and girls with power. The primary objective is to eliminate gender disparity in primary and Senior High School education by 2030 (Somanje et al., 2020). According to the study, steady advancement has been made toward the goal of ensuring that boys and girls attend school in equal numbers.

Despite these advances, several obstacles still exist: Women continue to be underrepresented in leadership positions in politics and at all levels of education due to persistent discriminatory laws and societal norms.

When it comes to selecting a programme or course of study in Senior High Schools, gender plays an important role since certain courses are seen by society to be associated with girls and others with boys. Courses such as Home Economics and General Arts are mostly associated with girls and courses such as General Science and Technical courses are mostly associated to boys.

Empirical Review

This segment reviews the literature that is pertinent to the study at hand. Based on the research questions, the review was done under subheadings.

Self-esteem and choice of programmes of study

Self-esteem is the evaluation of a person's attitudes and beliefs about his or her capacities and ideals (Rosenberg, 1965). It also refers to a student's overall assessment of himself or herself, which may include emotions of contentment and happiness in general (Harter, 2006).

Self-esteem is one of the issues that affect the selection of programmes of study by Junior High School students going to Senior High School. Due to the fluctuations in the adolescents' roles and duties during this stage, self-esteem is occasionally unstable. Self-esteem typically decreases in the first few years of adolescence and increases in the middle and later years (Trzesniewski, Donnellan, & Robins, 2003).

A student with high self-esteem may likely go in for demanding and challenging programmes while one with low self-esteem may go in for less demanding or challenging subjects. Adolescents who have high levels of self-esteem typically have more positive experiences with themselves, healthier interpersonal interactions, and healthier physical and psychological health (Zhao, Zheng, Pan, & Zhou, 2021).

Self-esteem, a crucial psychological factor, may have an impact on academic interest (Lim & Lee, 2017). The expectation-value theory states that people's positive self-evaluations may be used to predict academic results and also the choice of the study programme (Fang, 2016). Self-esteem and the academic programme a person may choose to pursue have a significant positive correlation, per a research by Sirin and Rogers-Sirin (2015). Self-esteem has an influence on areas pertinent to the academic choice of a programme of study according to research by (Filippello et al., 2021).

According to a study by Arshad, Zaidi, and Mahmood (2015), to examine the connection between early teenagers' academic accomplishment and their sense of self-esteem in two Western cultural contexts, the United States and England. Using quantitative and qualitative data from 86 North American and 86 British teenagers, the relationships between self-esteem and academic

success from the start through the end of the academic year during their 11th and 12th years of age were studied. Quantitative findings for both populations revealed a relationship between autumn self-worth and numerous predictors of educational achievement in the following year. Despite the fact that mathematics appears to consistently connect with self-esteem in the contexts of both countries, country disparities start to emerge by the end of the year. The findings of qualitative analyses provide some indication that British students' evaluations of themselves as showing their educational experience more accurately than students from the United States.

Also, a study by Zhao et al. (2021) explored the connection between academic engagement and teenage self-esteem, as well as the controlling effects of supposed social support and academic self-efficacy. A total of 488 teenagers (Mage = 14.92) from the Chinese province of Hebei were chosen to answer unidentified questionnaires. The findings revealed that adolescents' academic engagement and self-esteem were indirectly mediated by academic self-efficacy, with a fraction of this mediation impact of the total effect of 73.91%. Perceived social support acted as a second-stage mediator, reducing the moderating impact of academic self-efficacy. More specifically, the effect of academic self-efficacy on students' academic commitment was larger when they had more supposed social support. Their findings reveal that important variables to take into account in selecting a programme of study by Junior High School pupils include their self-esteem, academic self-efficacy, and supposed social support.

In a recent study by Abomah and Tagoe (2021), cross-sectional and descriptive research methodology was used to assess the impact of self-esteem

and peer pressure on the professional choice of adolescent boys and girls in the greater Accra region of Ghana. Four schools were chosen using cluster sampling, and 200 respondents were chosen using stratified proportional and simple random selection. The study was done in the Greater Accra Region of Ghana and 200 respondents from Second Cycle School students were chosen from a group of schools, and data were gathered using the Rosenberg self-esteem, peer pressure, and career choice measures. The statistical methods used for data analysis were Pearson's correlation and regression analysis. The findings showed that adolescents' career choices and self-esteem are positive. This implies that the evaluation of oneself has an influence on the kind of programme that adolescents choose to do that will lead them to a career in future.

Motivation and choice of programme of study

Motivation can be seen to be Extrinsic or intrinsic. Individual interest, personality traits, academic prowess, values, and creativity are examples of intrinsic elements that influence the selection of a programme of study. The impact of these factors on students' programme of study selection has been the subject of numerous research.

Hsiao and Nova (2016) investigated the variables that influence generation Y people's decision to pursue a programme in accounting. Generational Theory by Mannheim was employed by the researchers. A survey by Germeijs & Verschueren's Student Choice Task Inventory and Schwartz's Portrait Value Questionnaire were employed. to gather the data. Focus group interviews were conducted, and it was modified. Data from 665 respondents were exclusively collected online. The results showed that factors like

creativity, freedom and the difficulty of the job had an impact on people who chose accounting programmes. People demand more creativity, autonomy, and flexibility at work, as well as job security and pay.

Mohapatra (2019) examined the effect of altruistic, extrinsic, and intrinsic dynamics on the decision to become a teacher in India using "survey research-based statistical analysis and analytic hierarchy process (AHP)". The most significant factor impacting judgments about a teaching career was discovered to be the intrinsic component.

Tolegenova (2017) also investigated the issues that affected pupils' resolutions to select "World History" as their primary course at a special school in Kazakhstan. Through semi-structured private interviews with students utilizing qualitative study approaches, data for the study was acquired. In focus groups, teachers from diverse subject areas were also interviewed. The research found that students' selection of programmes was impacted by their interests. Research on the extrinsic and intrinsic dynamics that affect the selection of study programme was done by Firmin and MacKillop (2008). Twenty college students participated in semi-structured individual interviews regarding their choice to switch majors. The researchers discovered that a student's choice of programme was greatly influenced by their interests.

Career and spirituality were the subjects of research by Duffy (2006). According to a sample of respondents from 31 different congregations, the majority of Christians believed their divine calling was closely tied to their professional lives. In a related vein, Prater and McEwen (2006) polled nursing students at a private Christian university. They discovered that the majority of

the students saw their quest for nursing as a calling. As a result, the students followed nursing since it was their passion

Similar research was done by Shattell, Moody, Hawkins, and Creasia (2001) to examine nursing students' choice of the study programme. Student nurses were enlisted in the course of registering at a yearly state nursing student organization gathering in the southeast. In this study, a convenience sample of 69 individuals was used. A survey was utilized to gather the data, which was then analyzed using both quantitative and qualitative methods. The descriptive analysis of demographic data was conducted using content analysis and pattern coding techniques. The researchers discovered that the majority of nursing students stated that God was their primary source of inspiration when deciding to become nurses. They believed that being nurses was their calling. The choice of a nursing career was most frequently described as being motivated by spirituality.

According to Evans (1993), interests and aptitudes have a bigger effect on students' programme selection. Evans thought that students' choices of programmes were influenced by intrinsic variables.

In a similar line, Amedzor (2003) found that the sense of relevance, personal interest, and ability are the most important intrinsic elements that influence students' programme choices in Ho Township. Most of these elements are personal to the person and have an impact on their decision regarding the course of study. The findings' similarities suggest that, in general, students take into account their own internal variables while choosing a vocation.

Extrinsic factors, which are the second type of motivation, include concerns about money (salaries), working conditions, possibilities, and social

standing and affect how people choose their academic programmes. The extent to which extrinsic variables inspired a student's selection of a programme has been the subject of studies.

Kobia-Acquah, Owusu, Akuffo, Koomson, and Pascal (2020) did a cross-sectional investigation to evaluate the job objectives of "Optometry Students" in Ghana. In summary, the likelihood of a respectable salary was the main extrinsic factor influencing Ghanaian optometry students' programme selections. All of the 4th to 6th-year students who offered to participate in the research, answered a survey on their demographics, professional goals, and influences on their selections. Frequencies, proportions, and percentages were employed in the data analysis as descriptive statistics. It was determined how closely related the variables were by using the "Chi-square test" and "logistic regression analysis." University of Cape Coast (51.2%) and Kwame Nkrumah University of Science and Technology (49.8%), respectively, Ghana's two optometry training institutions, contributed a total of 219 responses to the poll. The two most crucial factors that influenced programme selection were interest in a particular industry and the likelihood of good pay. It has been discovered that women are double expected as men to decide to pursue optometry and to be passionate about paediatric optometry. The respondents' educational background and understanding of available jobs influenced the decision to enrol in an academic or research programme.

In a study by Akilli and Keskin (2016), they sought to understand the motivations behind teacher applicants' preferences for teaching and the links between these motivations. 801 basic school teaching students from six diverse state universities participated in the research. The outcome of the study

discovered a substantial positive association between the latent intrinsic and altruistic variables. The incentive variable had a positive substantial relationship with the extrinsic variable, while the intrinsic and altruistic components did not. The mercenary latent variable, however, had a substantial positive connection with all other variables.

Puertas, Arósquipa, and Gutiérrez (2013) investigated what issues affected "medicine students" decisions to choose a programme in "basic support," and whether these issues varied or were the same amongst students in "high," "middle," and "low-income" countries. In order to find studies on "primary care programmes" written in "English," "Spanish," or "Portuguese" and released between 2003 and 2013, the researchers searched "PubMed, Google Scholar, and the Virtual Library of Health." In total, the researchers initially located 600 study documents. Out of them, "74 full-text papers" were examined to see if they qualified, and 55 were selected (13 from middle- and low-income countries and 42 from high-income countries). The researches were matched to identify the general and particular factors that contributed to medical students from "rich, middle, and low-income" people choosing basic care as their job. The classification included facilitators, barriers, and intrinsic and extrinsic components. In all nations, experience with the local areas, role models, and workplace environments were determined to be important contributors. Two characteristics that are specific to "middle- and low-income countries" are an insight into the requirements of local areas and intellectual challenges. Other factors that are distinctive to high-income countries include attitudes concerning social problems, volunteering, family influence, and

length of stay. The results typically demonstrated that extrinsic variables dominated the factors that affected medical students' programme choices.

According to Attieku, Dorkey, Marfo-Yiadom, and Tekyi (2006), individuals desire to select programmes that would prepare them for careers in settings with efficient processes and arrangements for pay negotiations as well as improved employment arrangements where workers can receive the best care and treatment at work. They, therefore, discovered that students can prefer programmes that lead to careers with good pay and favourable working circumstances.

Other studies have demonstrated that a student's decision regarding their course of study can be influenced by different factors, including money, employment conditions, and social standing (Taylor, Harris, & Taylor, 2004). Given this, students essentially perceive extrinsic variables as influencing their career choices and objectives. This is supported by the findings of Hsiao and Nova (2016) who found that people's preferences for money-making and work stability over other factors including employment security and availability of jobs as well as dynamic environments and other significant people like friends and teachers.

In this regard, Watt and Richardson (2007) said that the majority of teenagers chose their programme of study due to the generous earnings, benefits, and perks that may come along with certain employment after they graduate from school.

Adjin (2004) also demonstrated that monetary reward, interest, aptitude, and prestige are some of the elements that influenced students' programme selection in Tema SHS and Chemu SHS. The research that has been studied

makes it abundantly evident that both intrinsic and extrinsic factors play a substantial role in influencing students to select a course of study. However, it was noted that most studies studied components that may be viewed as either "extrinsic" or "intrinsic" motivation without referring to them by name. In essence, students believe that external influences have a bearing on their job goals and selections.

The findings of Hsiao and Nova (2016), who discovered that people prioritize financial safety and job stability over other criteria such as job safety and availability, as well as dynamic surroundings and other important people like friends as well as teachers, are consistent with this.

In this respect, Watt and Richardson (2007) said that the majority of adolescents chose their programme of study due to the generous earnings, benefits, and bonuses that may come along with certain employment after they graduate from school. The current study looks at how these intrinsic and extrinsic motivations, influences Junior High School students to select their programme of study in category A SHS in the Volta Region of Ghana.

Gender Factors and choice of programme of study

The 2019 Voluntary National Review Report on the Implementation of the 2030 Agenda for Sustainable Development in Ghana claims that steady advancement has been made toward achieving the same level of access to education for boys and girls (Ghana, 2019). This was reached partly through the introduction of the president of Ghana, Nana Addo Dankwa Akufo-Addo's flagship programmes such as the Free Senior High School Education Policy as mentioned in his report. At the secondary school level, however, there is still a gender gap in the selection of programmes.

A person's gender can have an influence on all facet of their life, including their choice of a study programme and the school they attend (Okwulehie & Chiamaka, 2018).

The impact of gender is typically modest and therefore challenging to measure. However, the impact of gender on aspirations and programmes of choice is visible in people's daily life. For example, in majority of families, boy may not be permitted to select academic majors that are considered menial (Mberia & Midigo, 2018). In that case, the person's gender has influenced his decision of programme of study and aspiration.

Gender factors have influenced categorizations in the programmes that people can pursue, according to a study by Perera and Velummayi-lum as cited by Mutekwe, Modiba, and Maphosa (2011) on "choice of programmes of study and gender roles among female students in South Asia," for instance, men are encouraged to pursue programmes that allow them to exhibit their power because masculinity is frequently viewed as effective and dominant. Females, on the other hand, are typically required to select courses that will allow them to focus on household responsibilities. Once more, women are expected to work in lower-paying jobs and are not motivated to pursue positions of authority or other leadership duties (Hewitt, 2010).

The explanation above makes it clear that gender role socialization in society affects how the goals of both men and women are affected while choosing a programme of study (Mberia & Midigo, 2018).

In Africa, where both girls and boys are raised with perceptions of which programmes to pursue and which not to, this is arguably worse (Margolis, 2017). In backing this, Shumba and Naong (2012) found that gender differences

persist throughout an individual's lifetime and start as early as birth. Parents and teachers, who have a bigger impact on the course of study that students choose to pursue, are some of the major factors in the socialization of gender among children (Mudhovozi & Chireshe, 2012).

By implication, students' views about particular study programmes are more strongly influenced by the judgments and beliefs of teachers and parents. OORO (2017) investigated the issues influencing in-school adolescents' programme selection and noted that certain educators might even push students to enrol in particular programmes to pursue particular career alternatives.

Numerous researches have been done in terms of how gender factors affect the selection of a programme of study for pupils. According to Eccles and Jacobs (1986) in previously done research on the reasons for the lower percentages of females in the sciences. They discovered that when compared to female-labelled programmes, science was perceived by females as being more difficult. There are considerable variations between the study programmes that men and women choose, according to a number of past researches (Friedman, 1989; Maccoby & Jacklin, 1974).

Subsequent studies on female students' programme preferences in Zimbabwe were conducted by Mutekwe et al. (2011). The researchers revealed that the students' choice of programme was affected by societal prejudices. Once more, it became clear that gender roles in society affected respondents' opinions on matters pertaining to programme choice. This outcome can be accredited to the fact that in the majority of traditional societies, children are socialized with gender roles regarding the kinds of jobs that men and women can and cannot perform.

The gender-role tags that occur among students in both genders in schools have an impact on their course of study, according to M Eyo, Joshua, and Esuong (2010), who investigated "the function of guidance and counselling in choice of programme of study in Nigeria."

Sanders (2003) also looked at "the role of gender in job selection" in Maryland, USA, and found that despite progress made in achieving gender parity, women and men still differed greatly in the selection of academic programmes. This is because, as stated by Noe, Greenberger, and Wang (2002), girls are consistently driven into traditional employment in the fields of make-up, child upkeep, and other supposed female careers while males are unceasingly oriented to the typical "mankind" of careers.

Manyasi, Kibas, and Chepkilot (2014) also found that many women frequently get into professions for which they lack the necessary skills or motivation. They may also know little about these fields.

In their study, Hellen, Omari, and Mong'are as cited by Kayode (2021) looked at "the determinants impacting university students' choice of programmes in a Business and Economics school at University of Kisii." 231 students were selected for the research by means of a stratified sampling process. Means and regression were used in the examination of the data. According to the study, a student's choice of programme is significantly influenced by their gender. The problem of age was another. The research revealed that parents and peer counselling had a reasonable effect on participants decisions.

Also in a study by Agbley (2015) on the paper " Girls Don't Do Mathematic Says My Brother ": Second Cycle School Programme Selection

and Girls' Educational Experiences in Ghana poses the fundamental query of why females still predominate in Home Economics programmes even though boys are more likely to offer technical/scientific and mathematics-related disciplines in second cycle schools.

Outside of the school, other elements were the main focus. The primary fieldwork of a comparative study of youths aged 15 to 23 in Obuasi, Ghana, as well as three post-basic institutions' secondary data, were highlighted in the report. Atlas-ti was utilized to analyze the data and obtain qualitative data for the study. Findings indicated that male attitudes toward programmes that are seen as having less of a focus on mathematics have a significant impact on girls' study choices in addition to school-related considerations. Three capacity areas were shown to be crucial in capturing girls' agency while choosing a second cycle school course of study in order to combat such patriarchal inclinations.

Edwards and Quinter (2011) did not discover any gender disparity in "the issues manipulating participants' choice of programme amongst second cycle in Kisumu Municipality school students in Kenya," in contrast to the majority of the findings of the earlier studies analyzed.

In the Nigerian Benue State LGA, Joshua, Terungwa, and Saanyol (2018) examined the variables influencing students' employment decisions. The "Job Selection Scale, Locus of Control Scale (LCS), and Conscientiousness Scale" were used to gather the data. According to the data, "there was no substantial variance in the selection of study programme among the students of both genders." "No substantial change between students with both external and internal locus of control" in terms of career decisions was identified. Little variance between students of literate and uneducated parents in terms of their

choice of profession exist. The gap between students who recorded well and poorly on career conscientiousness was also indistinguishable. Based on their findings, the investigators concluded that not one of the study parameters was connected to career selection.

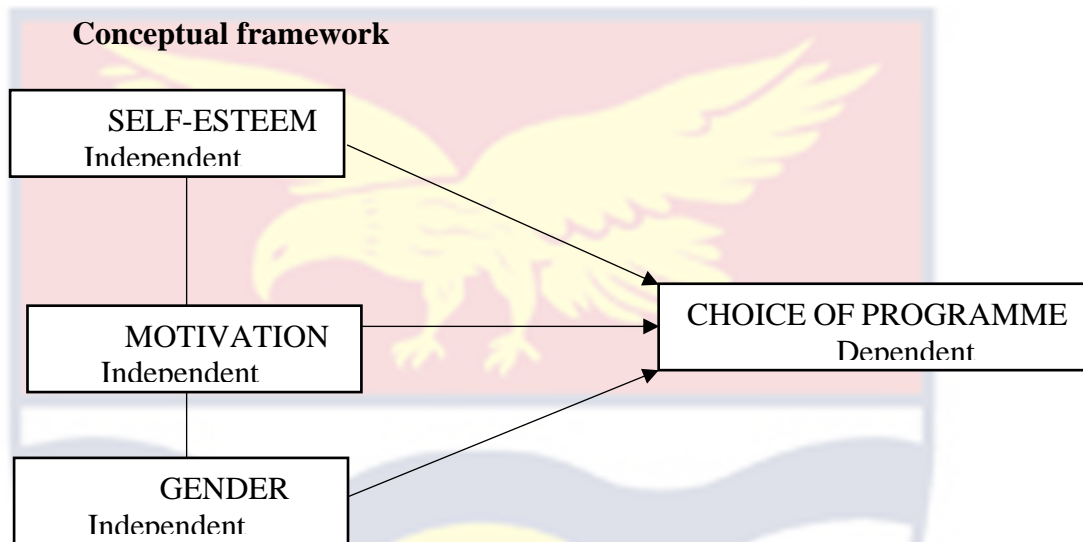


Figure 1: ConceptualFrame work

Chapter Summary

The researcher clarified the core ideas by reviewing related literature to the study. Concepts such as self-esteem, motivation, gender and programme of study were reviewed. The chapter also discussed the empirical underpinnings of motivation and programme choice, gender and choice of programme of study and also self-esteem and programme of study. Theories such as McClelland's Motivational Theory, Developmental theory by Ginzberg, Career Choice Typology by John Holland and Developmental Theory by Donald Super were looked at. Concerning the conceptual framework, a pictorial depiction of the variables that underlined the study as well as the relationship that exist among them was presented.

Empirical studies on the self-esteem and choice of programme of study were explained. Most of the studies reviewed showed that there is a significant

influence of self-esteem on the choice of programme of study. The review of the literature, also revealed significant influence of motivation on the choice of programme of study. Again, it was evident from the literature that gender factors have significant influence on choice of programme of study. However, a few of the studies also revealed no significant influence of self-esteem, motivation and gender on the choice of programme of studies. Apart from a few studies that were conducted in senior high school, most of the studies were conducted in basic schools and tertiary schools and also in countries where their educational systems may be different from that of Ghana.

It appears, however, that there is not enough studies in Senior High Schools in Ghana, especially in the Volta Region regarding the role of self-esteem, motivation and gender in the choice of programme of study in category A Senior High Schools in the Volta Region. It also appears, no study was conducted on the combine influence of the variables: self-esteem, motivation and gender on the choic of programme of study in category A Senior High School in the Volta Region. Based on these, the present study aimed to asses role of self-esteem, motivation and gender in the choice of programme of study in category A Senior High Schools in the Volta Region.

CHAPTER THREE

RESEARCH METHODS

Overview

The study aimed to assess the role of self-esteem, motivation and gender in the choice of programme of study in category A Senior High School in the Volta Region of Ghana. The research methods used for the work is covered in this chapter. Additionally, it discusses the study design, the area of study, the population, sampling techniques, the data gathering tool, the data gathering method, the data processing and analysis, and ethical issues.

Research Design

The design used in this research is the Ex Post Facto research design. Ex Post Facto is a word from Latin meaning "after the fact" or "retrospective," and it pertains to social and educational research. It is mostly focused on research that looks into possible cause-and-effect links by evaluating an existing circumstance or condition of things and looking backwards into the past for conceivable causal elements (Simon & Goes, 2013). This design was adopted taking into consideration the fact that the Junior High School boys and girls had already chosen their programme of study before coming to the Senior High School where the study took place and therefore a retrospective assessment of self-esteem, motivation and gender roles in the choice of programme of study in Senior High School in the Volta Region of Ghana had to be used.

In this research, the positivist school of thought was applied. Positivism holds that using unbiased techniques like observations is the best way to learn about the world. It is primarily viewed as a "scientific" method of investigation

that is extremely ordered, quantifiable, and employed as a systematic element to study natural phenomena and organism behaviour.

Denscombe (2012) revealed that positivists pursue social science using approaches that produce successful outcomes in the natural sciences in order to uncover patterns and uniformities in the social environment.

Positivists employ more quantitative techniques including social surveys, organised questionnaires, and public data because of their high dependability and representativeness. The positivist practice places a strong emphasis on the value of quantitative research that looks at trends and patterns instead of specific individuals, like the association between a person and their social class. Grounded on this, the positivist paradigm is deemed suitable to assess self-esteem, motivation and gender roles in the choice of programme of study in Second Cycle Schools in the Volta Region of Ghana.

The study employed a deductive approach with quantitative method. The quantitative method makes use of data gathering and analysis to try and explain events. The quantitative approach's primary goal was to generate responses in quantitative form (McCusker & Gunaydin, 2015).

Identification of relationships and patterns among study-relevant variables was of major concern in this research, so the quantitative approach was used. The quantitative method identifies if there is a difference but not necessarily why. Although the qualitative method offers a clear and thorough explanation of the occurrence, the quantitative method was used to statistically assess the role of self-esteem, motivation and gender in the choosing of programme of study in Senior High Schools in the Volta Region of Ghana.

Kerlinger and Rint as cited in Simon and Goes (2013), indicated that an Ex Post Facto investigation aims to identify potential correlations in the context of Social Science research by analyzing a present condition of activities and looking back into the past for possible causative variables. When doing behavioural study, this approach is thought to be particularly pertinent because it allows the researcher to analyze the data using his or her judgment in order to get the most accurate conclusions. Therefore, the variables of interest in this study, thus self-esteem, motivation and gender was analysed.

A weakness of an Ex-Post Facto study design is that the independent variables cannot be changed by the researcher and that the individuals cannot be divided into groups at random. Additionally, the researcher might be unable to offer a plausible justification for how the independent and dependent variables are related under investigation. These weaknesses notwithstanding, the Ex-Post-Facto is the most suitable research design for this research.

Study Area

The research was carried out in the Volta Region of Ghana specifically in two municipalities within the region. These are the Ho and Kpando municipalities where two schools: OLA and Mawuli Senior High Schools were selected and Bishop Herman College respectively. This study area was deemed appropriate because though some studies have been conducted, for instance Avugla (2011), it appears, however, that there is not enough studies in Senior High Schools in the Volta Region regarding the role of self-esteem, motivation and gender in the choice of programme of study in category A Senior High Schools in the Volta Region.

The Volta Region, in the southeast of Ghana, is surrounded by the Oti place to the north, the Volta Lake to the east, the Atlantic Ocean to the south, and Togo to the west. It is a region of great scenic beauty. One of nature's most alluring gifts to Ghana is its environment of gently sloping hills and valleys with rocky outcrops, lagoons, rivers, and waterfalls. The territory, which is separated into 25 administrative districts, is multi-ethnic and multilingual, with populations from the Ewe, Guan, and Akans.

The Volta Region, which runs from the coastal plains on the Atlantic coast to the dry lands in the north, has a wide range of climatic conditions. As travellers move from the coastal plains, which are bordered by sunny beaches and mangrove swamps, through the deciduous rain forests of the central belt—where Mount Afadja is located—and the parched savanna of northern Ghana, they can experience nearly every tropical climate in West Africa.

The River Volta and Lake Volta are the most prominent features in the region's west. The lake serves as a significant water and energy supply for the area, a popular recreation area, and a "water highway" to the north. Visitors can take a musical boat tour around the lake or paddle down the river with a local fisherman. Although the sea is typically turbulent along the Atlantic coast, the beaches of the Volta estuary are some of the nicest in Ghana and swimming is popular in some regions. Visitors can engage in water activities, go deep sea fishing, and witness crocodiles and marine turtles at resorts along the coast. The breathtaking Wli Falls, one of Ghana's tallest waterfalls, is a popular tourist destination. It is located nearby in a tropical forest. The Tagbo falls at Liate Wote and the neighbouring Tsatsadu waterfall at Alavanyo are both equally magnificent.

One of Ghana's most well-known products is kente cloth, which is typically weaved by members of the Ewe and Ashanti tribes. The major ethnic group in the area, the Ewe, make up over 90% of the population. The Ewe people migrated from the north, and their weaving villages can still be seen today. Bold animal, human, and symbolic designs are expertly woven into vivid material to create the distinctive patterns of Ewe kente cloth. Originally, kente was exclusively worn by Kings, Chiefs, and other significant people, yet both groups are excellent weavers of cloth befitting a monarch. Although it is now widely accessible, due to its price and status, it is still a cloth of distinction that is reserved for special religious and social occasions. Kpetoe is one of the well-known locations for Kente weaving.

The capital of the region, Ho, is a great destination to learn about Ghana's history. There are still visible remnants of former European forts and other buildings, including clear signs of the German colonial era in parts of the region. By visiting the local museum, visitors can learn more about the history of the region. The most common language in the Volta Region is Ewe, which oddly has a variety of dialects depending on where in the region you are.

The Volta Region is well known for its vibrant celebrations and boisterous rituals. The Anlos people celebrate the legendary Hogbetsotso festival, which translates to the "festival of Exodus" from the Ewe language, while the people of Wli hold a special festival to thank God for the gift of water. On the first Saturday in November, a cleansing ritual is performed, which is followed by several days of village cleaning, street sweeping, and trash burning. At the festival's conclusion, locals perform the traditional Borborbor dance as chiefs, decked out in colourful regalia, are honoured by their subjects. The Volta

celebrations' exuberant dancing and singing serve as a constant reminder of the area's vast diversity of tribal history and culture.

The Asogli Yam Festival (Teduduza) of the Ho people, the Amu (Rice) Festival of the Avatime people, and the Gbidukor Festival of the Gbi are among the other festivals in the area (Selase & Christopher, 2013).

Population

The target population was made up of the three category A Senior High Schools in the Volta Region of Ghana, these are OLA Senior High School Mawuli Senior High School and Bishop Herman College. OLA is an all-girl category A Senior High Schools in the Municipality of Ho in the Volta Region of Ghana which had an estimated population size of 2940 students, made up of first-year, second-year and third-year students while Mawuli school is a mixed (both boys and girls) category A Senior High School in the same municipality with an estimated population size of 3500 students, made up of the first-year, second-year and third-year students.

On the other hand, Bishop Herman College is an all-boys category A Senior High School in the Kpando municipality of the Volta Region with an estimated population size of 2500 students, made up of first-year, second-year and final-year students. The researcher purposively chose the schools to suit the purpose of the study and also to ensure gender balance among the respondent.

The accessible population was all first-year students in these category A Senior High Schools. First-year students were chosen because they have gained fresh admission into the Senior High School and are eager to change their courses. According to school records, the total number of accessible population was 3500 students made up of 1000 first-year students from OLA Senior High

School, 1600 first-year students from Mawuli Senior High School and 900 first-year students from Bishop Herman College.

Sampling Procedure

The study included a sample size of 346 students. This was determined by Krejcie and Morgan (1970) sample size calculation table. According to Krejcie and Morgan, a sample size of 346 will be appropriate for a population of 3500.

In choosing the sample for the research, the purposive, simple and stratified random sampling methods were used. Purposive sampling was employed to choose the three schools from category A schools in the two Municipalities. The three schools which were OLA, Mawuli and Bishop Herman College were purposively selected due to the popularity and prestige attached to them and also because they are category A Senior High Schools in the Volta Region of Ghana.

Samples are taken from each group after the population is classified into several homogeneous groups or strata with similar subjects in each group. This method of sampling is known as stratified random sampling (Amedahe, 2002). Therefore since Mawuli Senior High School is a mixed school made up of boys and girls, stratified random sampling was used to obtain the sample proportionate representative of the boys and girls.

When using random sampling, every participant of the sampling population has the same opportunity of being chosen. It required a substantial sample size to guarantee that it accurately represented the population (Cooke & Clarke, 1992; Pittenger, 2003) .

Finally, the simple random sampling method which involved the definition of the population of the various schools, deciding on the sample size based on the population size and selecting the students based on the random number technique. The distribution of the sample size is presented in Table 3.

Table 3: Distribution of Sample Size of Students

Schools	Accessible Population	SampleSize Determination	Sample Size
OLA SHS	1000	$(1000/3500) \times 346$	99
Mawuli SHS	1600	$(1600/3500) \times 346$	158
Bishop Herman SHS	900	$(900/3500) \times 346$	89
Grand Total	3500		346

Source: Field Data, 2022

Data Collection Instrument

In order to assess the role of self-esteem, motivation and gender in the selection of programmes of study in category A Senior High Schools in the Volta Region of Ghana, the researcher used an adapted questionnaire as a data collection instrument. The questionnaires were adapted from Avugla (2011) and Okyere (2021) with a Reliability co-efficient of 0.81 and 0.78 respectively. A questionnaire was chosen for its inherent advantage of wide coverage and generalizability. The instruments were in line with the literature. The items were organised around a central theme. To measure the degree of agreement or disagreement with a specific attitude, belief, or judgment, Likert-type scales were utilized (Tuckman, 1990). A close-ended four-point Likert-type scale was used in the study. The four-point Likert-type scale was scored as: “Strongly Disagree” =1, “Disagree” =2, “Agree” =3, and “Strongly Agree” =4.

The questionnaire consisted of four segments, the first segment was on the demographic data of the respondent, the second section was on the role of motivation in the choice of programme of study, the third segment was on the role of self-esteem in the choice of programme of study and the fourth section was on the role of gender on the selection of programmes of study. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to assess the self-esteem of the participants'. The scale has ten items, five of which have a positive orientation and five of which have a negative orientation.

Pre-testing

According to a study by Backer (2004), 10–20% of the sample size of participants is sufficient for the instrument's pre-testing. Using pre-testing, researchers can handle ambiguous elements in instruments. To lessen the incidence of "misleading," "inappropriate," and "duplicate question items," surveys are pre-tested. 35 first-year students from a school that was excluded from the main study representing 10% of the sample size were chosen at random for this investigation.

The Keta Senior High School served as the site for the pilot testing. Given that the school was in the Volta Region, it was presumed that it shared traits with the other schools participating in the current research such as its being one of the schools pupils in the Junior High Schools would be eager to attend especially because of their resounding performance in the National Science and Mathematics Quiz cocpetition in 2021.

Validity of Instruments

Validity is the accuracy and precision of inferences drawn from research findings (Mugenda & Mugenda, 2003). The instruments' validity was checked

to ensure that they were correctly used for data collection during the pre-testing. Pre-testing of research instruments is important for construct validity and study support criterion, according to Wiersma (2012).

By pre-evaluating the study's instruments, criteria and concept validity were created. This evaluated is used to check if the tools used to acquire the data were appropriate. The researcher also made the tool available for field experts and educators to evaluate critically. The supervisor of the researcher contributed to proving the reliability of the tools. Their assessment and findings were taken into consideration and integrated into the questionnaire to ensure validity.

Data Collection Procedure

The researcher obtained an introductory letter from the Department of Education and Psychology of the Faculty of Educational Foundations, College of Educational Studies University of Cape Coast (UCC). This was done after receiving ethical approval from the school's institutional review board. The researcher then took consent from the gatekeepers of the different schools and scheduled the times for the administration of the questionnaire at their convenience.

The researcher went to the various schools and administered the questionnaires personally to the respondents after debriefing and attaining informed consent. During the administration, the participants were made aware of the purpose of the study and the value of being truthful in their responses. For analysis, 346 completed questionnaires representing a 100% response rate were gathered. This was possible because the researcher printed and gave out excess questionnaires to the respondents to cater for those that will not be returned spoilt.

Two teachers from each of the schools helped the researcher collect the data. These educators received training in research ethics. This contributed to the flawless operation of the data collection process.

Data Processing and Analysis

Statistical Package for Service Solution (SPSS) was employed to analyse the data that was gathered, coded and entered. The participants' demographic characteristics were also analysed using frequency counts and percentages. Means and standard deviations were employed to analyze the research questions. These research questions focused on the role of self-esteem, motivation, and gender on the choice of programme of study in category A Senior High School.

Hypotheses one and two were tested using Multinomial Logistic Regression and the third and fourth hypotheses were tested using the Generalized Linear Model (GLM) in SPSS.

The prediction of a nominal dependent variable given one or more independent factors can be done using Multinomial logistic regression (commonly referred to as "multinomial regression").

Permitting a dependent variable with more than two categories is frequently viewed as an extension of binomial logistic regression. Multinomial logistic regression, like other types of regression, can use nominal, continuous, and/or interdependent independent variables to predict the dependent variable (Tillmanns & Krafft, 2021). Therefore the researcher used it to test hypotheses one and two. The dependent variable in this research is the programme choice with five categories.

By extending the General Linear Model, the Generalized Linear Model ensures that the dependent variable has a linear relationship with the components and covariates through a predetermined link function. Additionally, the model allows for the non-normal distribution of the dependent variable.

Through its extremely broad model formulation, it includes many different statistical models, such as linear models for binary data, log-linear models for count data, complementary log-log models for interval-censored survival data, linear regression for normally distributed responses, and numerous others (Lu, 2019). Therefore the researcher decided to use these statistical tools for hypotheses three and four. The variables for hypothesis 3 were programme of study as the dependent variable and the gender was the independent variable. The dependent variable for hypothesis 4 is programme of study and the independent variables are self-esteem, motivation and gender.

General linear model allows the researcher to estimate the effect of the independent variable on the different categories of the dependent variable by providing parameter of estimate, significant test and confident intervals (Lu, 2019).

Ethical Considerations

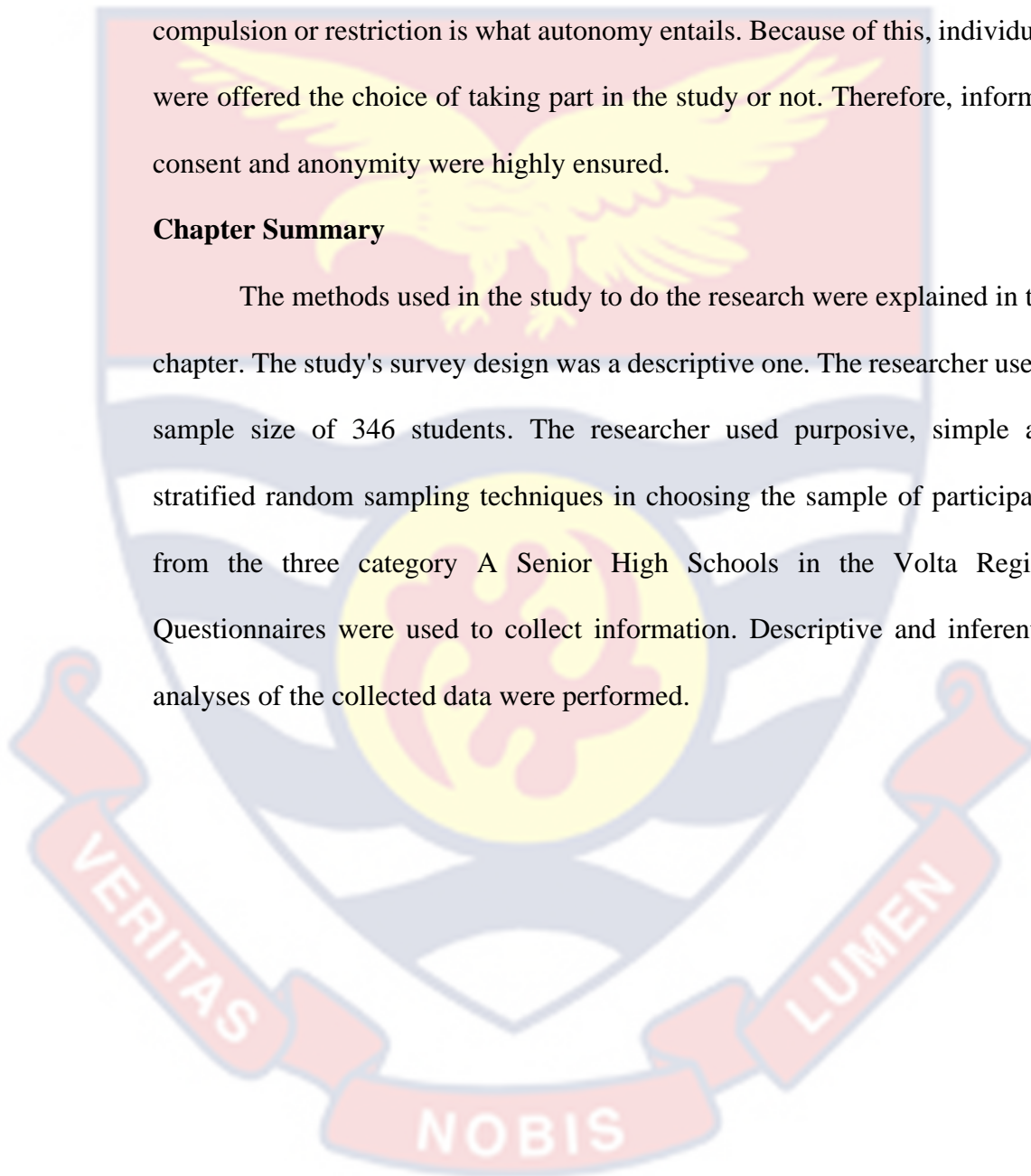
The researcher took ethical considerations into account. The researcher ensured the respondents' confidentiality and anonymity. Anonymity refers to safeguarding and hiding study participants' identities. To achieve this, participants were not required to disclose their designations or any other identifying data on the questionnaire. The data gathered from the participants was kept private and was not to be disclosed to the general public without the

participants' consent. The data was only applied to its intended academic application.

The respondents also felt a sense of autonomy. Making sure that the participants' decision to engage in the study was made voluntarily and without compulsion or restriction is what autonomy entails. Because of this, individuals were offered the choice of taking part in the study or not. Therefore, informed consent and anonymity were highly ensured.

Chapter Summary

The methods used in the study to do the research were explained in this chapter. The study's survey design was a descriptive one. The researcher used a sample size of 346 students. The researcher used purposive, simple and stratified random sampling techniques in choosing the sample of participants from the three category A Senior High Schools in the Volta Region. Questionnaires were used to collect information. Descriptive and inferential analyses of the collected data were performed.



CHAPTER FOUR

RESULTS AND DISCUSSION

The study objective was to assess the role of self-esteem, motivation, and gender in the choice of programme of study in category A Senior High Schools in the Volta Region of Ghana. This chapter deals with the findings and discussion of the results. The chapter begins with the presentation of the results followed by the discussion of the result.

Background Characteristics

The results describing the demographic information of respondents have been shown in Table 4. From the findings, the main age category for both males and females was 16-19 years, 128 (73.1%) and 136 (79.5%) respectively. The most common ethnic group of students in this study was Ewe, representing 133(76.0%) male participants and 124 (72.4%) female participants. The most prevalent form of education for fathers of both the male and female participants was tertiary education, representing 85 (48.6%) among male students and 97 (56.7%) among female students. For the highest educational level of mothers, the majority of male students, 51 (29.1%) mothers attained Junior High or Middle School as the highest form of education while female students 60 (35.1%) mothers attained tertiary education as their highest form of education. A student from the male and female groups did not have any information on the educational level of their mothers, while seven female students reported not having any information on the educational level of their fathers.

Table 4: Background Characteristics of Respondents

Variable	Male (N=175)	Female (N=171)
Age categories (Years), n (%)		
12-15	43 (24.6%)	34 (19.9%)
16-19	128 (73.1%)	136 (79.5%)
Above 20	4 (2.3%)	1 (0.6%)
Religious Affiliation, n (%)		
Christian	172 (98.3%)	163 (95.3%)
Islam	3 (1.7%)	8 (4.7%)
Ethnicity, n (%)		
Ewe	133 (76.0%)	124 (72.4%)
Fante	2 (1.1%)	8 (4.7%)
Akan	7 (4.0%)	9 (5.3%)
Ga/Dangbe	15 (8.6%)	13 (7.6%)
Northern Ethnicity	11 (6.3%)	9 (5.3%)
Others	7 (4.0%)	8 (4.7%)
Father's Highest Formal Edu, n (%)		
None	6 (3.4%)	0 (0%)
Primary School	3 (1.7%)	2 (1.2%)
Junior High/Middle	35 (20.0%)	17 (9.9%)
Secondary/Commercial/Technical	45 (25.7%)	48 (28.1%)
Tertiary	85 (48.6%)	97 (56.7%)
Unavailable	1 (0.6%)	7 (4.1%)
Mother's Highest Formal Edu, n (%)		
None	15 (8.6%)	3 (1.8%)
Primary School	9 (5.1%)	14 (8.2%)
Junior High/Middle	54 (30.9%)	43 (25.1%)
Secondary/Commercial/Technical	45 (25.7%)	50 (29.2%)
Tertiary	51 (29.1%)	60 (35.1%)
Unavailable	1 (0.6%)	1 (0.6%)

Source: Field survey (2022)

Region of Residence of Respondents

Findings on the Region of residence of students are presented in the bar chart (Figure 1).

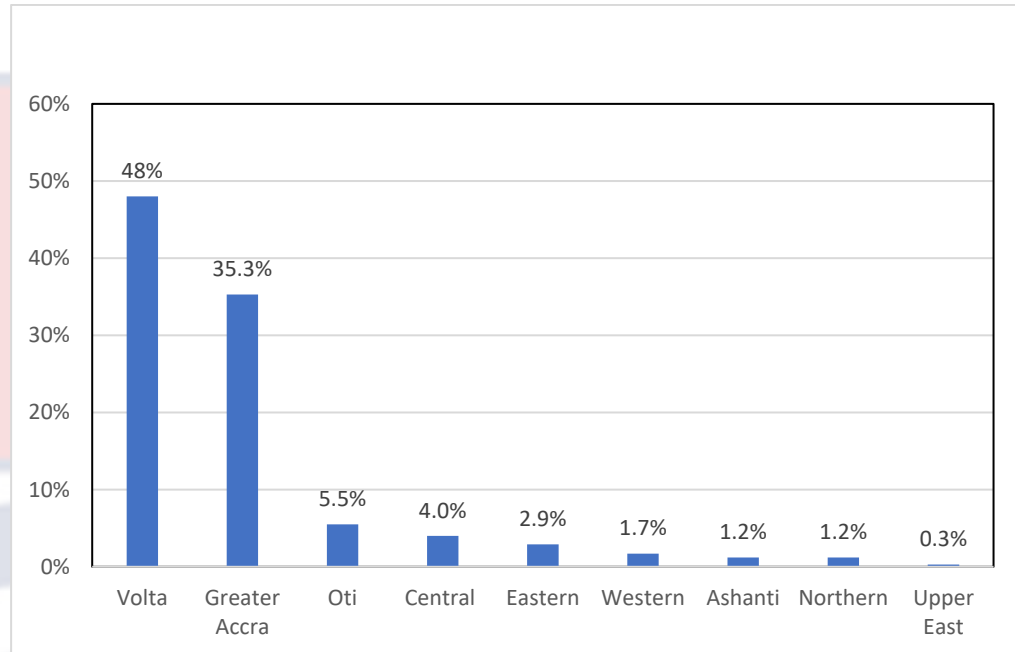


Figure 2: A Bar Chart Showing the Percentage of Respondents from Various Regions

The findings show that a majority of students (48%) reside in the Volta Region followed by the Greater Accra Region, representing 35.3% of the students. The least represented region from the study is the Upper East with only 0.3% of students.

The findings suggest that most pupils from the Junior High Schools will select Senior High Schools within their region of residence, hence, the high percentage of students coming from the Volta Region in this study. The Greater Accra Region had the second-highest percentage of students. This can be explained by the cosmopolitan nature of the people living in the Greater Accra Region. It is obvious from Table 1 that most male and female students (75.2% and 77.6%) were from the Ewe ethnic group. This shows that children of parents

living outside their home region are more likely to go back to the home region of their parents for Senior High Education.

Programme of Study of Respondents

The results of the programme of study of students are presented in the bar chart labelled Figure 3.

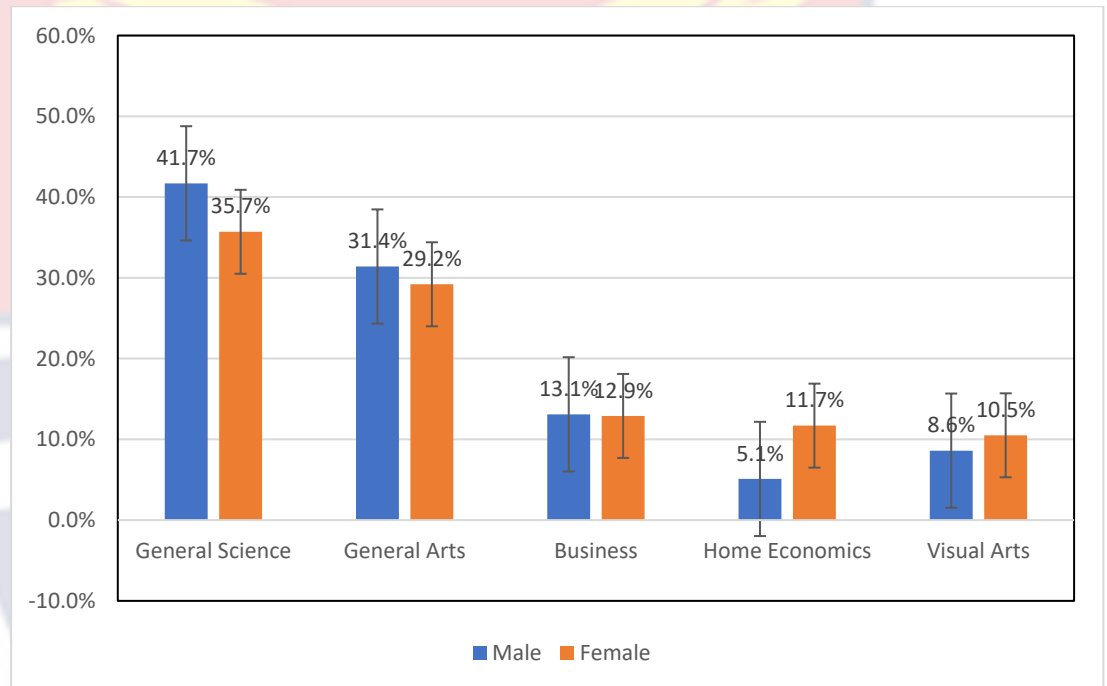


Figure 3: A Bar Chart Showing the Programme of Study of Students

From the figure, it was observed that the majority of both male and female students were studying General Science. This represented 41.7% of males and 35.7% of females. The programme with the least enrolment for females students was Visual Art, 10.5% and for males, Home Economics and 5.1%.

Generally, the programmes of study were comparable across the two gender groups, male and female. However, one programme of study was represented by mostly the female gender group, thus, Home Economics, this programme was not run in the Boys' school included in this study. This could be due to the gender bias attached to cooking as a female role in Ghanaian society.

Source of Motivation

The results on the source of motivation to study respondents' programme of choice were presented in Figure 4.

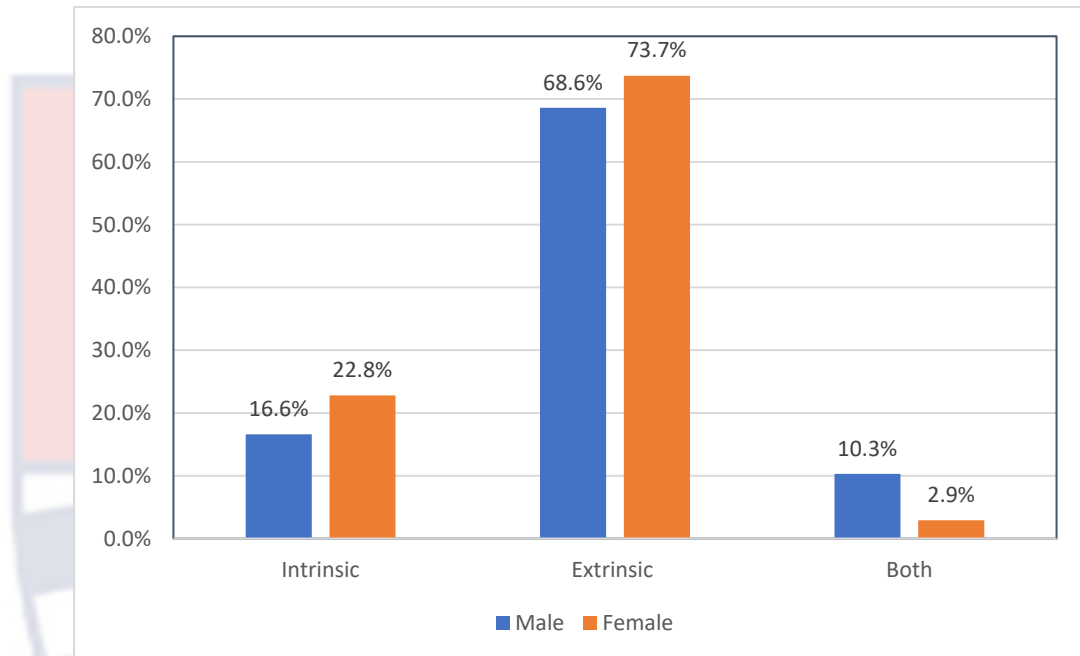


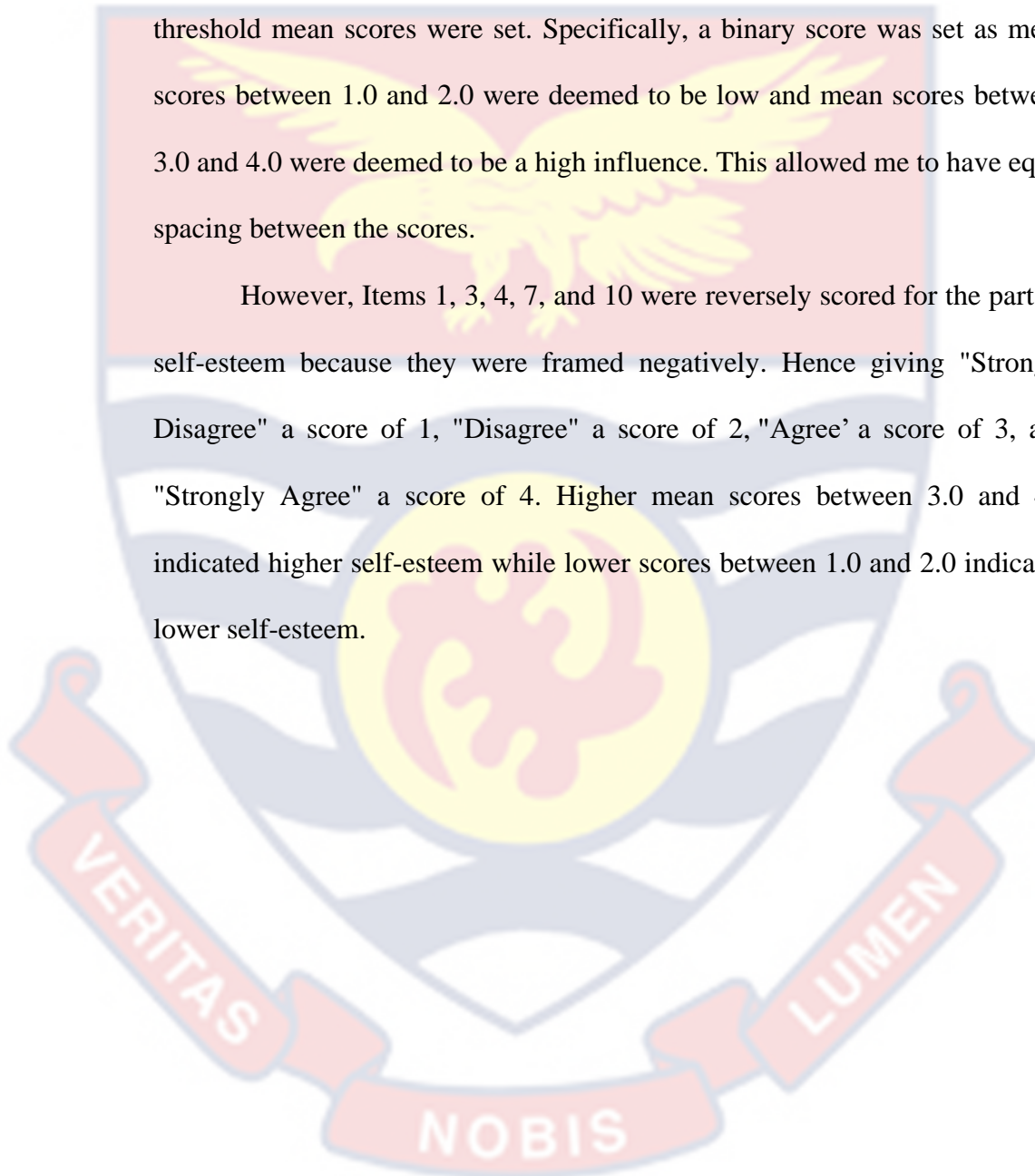
Figure 4: Source of Motivation

The results showed that most students had their source of motivation from extrinsic factors. Thus, 68.6% of males and 73.7% of females. While the intrinsic sources of motivation made up only 16.6% of males and 22.8% of females.

Answers to Research Questions

The survey utilized a four-point Likert scale. The rating for the section on motivation and gender-related factors was 'Strongly disagree=1', 'Disagree=2', 'Agree=3', and 'Strongly agree=4'. Based on this scoring, threshold mean scores were set. Specifically, a binary score was set as mean scores between 1.0 and 2.0 were deemed to be low and mean scores between 3.0 and 4.0 were deemed to be a high influence. This allowed me to have equal spacing between the scores.

However, Items 1, 3, 4, 7, and 10 were reversely scored for the part on self-esteem because they were framed negatively. Hence giving "Strongly Disagree" a score of 1, "Disagree" a score of 2, "Agree" a score of 3, and "Strongly Agree" a score of 4. Higher mean scores between 3.0 and 4.0 indicated higher self-esteem while lower scores between 1.0 and 2.0 indicated lower self-esteem.



Research Question 1: What is the level of motivation in the choice of programme of study in category A Senior High Schools?

Table 5: Mean Analysis of Influence of Motivation on Choice of programme

	Mean	Std. Deviation
My chance to be creative and original	3.01	.78
My intellectual ability influenced my choice	3.22	.78
What I believe in and aspire for affected my selection	3.39	.81
My feeling of important affected my choice	2.90	.87
The chance for additional education/training affected my selection.	3.34	.87
Good salary influenced my choice	3.03	.98
Attractive working conditions influenced my choice	3.15	.92
Having stable and secure future influenced my choice	3.52	.78
Having an improved social status influenced my choice	3.27	.79
Mean of Means	3.19	

Source: Field Data, 2022

Table 5 displays the influence of Motivation on the Choice of programme. The statement 'Having stable and secure future influenced my choice' scored a maximum mean of 3.52 and a standard deviation of 0.78. This implies that most of the participants viewed a stable and secure future as influencing the selection of a programme of study greatly. However, the results indicated that the feeling of important had the least influence on participants choice of programme of study (M=2.90, SD=0.87), followed by the chance to be original and creative influences their programme choices (M=3.01, SD=0.78).

Research Question 2: What is the level of self-esteem in the choice of a programme of study in category A Senior High Schools?

Table 6: Mean Analysis of Influence of Self-Esteem on Choice of Programme of Study

Statement	Mean	Std. Deviation
I am confident about myself	1.54	.71
At times, I am not good at all	2.74	.94
I feel that I have a number of good qualities	1.67	.70
I am able to do things as well as most other people do	1.88	.74
I feel I do not have much to be proud of	2.40	.98
I certainly feel useless at times	2.31	1.04
I feel that I am a person of good values, at least on an equal plane with others	1.70	.73
I wish I could have more respect for myself	3.24	.84
In all, I am likely to feel that I am a failure	1.66	.91
I take a positive attitude towards myself	1.49	.71
Mean of Mean	2.06	

Source: Field Data, 2022

Table 6 shows the Influence of Self-Esteem on the Choice of Programme. The statement 'I wish I could have more respect for myself' scored the maximum mean of 3.24 and a standard deviation of 0.84. This implies that majority of the participants regarded self-respect as influencing the selection of programmes of study. However, the respondents indicated that having a positive attitude towards themselves had the least influence on their choice of programmes of study (M=1.49, SD=0.71)

Research Question 3: To what extent does gender factors influence the choice of a programme of study in category A Senior High Schools?

Table 7: Mean Analysis of Influence of Gender on Choice of Programme of Study

Statement	Mean	Std. Deviation
I choose my programme of study because it is related to my gender	1.83	.894
I think some programmes are more gender bias	2.21	1.034
I think anyone can do any programme of study	3.18	.975
I think programmes such as Home Economics are for girls	1.79	.924
I think programmes such as Science are for boys	1.74	.983
My favourite subjects are Maths and related subjects	3.01	1.014
I do not like Maths and related subjects	1.81	.948
Mean of Means	2.09	

Source: Field Data, 2022

The Influence of gender-related factors on the Choice of Programme is presented in Table 7. The statement ‘I think anyone can do any programme of study’ scored the maximum mean of 3.18 and a standard deviation of 0.975. This means that most of the participants think that anyone can do any programme regardless of gender. Additionally, Science is a programme mainly for boys (M=1.74, SD=0.983). This implies that the extent to which gender influences pupils’ choice of programme is low.

Testing of Hypotheses

Hypothesis One:

1. H₀1: There is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.

H₁1: There is a statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.

The purpose of this hypothesis was to find out if there exist any statistically significant influence of self-esteem on the choice of programmes of study of students. The results of the analysis of the influence of Self-Esteem on the programme of study are shown in Table 8.

Table 8: Multinomial Logistic Regression Analysis to Determine the influence of Self-Esteem on Programme of Study

	-2 Log Likelihood of Reduced Model	Chi-Square	Df	Sig.
Intercept	10.674	.000	0	.
Self Esteem	10.779	.105	1	.746

Source: Field Data, 2022

Self-esteem's influence on the programme of study of students was also assessed using multinomial logistic regression, where the dependent variable was the Programme of Study and Self-Esteem was the independent variable. The independent variable (self-esteem) was computed from the questionnaire.

The independent variable was however, categorised into low self-esteem and high self-esteem, therefore it became a categorical variable.

The dependent variable however, was based on the various programmes of study available in the various Senior High Schools. The dependent variable (programme of study) was consequently a categorical variable encompassing five specific programmes. These are Business, General Arts, Visual Arts, Science and Home Economics programmes.

In testing this hypothesis, therefore, the key assumptions of the multinomial logistic regression were verified. It was assumed that cases were independent observations. The findings from the analysis indicated that the self-esteem of the students did not influence the programme of study of the students, $p=0.746$. Therefore the null hypothesis that there is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools is accepted.

Hypothesis Two:

2. H_02 : There is no statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.

H_12 There is a statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.

Multinomial logistic regression analysis was done in SPSS (Version 23) with the dependent variable being the Programme of Study and Motivation (Low, High) being the independent variable to ascertain the effect of motivation on the Programme of study of participants. Results from the analysis presented

in **Table 9** showed that motivation had a significant influence on the programme of study, $p=0.000$.

Table 9: Influence of Motivation on Programme of Study

	-2 Log Likelihood of Reduced Model	Chi-Square	Df	Sig.
Intercept	30.532	.000	0	.
Motivation	57.924	27.392	4	.000*

Source: Field Data, 2022

This means that the choice of programme of study of a student was influenced by his/her level of motivation. The research hypothesis that there is no statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools is rejected.

Hypothesis Three:

3. H_03 There is no statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.

H_{13} : There is a statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.

General Linear Model (GLM) analysis was done using SPSS (Version 23) with the dependent variable being the Programme of Study while Gender factors was the independent variable to ascertain if the Gender factors of the student had any effect on their choice of Programme of Study. Results from the

analysis presented in **Table 10** showed that the gender factors of the student had no significant effect on their choice of programme of study, $F(1, 344) = 1.852$, $p=0.174$.

Table 10: GLM Analysis of the influence of Gender on Programme of Study

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.554 ^a	1	3.554	1.852	.174
Intercept	1778.062	1	1778.062	926.771	.000
Gender	3.554	1	3.554	1.852	.174
Error	659.984	344	1.919		
Total	2440.000	346			
Corrected Total	663.538	345			

a. R Squared = .005 (Adjusted R Squared = .002)

This also means that students did not choose to study certain programmes because of their gender factors.

Hence the null hypothesis that there is no statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools is accepted.

Hypothesis Four:

4. H₀₄: There is no statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.

H₁₄: There is a statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.

The interaction influence of the three variables, self-esteem, motivation, and gender on the programme of study was investigated using GLM in SPSS and the findings are shown in **Table 11**.

Table 11: Influence of Gender, Self-Esteem, and Motivation on Programme of Study

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	50.747 ^a	7	7.250	3.999	.000
Intercept	621.355	1	621.355	342.724	.000
Self-Esteem*Gender	10.428	1	10.428	5.752	.017*
Self-Esteem*	.021	1	.021	.012	.915
Motivation					
Gender * Motivation	1.736	1	1.736	.958	.328
Self-Esteem * Gender * Motivation	4.952	1	4.952	2.732	.099
Error	612.790	338	1.813		
Total	2440.000	346			
Corrected Total	663.538	345			

a. R Squared = .076 (Adjusted R Squared = .057)

It was observed that the three variables had no combined effect on the programme of study of the students, $F(1, 346) = 1.878$, $p = 0.099$. However, a significant effect was observed when self-esteem was combined with gender, $F(1, 346) = 5.752$, $p = 0.017$.

Based on the study result therefore the researcher fail to accept the research hypothesis that there is a statistically significant relationship between the role of self-esteem, motivation and gender on the choice of programme of study in category A Senior High Schools.

Discussion

Self-esteem and Choice of programme of study

Self-esteem is seen to be the self-worth of an individual. According to Super's theory, an individual's self-concept is important, and putting their interests, values, and skills to use in a particular job description is essential for both professional development and fulfilment (Fang, 2016) but this results proved otherwise. This result was however supported by the data.

The null hypothesis one of this study was that “there is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools. Results from the analysis show that the self-esteem of students did not influence the choice of the programme of study of students therefore the null hypothesis failed to be rejected.

The results of this research is contrary to Holland's theory of vocational types which opined that a person's choice of programme of study reflects their entire personality and that people like to hunt for workplaces that complement their personality types. It is however, similar to some findings which discovered that self-esteem had no much significant influence on the selection of a programme of study and did not directly influence the pupil's career planning and exploration (Arshad et al., 2015).

This result also justifies the rational behind this study in the selected schools in the Volta Region. For instance, at the beginning of the 2020/2021 academic year, students in OLA Senior High School were eager to alter their programmes of study immediately after admission into the school. This suggested that the student did not choose their programmes based on the confidence they had in themselves or their self-esteem and intrinsic motivation.

These students, who believe they made incorrect academic choices suffer academically, and some of them wind up failing their final examinations.

Erikson's theory of psychosocial development asserts that, a sound character and the realization of core beliefs come after each stage of psychosocial development has been successfully accomplished. The ego could rely on core features as defining characteristics to overcome later difficulties. When a person is unable to finish a stage, it may lead to a more disordered personality and sense of self since it may hinder one's capacity to complete succeeding stages. This implies that a student who is unable to resolve this vocational crisis may be unable to progress in the next stage of life. These phases can, however, be successfully resolved in the future.

However, these results are inconsistent with Super (1963) theory of career development, that self-concept and vocational concept are closely related. Proponents of Donald Super's Career Model are of the view that "at every development stage, people encounter different experiences and as such their career choice was influenced by these experiences at varied stages". The theorist also believes that as self-concept keeps changing, a person's career choice will also keep changing as they go through the different stages in life. This result is, therefore, not supported by this theory which implies that most adolescents choose their programme of study without considering their own experiences and abilities but rather consider other external motivations and influences from others.

This result is inconsistent with a study by Abomah and Tagoe (2021) that looked at how self-esteem and peer pressure affected adolescents' career decisions and found that there is a strong positive correlation between self-

esteem and career choice. Also, self-esteem and the academic programme a person may choose to pursue have a significant positive correlation, per a research by Sirin and Rogers-Sirin (2015). Self-esteem has an effect on areas pertinent to the academic choice of programme (Filippello et al., 2021).

This result is also in contrast with a research by Arshad et al. (2015) looked at the connection between early teenagers' academic accomplishment and their sense of self-esteem in the United States and England. The link between self esteem and academic achievement from the start to the end of the educational year during their 11th and 12th year of age were investigated using quantitative and qualitative data. Quantitative findings for both populations indicated a relationship between self-esteem and numerous predictors of educational achievement in the following year. By the end of the year, country inequalities began to show, although mathematics seems to steadily correlate with self-esteem in both country contexts. The findings of qualitative analyses provide some evidence that British students' evaluations of themselves show their academic experience is more accurate than those from the United States.

Also, according to a research by Zhao et al. (2021) that explored the association between academic engagement and teenage self-esteem, as well as the moderating influence of supposed social support and academic self-efficacy. A total of 488 teenagers from the Chinese area of Hebei were chosen to answer anonymous questionnaires. Adolescents' academic engagement and self-esteem were indirectly mediated by academic self-efficacy, with a percentage of this mediation impact of the total effect of 73.91%. Supposed social support acted as a second-stage moderator, reducing the mediating impact of

educational self-efficacy. More specifically, the influence of academic self-efficacy on students' academic commitment was larger when they had more supposed social support. Their findings revealed that important variables to take into account in selecting a programme of study by Junior High School pupils include their self-esteem, academic self-efficacy, and supposed social support which is in contrast to this study.

They were also inconsistent with previous studies which revealed that maximum confidence of programme selection was accompanied by high self-esteem and career indecisiveness comes with low self-esteem (Helbing, 1978; Maier & Herman, 1974). Thus pupils under normal circumstances may have considered their self-esteem in their choice of a programme of study but failed to do so. This may be because they consider other factors such as access to a popular and prestigious school.

Positive self esteem and increased academic engagement occur from individuals with high degree of self-esteem setting higher objectives for themselves and only considering themselves "good enough" when they meet those standards. (Filippello, Buzzai, Costa, & Sorrenti, 2019). For instance, students or pupils with high self-esteem may like to choose programmes of study that are perceived to be challenging such as the Sciences and Business programmes. But in circumstances where students lack high self-esteem, they may choose any programme just to get access to a particular school of choice. Such students have the mindset that when they get access to their preferred schools, they may be able to change the programmes to suit them but unfortunately, when this does not happen, they end up being frustrated and feel like failures.

From a different angle, people with great self-esteem can effectively decrease the unpleasant academic feelings brought on by high expectations (Kort-Butler & Hageman, 2011).

Although there is no usual time of uncertainty in the course of choosing a programme of study, significant indecision may reflect other psychological problems including low self-esteem (Hartman, Fuqua, & Blum, 1985).

According to Ingersoll and Orr (1989), the adolescent needs to identify at least generally, what occupational role they expect to play as adults and to determine some alternative path towards these goals. However, the study result reveals the current trend in our Junior High Schools where pupils are indecisive on the programme of study in the Second Cycle Schools and therefore, resort to relying on other external factors rather than their abilities and experiences.

Motivation and Choice of programme of study

Motivation is said to be either Extrinsic or intrinsic. Individual interest, personality traits, academic prowess, values, and creativity are examples of intrinsic elements that affect the choice of a programme of study. Regardless of our gender, beliefs, or how old a person is, according to McClelland, everyone of us possesses three motivating forces, one of which will eventually become our primary motivator. This primary driver has been greatly influenced by our society and life experiences (Khurana & Joshi, 2017).

The influence of motivation on the choice of programme of study in this research was significant ($p\text{-value} = <0.05$). The findings show that, students' selection of course of study was influenced by internal motivation including academic prowess (mean =3.22), a sense of importance (mean=2.90), and the chance to be creative and original (mean=3.01). The findings show that before

choosing a programme of study, students take into account a variety of intrinsic characteristics. For example, just because someone chooses Science as their course of study does not obligate them to follow a job in the medical field. The individual may take into account their academic prowess, sense of importance, and opportunities for creativity and innovation and this affirms McClelland's assertion that the three universal motivators being the the need for power, the need for affiliation and achievement may be considered by the individual base on their personality. Therefore, a person's choice of programme is influenced by these intrinsic elements.

The results confirm Evans (1993) findings that students' choice of a programme of study is more influenced by their interests and abilities than by their academic performance. Evans thought that intrinsic variables had a big impact on how students choose their programme of study. Similar findings were made by Amedzor (2003), who found that the feeling of importance, individual originality, and talents are the most important intrinsic elements influencing students' choice of programme of study in Ho Township. Most of these elements are personal to the individual and have an impact on their job decisions.

Hsiao and Nova (2016) found that characteristics like originality, independence, and the difficulty of the work affected students who choose business courses as a programme of choice. In addition to wanting more freedom, creativity, and flexibility in their future work, students also care about their employment stability and money and this was affirmed by the current study.

According to a research by Bhattacharya and Raju (2019) who looked at the influence of altruistic, extrinsic, and intrinsic influences on the decision to

become a teacher in India using survey research-based statistical analysis and the analytical hierarchy process (AHP). The intrinsic factors were discovered to be the greatest significant factor influencing their choice which was also affirmed by the result from the current study.

The current research confirmed all these. Overall, the findings of Firmin and MacKillop (2008) that individual capability was a significant influence in students' choice of programmes are supported by the similarities seen across the various studies. Students presumably think about their internal factors before choosing career decisions.

Also, extrinsic motivation was seen to influence students' choice of programme. The research revealed that extrinsic elements that affect students' job decisions such as a good income, appealing working conditions, and increased social status (prestige). These are important predictors of students' choice of programme of study. These are not surprising, for example, the Ghanaian economic structure places job seekers in a situation where money and favourable working environments are given top priority. If a student thinks that a particular programme of choice may not lead to a lucrative career, they are likely not to choose it. Similarly, before picking a certain programme of choice that will lead to a career in future, students carefully evaluate the social position and prestige that come with it. The highlight of this result is that students typically take extrinsic factors into account before choosing their programmes of study.

The results are in line with those of Attieku et al. (2006), that discovered that everybody desires to be employed in an environment whereby there is a department for setting wages, and provide an effective mechanism for

discussing salary raises or employment conditions, and where the best suitable approaches of determining pays or remunerations are essential for cooperation and high morale. In principle, they found that students may prefer to choose programmes that may lead to professions that provide decent pay as well as respectable working environments.

Other research by Guerra and Braungart-Rieker (1999) and Otto (2000) also demonstrated that factors such as money, working environment, and social standing can all affect students' choice of a programme of study. A cross-sectional research on the job ambitions of optometry students in Ghana was also carried out by Kobia-Acquah et al. (2020), who discovered that the prospect of a good salary was the main extrinsic factor affecting the selection of a job for optometry students in Ghana.

However, the effect of family and teachers was greater than that of friends. In most cases, parents can influence the choice of programme that leads to the career of their children. The effect of parents is highly important, starting with the course of studies. It is challenging for young people to disobey parental guidance until they reach adulthood. This may help to explain why the students thought that their family members had an impact on their choice of a programme of study. Teachers might occasionally advise their pupils in Junior High School to select programmes of study because they believe such programmes are appropriate for such course areas, it makes sense therefore that they will affect the selection of a course of study. Friends can also have an impact on the selection of a course of study since sometimes students will choose the same programmes as their friends, which will lead to the same careers.

The results support Ampofo (2020) research which showed that parents, teachers, and friends had the most effect on students' choice of a programme of study and career. According to Jungen (2008), even if people choose their programmes, their choices are influenced by a number of variables, the family being one of them. Parents have an impact on their children's choice and interest through the manner they socialize and acculturate them.

A number of experts have agreed that families cannot be disregarded when addressing the issues influencing students' choice of programmes and goals because relatives can act as role models for them (Okwulehie & Chiamaka, 2018). When compared to other criteria, Salami (2006) found that relatives' participation is the maximum important forecaster of learners' choices in their programme of study in Senior High Schools. Family participation describes the level of encouragement, openness, acceptance, and financial assistance that parents provide for their children's choices of programmes and career goals.

Kniveton (2004) asserts that, relatives can offer advice and information that could have an effect on a student's programme directly or indirectly. Additionally, parents can provide their children with the necessary care for their career choices (Small & McClean, 2002). In all these, it can be concluded that motivation, both extrinsic and intrinsic can affect the selection of a programme of study for pupils going to Senior High Schools.

Gender factors and choice of programme of study

This study found no significant differences ($p\text{-value} = >0.05$) in how gender factors in terms of boys and girls or male and female influence students' selection of course of study in Second Cycle Schools in the Volta Region. The

results suggest that gender factors did not influence the choice of the programme of study of students. The study result is consistent with a research by Edwards and Quinter (2011) who discovered no disparity in gender factors and "the issues affecting students' choice of programme amongst second cycle school students in Kisumu Municipality, Kenya,"

Also according to a study in the Nigerian Benue State LGA, Joshua et al. (2018) reported that there was no substantial variance in the selection of study programme between students of both genders.

However, there were variances in the number of boys and girls who chose particular programmes of study in the current study. For instance, girls prefer to choose a course that involves less Mathematics such as the General arts and Home Economics courses and boys want to venture into the perceived difficult subjects that involve Mathematics such as the Sciences and Business courses.

This was evidenced in the various programmes of studies offered in the various schools. It was noticed that among the three schools which were used for the study, one of the schools which is an all-boys school (Bishop Herman College) did not offer Home Economics as a programme of study at all. This is presumably because it is perceived that home economics is for girls or women therefore it was not available in a boys' school. Even in the mixed-sex schools (Mawuli Senior High School) where Home Economics is offered, only 6 and 18 boys out of a total of 51 and 98 students offered home economics in the 2021 and 2022 academic years respectively (Mawuli School Record, 2022). However, in the third school which is the all-girls (OLA Senior High School), most girls were offering Home Economics.

This confirms McClelland's claim that irrespective of a person's gender, e all have internal motivators, which ultimately serve as our primary motivators. This primary driver has been greatly influenced by our society and life experiences.

There have also been several pieces of research which established gender variance in the choice of programmes of study of students. For instance, Mutekwe et al. (2011) found that students' programme of study was influenced by gender roles in society. After doing research in Nigeria, MB Eyo and Edet (2011) found that both boys and girls in schools experience sex-role preconceptions that have an impact on their selection of course of study. Mesa (2013) also found that a lot of girls choose occupations that they have very little knowledge and possibly lacks the desire or skills needed for. Thus, gender had an effect on the choice of programme of study of students.

Similarly, this current research findings were consistent with some earlier research findings that there were no gender-related changes in people's choice of programme of study. Joshua et al. (2018) looked at the issues that affected students' choices of courses of study in the Benue State, Nigeria. The investigators revealed no substantial variances in the selection of course of study between male and female pupils, it seems that there are discrepancies concerning gender variances in the selection of course of study. This demands additional or further studies in specific contexts relating to the selection of course of study and gender factors.

Influence of Gender, Self-Esteem, and Motivation on Programme of Stud

The fourth hypothesis which looked at the interaction influence of the three variables, self-esteem, motivation, and gender on the programme of study was

investigated using General Linear Model in SPSS and it was observed that the three variables had no combined effect on the programme of study of the students. This implies that though motivation and gender according to the study had a significant influence on the choice of programme of study, and there is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools, the three variables, self-esteem, motivation, and gender combined did not have any influence on the programme of study.

However, a significant effect was observed when self-esteem was combined with gender. This implies that though self-esteem alone did not have any significant influence on the choice of a programme of study of the students when combined with gender, it had a significant influence. It also means that boys and girls with, for instance, high level of self esteem are likely to choose a perplexing or demanding programme of study.

This result affirms Ginzberg's developmental theory that opined that young people and adolescent go through three vocational selection phases thus fantasy, tentative and realistic (Schvaneveldt & Adams, 1983). At the fantasy stage adolescent do not consider their self-esteem, motivation and gender before deciding on what they want to be in the future. Ginzberg contends that up until the age of 11, children's profession choices are still in the fantasy stage. The child does a playful imitation and often evolves from playful reproduction (Schvaneveldt & Adams, 1983).

This result is also consistent with Filippello et al. (2019) that people with high levels of self-esteem have higher criteria for themselves and only think

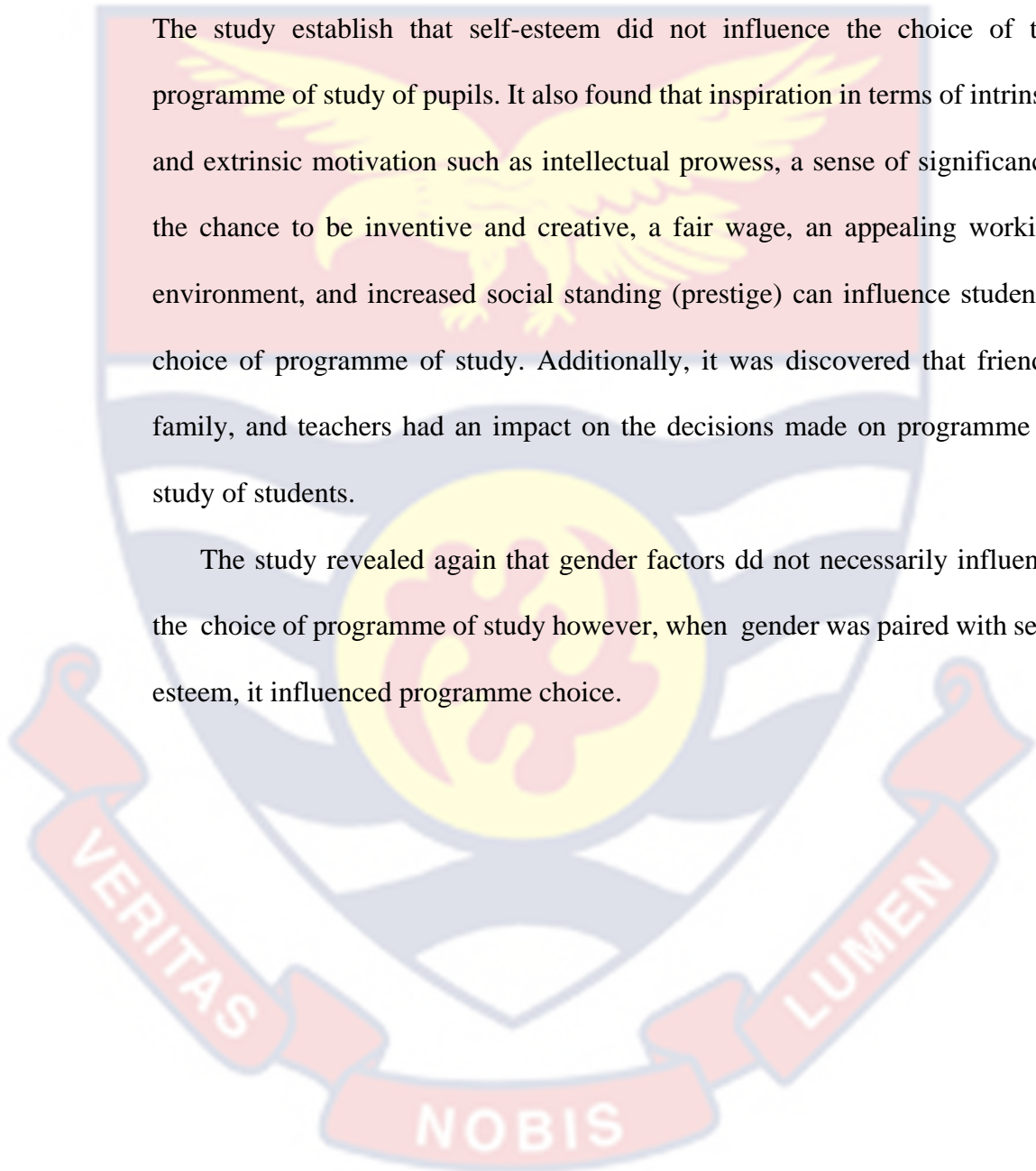
they're "good enough" when they meet those standards, which leads to a positive self-view and higher levels of academic engagement.

Chapter Summary

The results and discussion of the outcome were dealt with in this chapter.

The study establish that self-esteem did not influence the choice of the programme of study of pupils. It also found that inspiration in terms of intrinsic and extrinsic motivation such as intellectual prowess, a sense of significance, the chance to be inventive and creative, a fair wage, an appealing working environment, and increased social standing (prestige) can influence students' choice of programme of study. Additionally, it was discovered that friends, family, and teachers had an impact on the decisions made on programme of study of students.

The study revealed again that gender factors dd not necessarily influence the choice of programme of study however, when gender was paired with self-esteem, it influenced programme choice.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter covers the summary of the research, major findings, conclusions, recommendations and suggestions for further research.

Summary of Study

The goal of the research was to assess how gender, motivation, and self-esteem influenced students' choices of programme of study in Ghana's category A Senior High Schools in the Volta Region. The research specifically tested four hypotheses and provided answers to three research questions.

Research Questions

1. What is the level of self-esteem in the choice of programme of study in category A Senior High Schools?
2. What is the level of motivation in the choice of programme of study in category A Senior High Schools?
3. To what extent does gender influence the choice of programme of study in category A Senior High Schools?

Research Hypotheses

The following hypotheses were tested in the study;

1. H₀1: There is no statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.
- H₁1: There is a statistically significant influence of self-esteem on the choice of programme of study in category A Senior High Schools.

2. H₀₂: There is no statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.

H₁₂ There is a statistically significant influence of motivation on the choice of programme of study in category A Senior High Schools.

3. H₀₃ There is no statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.

H₁₃: There is a statistically significant influence of gender factors on the choice of programme of study in category A Senior High Schools.

4. H₀₄: There is no statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.

H₁₄: There is a statistically significant combine influence of the role of self-esteem, motivation and gender factors on the choice of programme of study in category A Senior High Schools.

The researcher outlined the key findings after reviewing literature related to the study such as self-esteem, motivation, gender, and programme of study. The chapter two also discussed the concepts of motivation, gender and self-esteem. Theories such as Erikson's Psychosocial Developmental theory, McClelland's Motivational Theory, Developmental theory by Ginzberg, Career Choice Typology by John Holland and Developmental/Self-concept Theory by Donald Super were reviewed.

The research was conducted using an Ex Post Facto research design which is a quantitative approach and the positivist paradigm. The study has a sample size of 346 participants. The researcher chose a sample of respondents from three category A Senior High Schools in the Volta Region using purposive, simple and stratified random sampling approaches. Questionnaires were engaged to gather the data. Descriptive and inferential analyses were performed on the acquired information.

Key Findings

The research revealed that pupils' programme choices are not significantly influenced ultimately by self-esteem.

The study also showed that students' motivation in terms of extrinsic factors such as good salary, appealing working conditions, and increased social status (prestige) as well as intrinsic factors such as intellectual ability, significance, and the chance to be original and creative influences their choices of a study programme. The research also found that friends, teachers, and relatives had an impact on students' programme selections.

The study revealed again that gender factors did not necessarily influence the choice of programme of study however, when gender was paired with self-esteem, it influenced programme choice. Also, fewer boys were offering certain courses such as Home Economics.

Conclusions

This study found that self-esteem does not influence programme choice in category A Senior High Schools in the Volta Region of Ghana.

The choice of programme was however influenced by extrinsic motivational factors such as good salary, appealing working conditions, and

increased social status (prestige) as well as intrinsic motivational factors such as intellectual ability, significance, and the chance to be original and creative.

Finally, gender did not generally influence the programme choice in these Senior High Schools.

Recommendations

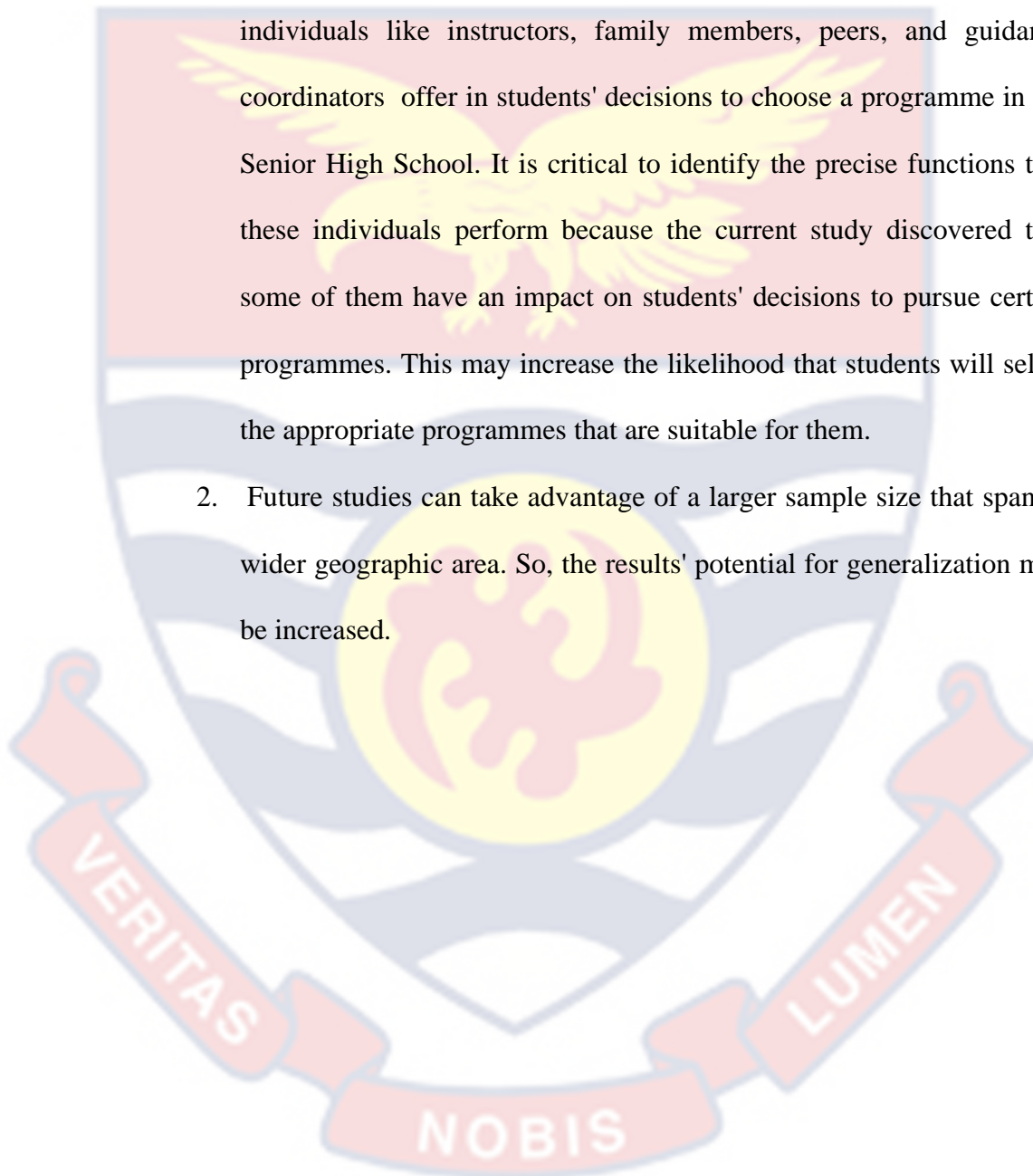
The following recommendations are given in light of the study's findings:

1. School managers and teachers especially those in Junior High Schools should encourage students to examine their self-worth, values, intellectual prowess, and other qualities in choosing their programmes of study in Senior High Schools since this research findings show that student did no take into account their self-esteem in choosing their programme of study.
2. School managers and teachers should take advantage of Association of Parent-Teachers' gatherings to advise mothers, fathers and other relatives to encourage their pupils to select schools that they can have access to their preferred programmes of choice rather than forcing them to choose schools with high prestige associated with them. Since parents are among those who may influence students' choices of Senior High Schools, this can assist pupils in making the best decisions.
3. Coordinators for guidance and counselling and school officials should work together to plan career seminars that would inform pupils about the various programme of choice that are available in the Secod Cycle Schools in Ghana.

Suggestions for Further Studies

For additional research, the following recommendations are made:

1. Future studies should concentrate on the precise roles that influential individuals like instructors, family members, peers, and guidance coordinators offer in students' decisions to choose a programme in the Senior High School. It is critical to identify the precise functions that these individuals perform because the current study discovered that some of them have an impact on students' decisions to pursue certain programmes. This may increase the likelihood that students will select the appropriate programmes that are suitable for them.
2. Future studies can take advantage of a larger sample size that spans a wider geographic area. So, the results' potential for generalization may be increased.



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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Date (dd/mm/yy)	School ID	Location

Dear Respondent,

The purpose of the study is to assess the role of self-esteem, motivation, and gender in the choice of programme of study in category A Senior High Schools in the Volta region of Ghana. The study is for educational purpose and your readiness to respond appropriately will make its outcome beneficial to other students. I wish to assure you that your identity and whatever information you provide will not be disclosed to anyone.

Thank you for your cooperation and assistance.

Section A: Demographic Data

1.	Sex: 1=Male 2=Female	
2.	Please tick the age range that applies to you 1=12-15 2=16-19 3=20 and above	
3.	What is your religious affiliation? 1=None 2=Christian 3=Islam 4=Traditional 5=Other (Specify_____)	
4.	What is your ethnicity? 1=Fante; 2=Akan; 3=Ga/Dangbe; 4=Ewe; 5=Northern ethnicity; 6=Other (Specify_____)	
5.	What is your academic year? 1= Year 1 2=Year 2 3=Year 3	
6.	What is your region of residence? _____ _____	N/A

7.	What programme are you offering? Please tick 1= Science (Gen) 2=General Arts 3=Visual Arts 4=Home Economics 5=Business	
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Read carefully and decide the extent to which the following influenced your choice of programme of study in Senior High School. Tick your response for each. “Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”.

SECTION B: MOTIVATION

SN	STATEMENT	1=Strongly disagree	2=Disagree	3=Agree	4=Strongly agree
1	The chance to be original and creative influenced my choice.				
2	My intellectual ability influenced my choice.				
3	My values and aspirations influenced my choice.				
4	The feeling of importance influenced my choice.				
5	An opportunity for further education/training influenced my choice.				
6	Good salary influenced my choice.				
7	An attractive working conditions influenced my choice.				
8	Having stable and secure future influenced my choice.				
9	Having an improved social status influenced my choice.				

SECTION C: SELF-ESTEEM

SN	STATEMENT	1=Strongly disagree	2=Disagree	3=Agree	4=Strongly agree
1	I am confident about myself				
2	At time, I feel I am not good at all.				

3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people do.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I am a person of good value, at least on an equal plane with others.				
8	I wish could have more respect for myself.				
9	In all, I am likely to feel that I am a failure.				
10	I take a positive attitude towards myself.				

SECTION D: GENDER RELATED FACTORS

SN	STATEMENT	1=Strongly disagree	2=Disagree	3=Agree	4=Strongly disagree
1	I choose my programme of study because it is related to my gender.				
2	I think some programmes are more gender bias.				
3	I think everybody can do any programme of study.				
4	I think programmes such as Home-economics are for girls.				
5	I think programmes such as science are more for boys.				
6	My favourite subjects are mathematics related subjects.				
7	I do not like mathematics related subjects.				

THANK YOU

APPENDIX B

INTRODUCTORY LETTER

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

Telephone: 0332091697
Email: dep@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

10th August, 2022

Our Ref:

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION
MS. JULIET AMA KUMAH

We introduce to you Ms. Kumah a student from the Department of Education and Psychology, University of Cape Coast. She is pursuing Master of Philosophy degree in Educational Psychology and she is currently at the thesis stage.

Ms. Kumah is researching on the topic: "THE ROLE OF SELF-ESTEEM, MOTIVATION AND GENDER ON THE CHOICE OF PROGRAMME OF STUDY IN CATEGORY 'A' SENIOR HIGH SCHOOLS IN THE VOLTA REGION OF GHANA."

She has opted to gather data at your institution/establishment for her thesis work. We would be most grateful if you could provide her the opportunity and assistance for the study.

Any information provided would be treated strictly as confidential. We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Ama Ocran'.

Ama Ocran (Ms.)
Principal Administrative Assistant
For: HEAD

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/16/22-47
Your Ref:

Date: 26th May, 2022

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0244784739

Vice-Chairman, CES-ERB
Prof. K. Ebdjah
kebdjah@ucc.edu.gh
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Juliet Kunah-Ama, Reg. No. FF/PPE/20/0001 is
M.Phil / ~~Ph.D.~~ student in the Department of Education and
Psychology in the College of Education Studie
University of Cape Coast, Cape Coast, Ghana. ~~He~~ She wishes to
undertake a research study on the topic:

Role of self-esteem, motivation and gender on
choice of programme in Category (A) senior
high schools in Volta Region, 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)