

UNIVERSITY OF CAPE COAST

RELEVANCE OF PUBLIC SECONDARY SCHOOL STUDENTS'
CAREER ASPIRATIONS TO THE MANPOWER NEEDS OF GHANA

BY

FREDERICK OCANSEY

A THESIS SUBMITTED TO THE CENTRE FOR DEVELOPMENT STUDIES,
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF CAPE COAST, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF
PHILOSOPHY DEGREE, IN DEVELOPMENT STUDIES

*Career development
manpower needs*

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CANDIDATE'S DECLARATION

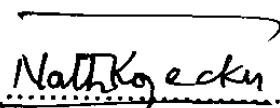
I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature: ..... Date: *15 June, 06*

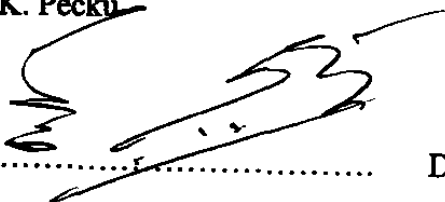
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SUPERVISORS' DECLARATION

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

Principal Supervisor's Signature: ..... Date: *15th June, 2006*

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ABSTRACT

The thesis examined the career and educational aspirations of secondary school students in Ghana. The study, which was a cross-sectional descriptive survey specifically, aimed at determining the type of jobs students wish to do, sectors of the economy and places they wish to work, relationship of their career aspirations to the manpower needs of Ghana as well as factors influencing their career aspirations. Students' intention and desire to pursue further studies as well as the type and extent of education they aspire to achieve were also investigated. Effects of students' demographic characteristics on their career and educational aspirations were examined.

Participants consisted of 1265 girls and 1075 boys (N=2340) randomly selected from 22 senior secondary schools in Ghana. Respondents answered one set of hand-delivered questionnaire. The main statistical tools used in data analysis were percentages, chi-square (χ^2), t-test and Analysis of Variance (ANOVA).

The study revealed, among others, that senior secondary school students generally have the desire to pursue further full-time education. University education and Business programme were reported as students' most preferred tertiary educational institution and academic programme respectively. Students' demographic characteristics related to the type of educational institutions and academic programmes they aspired to pursue.

The study further revealed that Government sector employment and enterprising work environment as well as working abroad have high attraction for students. Significant differences were found in students' career aspirations based on gender, academic programmes, school setting, school type, age, and their places of residence. In the light of these findings, implications for human resource development are discussed.

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DEDICATION

To my late father Kobina Egyin and my mother Abena Mukuwakuwa.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Human resource development (HRD) has become a central objective of, and means to, development (Gould, 1993). Arguably, the most important single resource for development is people. Since the end of the second world war, it has become an accepted view among economists that the development of manpower is a pre-condition to economic advancement in particular, and modernization in general (Ojo, 1977). Consequently, in most countries all over the world the dimensions assumed by manpower planning and development have been quite phenomenal. Huge amounts of both public and private funds have been devoted to this cause. Yet, one of the greatest challenges confronting development practitioners (planners) in most nations, especially developing countries, is how to effectively forecast, plan, develop and retain just the appropriate quality and quantity of manpower requirements needed for their development. A crucial underlying cause for this challenge seems to be the type of career aspirations held by the youth who constitute the source of manpower supply to the economy (ILO/JASPA, 1989). Career aspiration presumes an indication of one's career interest, preference, choice and expectation. To be successful, development planners have the onerous responsibility of carefully guiding the aspirations and choices of the youth into careers/vocations that will satisfy the manpower needs of their nations.

Needless to say, for individuals to achieve optimum career development and effectively utilize their full potentials, it is expedient for

them to aspire towards and settle in careers (vocations/occupations) that give them the best fit with respect to their interests, abilities, values, and other personality traits (Shertzer, 1985, Kelly and Votz-Patton, 1987). However, too many young people unrealistically choose prestige professions or those with which they are most familiar, without enough regard for their own real interests, and abilities, or the social need for such occupations (Rice, 1984).

The far reaching implications of career choice for the individuals involved and their societies have stimulated a lot of interest in the study of why people choose and aspire towards particular occupations or vocations (Super, 1972; Brown and Brook, 1992; Sharf, 1984; Ginzberg, 1984; Osipow, 1983; Isaacson, 1983; Gottfredson, 1981; Holland, 1985).

Hoppock (cited by Shertzer, 1985) has offered some compelling reasons why the type of occupations people choose should not be taken for granted. First, the choice of occupation may actually determine whether an individual will be employed or not. Employment in some occupations is not very stable; in others it is much more steady and sure. If an individual chooses an occupation in which employment is stable, that person may have a job even when millions of others are out of work. Secondly, the choice of occupation may determine success or failure. Success, of course, depends on many things, including effort, luck, and knowing the right people. Success also depends on ability to do the work expected. People differ in abilities, and occupations differ in the abilities required. When an individual chooses an occupation that uses his/her strengths and makes very few demands on their weaknesses, they increase their chances of success. The choice of occupation may also determine whether the individuals will enjoy or dislike their work. By choosing an occupation wisely, the individual can increase his/her satisfaction

in life. Furthermore, the choice of occupation influences every other aspect of life. An occupation determines where the family will live, where the children will go to school, and how often the family will move. It determines the people with whom the individual associates during most of the day and, in subtle ways, changes a person's values, ideals, standards, and daily behaviour. The last reason cited by Shertzer (1985) is even more relevant in the context of this study. He states:

Occupational choice determines how a democratic society uses its labour power. When we are choosing an occupation, we may not think much about the impact of the choice on the national welfare, but the total of all people who choose occupations may determine where serious shortages and surpluses of labour power will occur. For example, when too few persons choose to be teachers, the education of a whole generation may suffer. When too many prepare for a few professions, a great deal of talent is wasted (p. 236).

Even a cursory look at the reasons presented above reveals how imperative it is for development thinkers and practitioners to be concerned about the career aspirations and choices of the youth as they relate to the individual's well-being in particular and the socio-economic development of nations in general. It could also be deduced from the issues raised above that, to some extent, the problem of unemployment and underemployment which is a common concern to most countries in the world today is partly caused by inappropriate career and educational aspirations among the youth. Rice (1975) underscores this fact when he observes that "one of the frustrations of the

modern college student is to spend four years in college only to have difficulty in finding employment once he graduates” (p. 394).

The problem of graduate unemployment alluded to in the foregoing paragraph is not uncommon in Ghana which is a country in transition. Rapid political, economic, and social changes are occurring as the people of Ghana, within the last forty-five years, move beyond colonial government to post colonial civilian government and through a series of military rule interspersed with brief periods of democratic civilian rule and then to what is now perceived as a more thorough going democratic dispensation. Needless to say, such socio-political changes highlight a dynamic interaction between the career development of individuals and the contextual factors surrounding them. To succeed, individuals need to make career decisions that take cognizance of the changes taking place in the society.

One important aspect of the changes taking place in Ghana which has direct consequences for the career development of the youth is the educational system. Ghana began a nation-wide educational reforms programme in 1986, and one of the objectives of the reforms has been to make education relevant to the needs of the country by producing graduates who would satisfy the manpower requirements of the country (Ministry of Education, 1974). This objective was fashioned against the backdrop of an increasing national concern that the educational system in the country had been out of tune with realities of the manpower needs of the country and this, among other things, was creating the problem of graduate unemployment (Dzobo Report, 1973).

Although there seems to be no clear statistics on employment and unemployment in Ghana, estimates of unemployment in the country is put between 3% and 19% of the labour force (Ghana Vision 2020). A report by

the Institute of Statistical, Social and Economic Research (ISSER) in 2004 indicated that the unemployment rate in Ghana in 2000 was 10.4%. There is no gain-saying that whichever point, in the range speculated by vision 2020 document, the actual unemployment situation is located, it should be a cause of worry for development planners particularly, in a developing country like Ghana.

Admittedly, a large proportion of the unemployed may be illiterates and school dropouts, nevertheless the quantum of the proportion of the unemployed who may be graduates of the country's formal educational system could be significant. As pointed out by Todaro (2000) "there existed an unexpected positive relationship between levels of education and rates of unemployment in developing countries – the opposite of the situation in developed countries"(p. 264). For example, Ghana in 1988 had an unemployment rate of 3.4% for people with no education, but it was 7.6% for those with primary education, 13.5% for those with secondary education, and 14.7% for University graduates (UNDP Human Development Report, 1993). Although it may be true that job opportunities are limited in Ghana, especially in the formal sector, it appears that very often these unemployed graduates (particularly Polytechnic and University graduates), have difficulty in getting job placements due to lack of appropriate job opportunities relevant to the skills they have acquired or the programmes they pursued during training.

This brings into question the effectiveness of the manpower planning, forecast and development strategies of the country which seems to be operating more on the 'social demand' model rather than the 'manpower requirement' model or the 'rate of return' model (Coombs, 1970; Harbison, 1973). Perhaps, it was the feeling of concern for the need to improve on the

manpower planning in the country that led Mrs. Cecilia Bannerman, a former Minister of Manpower Development and Employment, to remark during her vetting by the Parliamentary Appointment Committee that her ministry will 'initiate efforts to ascertain the manpower needs of the labour market so as to plan its manpower development in order not to churn out unneeded manpower' (The Ghanaian Chronicle' February 5 – 6, 2001, p. 21).

Similar concerns have been expressed by other significant opinion leaders including the former Minister of Education, Professor Ameyaw-Akumfi (Daily Graphic, July 2, 2001), President of Association of Ghana Industries, Mr. Prince Kludjeson (Daily Graphic, February 17, 2001) and a former Mfantseman District Chief Executive Mr. Kofi Wilson (Daily Graphic, August 27, 2001).

Long before these concerns were expressed efforts had been made persistently to equip the youth with skills relevant to the needs of the country in order to reduce the unemployment rate in the economy. For example, as far back as 1925, Sir Gordon Guggisberg in his "Sixteen Principles of Education" recognized the need for the provision of trade schools with a technical and literary education that would fit young men to become skilled craftsmen and useful citizens. This was an attempt to reduce the emphasis on the system of education which produced "surplus of pen-pushers" (Mc William, 1962, p. 42).

Again, the 1937-41 Education Committee expressed the fear that the facilities for secondary education in those days were in danger of creating unemployment (Ekuban, 1973; French and Boyd, 1971) since it was producing more clerks and less, if any, of other manpower needed for the development of the country. The subsequent establishment of the Youth Employment Centre

in 1960 (Ministry of Education and Social Welfare, 1961) and the introduction of the Continuation Schools system in 1969 were all attempts to eliminate inefficiency and waste by making education more relevant to the needs of the country through equipping the youth with employable skills so as to reduce unemployment (Kwapong Report, 1967).

The recent educational reforms programme was introduced as part of the continued effort and quest to equip the youth of the country with skills relevant to the manpower needs of the country. The Advisory Committee, chaired by Professor Dzobo, which was charged with the responsibility for making proposals for reorganizing the educational system contended in its final report that the system of education in the country was “ineffective in meeting the present social and political needs of a fast changing Ghanaian society” (Dzobo Report, 1972).

In view of the defects of the educational system identified, the Advisory Committee recommended the establishment of Junior Secondary Schools (JSS). The JSS programme was expected, among other things, to achieve the following:

- a. encourage practical programmes which would lead to the acquisition of skills for self-improvement;
- b. provide opportunities that would predispose pupils to acquire the knowledge, skills and pre-vocational experience that would enable them to discover their aptitude and potentialities in order to develop a longing for further improvement; and
- c. help pupils appreciate the dignity of labour.

It was the aim of the JSS programme to expose a greater proportion of children of school going-age to a type of curricula that will make education both terminal and continuing – terminal in the sense that it will orientate the pupils psychologically to their immediate environment and provide them with some basic knowledge and necessary skills in developing their environment (Adam and Chen, 1981). To facilitate the achievement of these objectives the Advisory Committee recommended the appointment of career and placement officers in the schools (Dzobo Report, 1972).

As stated in the document entitled “The New Content and Structure of education for Ghana” the new educational policy aimed, among other things, at instilling in the individual an appreciation of the need for change directed towards the development of the human resources of the country. Equally important, it must generate in the individual an awareness of the ability of man, using power derived from science and technology to transform his environment (Ministry of Education, 1974).

By the end of the third-year course the JSS should have produced leavers who have the following qualities:

- i. an awareness of the need of society
 - ii. an awareness of the need for purposeful and effective social transformation
 - iii. an awareness of man’s ability to harness the forces of nature to some extent for some desired end
 - iv. a willingness to contribute to national development, and
 - v. are physically and psychologically well-equipped either for self-development or for contributing to the development of Ghana
- (Ministry of Education, 1974).

It was envisaged that this would lead to the acquisition of skills by the youth and thereby help solve the problem of the youth with no employable skills. Again, it was hoped that it would help channel the occupational aspirations and choices of the students into areas that would meet the national manpower needs.

The JSS programme was started on an experimental basis in 1976 with some few schools and by 1986 there were 118 such schools throughout the country (Boakye, 1986). Currently, the syllabus of the three year JSS programme is made up of ten subjects, namely Mathematics, English language, General Science, Social Studies, Agricultural Science, Pre-technical skills, Pre-vocational skills, French, Religious and Moral Education, and the Indigenous language.

A nation-wide introduction of the JSS programme was effected in 1987/88 academic year. At the JSS level, the introduction of the multiplicity of courses is with the hope that by the end of the course each pupil would know where his talents and abilities lie. A pupil would therefore be able to decide whether to attend an SSS and offer a Technical, Business, Agricultural Science or other programme or to enter into apprenticeship.

Subsequently, in the 1990/91 academic year there was also a nationwide introduction of the Senior Secondary School (SSS) programme. The SSS run seven programmes though the number and types of programmes available in each school depend on the facilities present there. The seven programmes are: Agricultural Science, Business, Technical, Home Economics, Visual Art, General Arts, and Science (General). At the SSS level too, it is hoped that by the end of the course a student would be able to decide whether to attend any of the tertiary institutions (for example University,

Polytechnic, Institute of Professional Studies) or to enter the world of work. Apparently, it was the hope of the educational planners that with such an arrangement individuals would be able to pursue careers of their interests and preferences ensuring that a fair and reasonable distribution of the human resources into the various career fields in the economy is obtained.

The account presented in the preceding paragraphs so far has underscored the importance of career choice and aspirations of the youth in meeting the manpower needs of a country. It has also indicated clearly that several efforts, suggestions and recommendations have been made over the years on the need to make education in Ghana more relevant to the needs of the country by repackaging the educational system for effective delivery. However, no well-defined effort seems to have been made to examine the educational and career interests, preferences and aspirations of the youth who, as it were, constitute or form the raw material of the educational enterprise, and the implications of such aspirations for the manpower needs of the country. This study seeks to fill this vacuum.

The Problem

The educational systems of developing nations strongly influence and are influenced by the whole nature, magnitude, and character of their development process. The role of formal education is not limited to imparting the knowledge and skills that enable individuals to function as economic change agents in their societies. Formal education also imparts values, ideas, attitudes, and aspirations which may or may not be in the nation's best developmental interest (Todaro, 2000). The choice of academic programme by students in the secondary school could be said to be an intermediate step in

vocational development or as a short term academic and vocational planning (Herr and Cramer, 1972) and career decision. This is particularly so since such choices invariably indicate preferences for the career fields the individuals would like to belong in future. Thus for a country to meet its manpower needs it is expedient to ensure that the choice of academic programmes by students and their career aspirations reflect the country's future manpower needs.

In Ghana before students complete Junior Secondary School (JSS), they are made to choose the academic programmes they would like to pursue on gaining admission to the Senior Secondary School (SSS). Observations seem to suggest that some of the programmes (eg. Business) are more patronized by the students than others. This trend seems to persist even in the Polytechnics and Universities where, for example, Business related programmes appear to attract more applicants than any other programme area. The question is: Does this suggest a significant trend in the direction of students' career aspirations? Or could it be that such attitudes relate to students' perceived instrumental values of the various academic programmes?

A pertinent issue involved in this is the attitude often displayed by some students who fail to gain admission to the academic programmes of their first preferences either at the senior secondary school level or at the tertiary level. Some of such students apparently become disappointed in their academic pursuit and feel apprehensive about their future employment situation.

The researcher has had the privilege of counselling hundreds of first year senior secondary, polytechnic and university students who troop into the counselling centre of the University of Cape Coast, especially at the beginning of the academic year, feeling distressed and depressed for failing to obtain

placement in the academic programmes of their first choices. Such students often express fear and worry that they might not be able to achieve their career goals.

Another indication of the apparent disappointment and uncertainty some students, especially those at the tertiary level, feel about their academic programmes and future career placement is the reaction they show when they are reminded of the professions they are being trained to function in. In the Faculty of Education, University of Cape Coast, for instance, one is almost always greeted by boos and jeers from students when reference is made to the fact that they are being trained for the teaching profession.

A logical question that arises from the attitudes of students as described in the preceding paragraphs is: What kinds of career aspirations do students hold in the secondary school before they enter the tertiary education level or the world of work? And what are the factors influencing those youthful aspirations? An even more crucial issue is whether the career aspirations of these students harmonise with the manpower needs of the country. This is of particular importance since the level of graduate unemployment in the country seems to be rising rapidly (Todaro, 2000).

Another aspect of the problem which is also derived from observation is that any casual interaction with some secondary school students seems to reveal that an overwhelming proportion of them hold a strong aspiration to travel overseas to work permanently soon after completing school or graduating from the university. This feeling among students could be gleaned from a study by Ocansey (1993). Clearly, the career development and, particularly, the direction of the career aspirations of the country's almost seven million youth need urgent attention.

A review of the extant literature within the field of career psychology reveals some studies (Cosby, Thomas and Falk, 1976; Cloete, 1981; Smith and Allen, 1984; Payton, 1985; Jacobs et al, 1991; Watson and Stead, 1993; Freeman, 1995; Naidoo 1999) on the career aspirations of adolescent students in some specific socio-economic and cultural context. However, studies on this important topic in Ghana are virtually non-existent. The studies by Pecku (1988) and Odoom (1996) are only indirectly related to the career aspirations of secondary school students. The work by Foster (1971) which is the only study that has been located on the topic definitely needs further verification. Besides, neither Foster's study nor any other study has examined the relationship between the career aspirations of students in secondary schools in Ghana and the manpower needs of the country. This study is designed to collect and examine data on this important subject to facilitate effective career guidance in educational institutions and also to ensure effective manpower planning in the country.

Objectives of the Study

The general objective of the study was to investigate the career and educational aspirations of secondary school students in Ghana and the implications of such aspirations for the critical manpower needs of the country.

Specifically, the study sought to:

1. Determine the significant factors which influence students' career aspirations and to investigate whether these factors impact differently on the aspirations of students on the basis of their demographic characteristics;

2. Determine whether any significant relationship exists between students' career aspirations and
 - a. the occupations of their parents
 - b. the educational aspirations of the students
 - c. the size of the settlement where students usually reside
 - d. type of secondary school attended by students
 - e. school setting
 - f. pre-secondary school career aspirations
 - g. the perceived career aspirations of their best friends
3. Determine whether differences exist among the career aspirations of the different categories of students with respect to
 - a. gender
 - b. age
 - c. school setting
 - d. residential status
 - e. academic programme
 - f. the size of the settlement where students usually reside
 - g. school-type
4. Determine the general direction of students' career aspirations with respect to career fields and sectors of the economy;
5. Determine students' perceptions about occupations with respect to their income and prestige values;
6. Determine the relationship between students' career aspirations and the critical middle and high level manpower requirements of Ghana;
7. Determine the perceptions students hold about the "brain drain" and the proportion of students who aspire towards working abroad;

- 8. Investigate the educational aspirations of students and to determine whether differences exist in these aspirations with respect to**
- a. gender**
 - b. age**
 - c. school-type**
 - d. ethnic background/group**
 - e. residential status**
 - f. academic programme**
 - g. the size of the settlement students usually reside**
 - h. parents' educational levels**
 - i. School setting**

Research Questions

In the light of the objectives of the study attempts would be made to answer the following research questions:

- 1. What educational aspirations do students hold in secondary school? Do educational aspirations in secondary schools vary by gender, age, residential status, academic programmes, school type, size of settlement where students usually reside, school setting, and parental educational levels?**
- 2. What occupational aspirations do secondary school students hold? Do such aspirations vary by their demographic characteristics?**
- 3. Do career aspirations in secondary school relate to gender, age, residential status, place of birth, the size of settlement where students usually reside, school setting, school type, career aspirations of friends, vocational expectations, pre – secondary school occupational**

aspirations of students, variety of school programmes, and ethnic groups?

4. What proportions of students aspire towards the various sectors of the economy? Do aspirations towards the various sectors of the economy differ by students' demographic characteristics?
5. Does the proportion of students who aspire towards the critical professions differ from the proportion of manpower required in those professions?
6. What perceptions do students hold regarding the issue of 'brain drain' in Ghana? Does the proportion of students who aspire to migrate to work in foreign countries differ from the proportion that intends staying to work in Ghana? Do aspirations to work abroad differ by the demographic characteristics of students?
7. What factors influence students' career aspirations? Do these factors vary in their impact/influence on students on the basis of their demographic characteristics?

Relevance of the Study

Results of this study will reveal the direction of career and educational aspirations held by secondary school students in Ghana and the implications of such aspirations for the manpower needs of the country. It will also indicate the extent to which personal, interpersonal, work values, gender stereo-typing and socio-economic factors influence the career choice and aspirations of students. Consequently, results of the study may well be of use to Guidance and Counselling Co-ordinators in secondary schools and all other counsellors in educational institutions in planning and organising their career guidance

programmes. It will indicate to them the extent of work they need to do to channel or direct the human resources of the nation into appropriate and desirable areas or sectors of the economy. The study would also recommend to the Co-ordinators the appropriate interventional strategies to use.

The Ministry of Education and the Guidance and Counselling Directorate, in particular, might find the information useful. It may help them to assess and review the package of guidance and counselling programmes currently being operated in schools.

The results of the study may also provide the Ministry of Employment and Manpower Development, the National Development Planning Commission and other state departments responsible for manpower planning and development in Ghana with useful information necessary for policy formulation.

Finally, the study's findings should provide scholars, in general, and experts in Human Resources Development, Guidance and Counselling, and Occupational Psychology, in particular with current information and direction in the research areas of career choice, aspiration and development of the adolescent student.

Definition of Terms

1. CAREER: Refers to the activities and positions involved in vocations, occupations, and jobs as well as related activities associated with the individual's life time of work. It could also be defined as work and work-related activities one does for a living. This could either be interpreted as a vocation or an occupation.

2. **VOCATION, OCCUPATION AND JOB:** These terms are used interchangeably to indicate activities of employment and positions of employment.
3. **CAREER DEVELOPMENT, OCCUPATIONAL DEVELOPMENT, AND VOCATIONAL DEVELOPMENT:** These terms are used interchangeably to refer to a lifelong process of developing beliefs, and values, skills and aptitudes, interests, personality characteristics and knowledge of the world of work (Tolbert, 1974). Specifically, the terms reflect individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfillment of purpose (Zunker, 1994).
4. **ASPIRATION:** Ability to set goals for the future while being inspired in the present to work toward those goals. Aspiration implies a strong desire or hope to do or have something. The feeling implies a demonstration of interest, preference and choice.
5. **CAREER ASPIRATION:** This refers specifically to a feeling of strong interest and preference for a particular occupation, vocation or job accompanied by a wish and a drive to enter that occupation, vocation or job.
6. **SECONDARY SCHOOL:** This refers to senior secondary school.
7. **MANPOWER:** Human skills, competencies and knowledge translated into labour force.
8. **EDUCATIONAL ASPIRATION:** A feeling of strong interest and preference for a particular level or type of educational qualification or institution accompanied by a wish and a drive to achieve such goal.

9. **SIZE OF SETTLEMENT:** Refers to the extent of space and/or population of an area of human habitation.
10. **SCHOOL PROGRAMME:** Refers to the academic subjects and courses run by a formal educational institution.
11. **CAREER FIELD:** Refers to occupational environment as described by Holland (1985). This could be realistic, investigative, artistic, social, enterprising or conventional.
12. **DEMOGRAPHIC CHARACTERISTICS:** This refers to the biological, social, economic, and cultural attributes of the individual. It specifically refers to the individuals' gender, age, ethnic background, residential status, religious belief, academic programme, school-type and the size of settlement where one usually resides.
13. **SCHOOL TYPE:** Category of school either single sex (boys-only or girls-only) or mixed sex.
14. **CRITICAL MANPOWER NEED:** Labour force or a skill of high demand but in short supply in an economy.
15. **RURAL AREA:** A settlement with population less than 5000 (Ghana Statistical Service, 1984).
16. **SMALL TOWN:** A settlement with population of not below 5000 but less than 20,000. All small towns in this study were District Capital towns.
17. **URBAN AREA:** A settlement with population of 20,000 or more. All urban areas in this study were Regional capital towns.
18. **PSYCHO-SOCIAL FACTORS:** The psychological and social attributes of students. These are student's occupational expectation, best friend's occupational aspiration, student's occupational aspiration before entering SSS, father's occupation and mother's occupation.

19. **BIO-CULTURAL FACTORS:** The biological and cultural attributes of students e.g. sex, age, school-type, residential status, ethnic background, academic programme, and school setting.
20. **WILLINGNESS:** Readiness or intention to do something.
21. **DESIRE:** To wish or want very much; a strong wish.
22. **SECTOR OF ECONOMY:** A field of employment controlled by the government, private company, non-governmental organisation or an individual.
23. **INTENTION:** State of mind or decision to do something.

CHAPTER TWO

REVIEW OF RELEVANT THEORIES AND CONCEPTS

Introduction

This chapter focuses on some theoretical and conceptual considerations that have some relevance to the study. It begins with the review of some definitional issues followed by some theories and concepts as well as some empirical studies that form the basis of this study.

Definitional Issues

A review of the extant literature in vocational psychology seems to indicate that there is general agreement among scholars that the terms career choice, career aspiration, career preference and career interest are related. However, there appears to be lack of agreement on the extent to which these terms are related.

Several years ago Crites (1969) observed that the research on the relationship of vocational choice to preference and aspiration leads to the conclusions that much as these concepts or variables are relatively distinct ones, they are also related to each other. He pointed out that they are distinct because they differ in the extent to which they represent reality-oriented selections of occupations, and they are the same because they all involve the selection of an occupation, regardless of the basis for the selection. To him, choice, preference and aspiration could be ordered along a continuum of reality orientation. In this scheme, choice is more realistic than either

preference or aspiration, and preference is more realistic than aspiration. In making a choice, the individual considers as many factors as possible which may affect his employment and progress in an occupation and selects one which he thinks will provide him with the greatest degree of success and satisfaction. In expressing a preference, the individual indicates which occupation he likes best and would enter, if certain contingencies, such as financial support for training, could be arranged. In stating an aspiration, the individual indulges in fantasy and conceives of the "merely possible" – what he wishes he could do if he could enter his ideal occupation. Crites quotes Ginzberg as saying that interest implies more differentiation and complexity than preferences and further implying that choice is not the same as either preference or interest.

Notwithstanding these distinctions made by Crites between the terms career choice, preference and aspiration, he concedes that there are several studies in the field of Vocational Psychology in which choice has been defined as preference or aspiration. Although, the studies cited by Crites may be too old for reference in this work, there are several other more recent studies (Pecku, 1988; Gottfredson, 1981; Eccles & Others, 1991; Harold & Eccles, 1990) which confirm his observation. It would seem then that the affinity and interrelationship of the four concepts - choice, aspiration, interest and preference are often presumed and taken for granted by most vocational psychologists.

Perhaps, it could be argued that the basic behaviours entailed in the four concepts are essentially the same when considered in the process of career decision making and this may justify their use as synonyms in some write-ups. For example, any course of action which is undertaken by an

individual by way of career decision indicates that he has made a choice and, to the extent that the choice discriminates among alternative careers, it suggests expression of preference. It could further be argued that the expression of any choice or preference for an occupation indicates ones interest and if it does not signify ones entry into an occupation then it has the feeling of “wish” or “desire” as its bedrock however remote it may be, and therefore a presumption of aspiration.

Super (1953) argues that the term “choice” has different meanings at different age levels, if it is not defined as training for entry into an occupation. He points out that to the 14-year-old choice means nothing more than preference because at that age the need for realism is minimized by the fact that the preference does not need to be acted upon until the remote future. Roe (1956) says much the same thing when she writes that with small children “choice” of an occupation means something quite different from what it means even in high school, and choice means something else again when one is actually faced with the necessity for taking a job. To her, the term preference could be reserved for all stages up to the final one at which the individual actually enters upon an occupation.

The discussion so far has shown clearly that there is little agreement as to whether vocational choice is the same as vocational preference or vocational aspiration. While some scholars try to distinguish among these terms others use them interchangeably. In this study no attempt is made to differentiate between the terms choice, aspiration, preference and interest. They are used interchangeably to describe the motives, wishes and desires of the individual to achieve certain career goals.

Theoretical Basis for the Concept of Aspiration

The concepts of aspirations are rooted in psychology and guided by the theory of achievement motivation (Quaglia & Cobb, 1996). Achievement motivation theory postulates that people can learn to establish and acquire goals. Teachers, peers, parents, and other people who have a relationship with a person may affect that person's achievement motivation. Thus, education contributes to the process of aspiration formation.

Education helps people become more knowledgeable about the world, more sensitive and understanding of their relationship to it, and more eager to contribute to the civilizing process. It helps people develop the ability to discern opportunities and options that they may confront in their day-to-day activities. The formation of educational and occupational aspirations is integral to education, enabling students to better understand who they are and how they can function effectively for their own well being and for the betterment of society (Kozol, 1984).

The study of aspirations is also rooted in sociology and social comparison theory (Collier, 1994). People tend to compare themselves to groups with similar beliefs and abilities. "The group serves as a powerful anchor that limits the level of aspiration, particularly when the group is cut off from others groups ... people tend to use others who are similar or have similar levels of ability as a source of social comparison" (Collier, 1994, p.83).

The definition of aspirations has undergone development and refinement. Social comparison theory describes the need and the pressure to assess beliefs and abilities which develop uniformity in a group (Festinger, 1954) and achievement motivation theory describes a conscious desire to perform well and reach high standards of excellence (McClelland, 1961).

The definition of aspirations developed from these theories is the “student’s ability to set goals for the future while being inspired in the present to work toward those goals” (Quaglia & Cobb, 1996, p.130).

Theories of Career Development and Aspirations

Over the last century several theories have been propounded to explain how people get attracted to and eventually settle in certain occupations. What follows is a review of the major and influential theories or models of career aspirations and choice currently in vogue. Critiques have also been presented together with analyses of what might be missing from those theories that could render them more useful for understanding the career behaviour of Africans in general and Ghanaians in particular. An attempt has been made to present an alternative model that may, hopefully, adequately explain the career development, particularly the career aspirations and choice of Ghanaian youth. The outline followed in reviewing the theories is as follows:

- (a) Psychological theories of career development and aspirations which incorporate
 - i Trait and Factor Theories;
 - ii Structural / Personality Theories; and
 - iii Developmental Theories.
 - iv. Gottfredson’s model of Occupational Aspirations.
- (b) Sociological / Contextual Perspectives of Career Development and Aspiration consisting of the:
 - i Status Attainment model
 - ii Economic Theory of Schooling and Competitive Market
 - iii Social Learning Approach to Career Choice and Aspiration

iv Accident/ Chance Theories

(c) Developmental – Contextual Theories of Career Choice / Aspiration

A. Psychological Theories of Career Development and Aspiration

The psychological theories focus on the individual as a crucial variable in the career decision making process. These theories have in common the assumption that the individual has some freedom in the choice of an occupation; that is, he can exert at least a modicum of control over his vocational future. They posit that choice is determined, but primarily by the characteristics or functioning of the individual and only indirectly by the environment in which he lives.

I. Trait and Factor Theory

According to Brown (1990), the essence of the trait and factor theory lies in the following four prepositions: each individual has a unique set of traits that can be reliably and validly measured; occupations require that individuals possess specific traits to be successful; it is possible and desirable to match a person's unique set of traits to those required by occupations; the closer the match between personal characteristics and those required by an occupation, the greater the likelihood of satisfaction with and productivity and tenure in the occupation. Brown states that the theory is as applicable to Blacks and other racial groups as it is to White males. However, no specific test of these propositions were uncovered in his review.

Several problems are associated with the propositions that appear to limit the extent to which the theory may be useful in understanding the career development of Africans in general and Ghanaians in particular. One of these problems is the general controversy regarding the applicability of

psychological tests normed on White population to people of African origin and other ethnic minorities (Anastasia, 1982) particularly as it pertains to ability testing (Franklin, 1992; Helmas, 1992; White, 1984). But, perhaps, a greater problem with the measurement proposition is that, because of an inadequate understanding of the diverse life experiences of Africans and people of African origin, an untapped domain of potential factors salient to career behaviour of these persons has been inadequately defined, operationalized, and investigated.

Regarding the proposition that occupations require a person to possess certain traits in order to be successful in it, the assumption may hold for both Africans and Whites, but research has not addressed whether both groups are required by occupations to have the same or different sets of traits. Recently, however, Edwards and Polite (1992) developed a profile of successful African American based on their research that includes elements likely to be similar to Whites, like faith and personal responsibility, and others that are likely to be different, like transcendence of a racial-victim perspective and managing others' racial perceptions and reactions. However, this work is in need of cross-validation and extension.

Furthermore, the trait-factor assertion that it is possible and desirable to match individual characteristics to those required by an occupation assumes that the most important or relevant traits or factors regarding individual career success are reliably and validly measured. But, Herr and Cramer (1979) think not, for "despite all the trait-and-factor approach has to offer – its statistical sophistication, testing refinement, and technologies application - the resulting prediction of individual success in specific occupations has been discouragingly imprecise" (p. 72). Ghiselli (1973, p.465) reviewed the

literature regarding predictive power of tests and inventories and concluded that “a coefficient on the order of .30 describes the general validity of tests for training criteria, and one on the order of .20 gives the value of proficiency criteria”. Even though Ghiselli goes on to say that these average coefficients do not indicate the true value of tests for the prediction of training and proficiency criteria, they to a very large extent tend to support Herr and Cramer’s (1979) statement. However, if the requirements for success are different for Africans, a question arises as to whether that difference is justifiable, legal, and measurable.

The last trait factor proposition is that the closer the match between individual traits and those traits required by the occupation, the greater the likelihood of individual success. This issue, as far as the literature available is concerned, is yet to be explored with Africans and people of African origin.

Notwithstanding the above criticisms leveled against the trait and factor theory, it may be premature to dismiss the theory as irrelevant to the career behaviour of the African given the paucity of well-controlled, well-designed research testing the validity of trait-factor notions to the career behaviour of Africans. However, given that many of the propositions appear untenable it is only appropriate and reasonable that one remains skeptical in accepting its applicability to the African situation.

II. Structural Theories

Another set of psychological theories for vocational choice is the structural theories, also known as the personality theories. These theories view vocational preference and aspirations as expression of personality. For them,

much career-seeking behaviour is an outgrowth of efforts to, in effect, match one's individual characteristics with those of a specific occupational field.

One prominent structural theory of career choice was propounded by Roe (1956). There are two major contributions Roe made to the career development literature: a psychologically based classification system of occupations and a theory of how personality development affects occupational choice (Roe and Lunneborg, 1990). Regarding the classification system, Roe proposed that occupations can be ordered both along a continuum based on the intensity and nature of the interpersonal relationships involved in them, and hierarchically on the basis of the degree of responsibility, capacity, and skill involved in each occupation. As pertains to the theory of personality and occupational choice and aspirations, Roe proposed that genetic endowments combine with family background and child rearing experiences to shape individual need structures that, in turn, affect the level and kind of occupation chosen and pursued.

Some questions need to be answered before it is known to what extent Roe's propositions have relevance for understanding the career behaviour of Africans. For example, can the experiences of racial/ethnic discrimination be measured and related to vocational needs and career choice behaviour? There are some other conceptual issues concerning Roe's theory that also need exploration. Roe has stated that genetic inheritance sets limits on all characteristics but, especially, intellectual abilities and temperament. The long controversy surrounding ability testing (Anastasia, 1982; Gottfredson and Sharf, 1988; Helmas, 1992) shows that it remains unclear as to what extent racial differences are prevalent in measured abilities, particularly given the confounding of socio-economic status in racial/ethnic comparison studies. It is

also unclear as to what degree other abilities such as those identified by Edwards and Polite (1992) affect occupational choice and advancement.

Nonetheless, it is generally concluded that occupations are distinguishable on the basis of their need-satisfying properties (Dawis & Lofquist, 1984; Osipow, 1983), just as Roe posited, but no extensive study of the relationship between needs and occupational choice for Africans exists.

Another personality theory formulated and reviewed by Holland (1985) proposed that personalities and work environments can be characterized by their resemblance to six types: realistic, investigative, artistic, social, enterprising, and conventional. Central to his theory is the assertion that people seek work environment that allow them to express the character of their personalities. Weinrach and Srebalus (1990) have observed that while continually open to revision based on empirical evidence, Holland's theory has successfully resisted the kinds of modification intended to satisfy prescriptive cultural and political pressures. Holland's goal was to devise a simple theory with a symmetrical structure that would encourage practitioners to use it because of its ease of application. Brown (1987) calls it the best current theory of vocational choice.

However, Gati (1984) believes that a more complex, multidimensional theory would be better able to predict vocational phenomena than Holland's can. Holland (1985) himself has observed that although the hypotheses about the person-environment interactions have received support, they also require more testing. He further concedes that "many important personal and environmental contingencies will lie outside the scope of the theory, although an attempt has been made to include the role of education, sex, intelligence, social class, and other major variables" (Holland, 1985, p.119).

In addition, Holland (interviewed by Weinrach, 1980a) has indicated that the biggest weaknesses of his theory are its formulations about stability and change. Other scholars, including Brown (1987) and Osipow (1983), have also criticized Holland's theory on the grounds that it is sexist, and that the theory does not sufficiently explain how people become the types that they are. Thus although Holland's theory and its instrumentation are among the most widely used, ongoing research is warranted and it is certain to continue.

III. Developmental Theories

Another group of psychological theories of career choice and aspirations is the developmental theories. The developmental theories believe that the choice of a vocation is not a single event but it is the result of a developmental process. For them all of an individual's vocational behaviour, including choice or aspiration become more meaningful when viewed longitudinally. These theories as compared with the trait factor and the structural theories are typically inclined to highlight the importance of the self-concept (Herr and Cramer, 1979).

Ginzberg, Ginsburg, Axelrad, and Herma (1951) posited occupational choice as a developmental process that occurs over a number of years, a largely irreversible process characterized by compromise because people must balance interests, aptitudes, and opportunities. In their original formulations, they assumed that occupational choice occurred over a number of years but was completed in early adulthood (Brown and Brook, 1990).

Ginzberg (1972) in his later reformulation of the theory, held that occupational choice continues throughout the life span. He changed his position on the irreversibility of the career development process, and he

revised the proposition that occupational choice is necessarily characterized by compromise. In a second revision of the theory, he made the following statement: “occupational choice is lifelong process of decision making for those who seek major satisfaction from their work. This leads them to re-assess repeatedly how they can improve the fit between their changing career goals and the realities of the world of work” (Ginzberg, 1984, p. 180).

The theory analyzed the process of occupational decision making in terms of three periods – fantasy choices, tentative choices, and realistic choices. This theory suggests a process that moves increasingly toward realism in career decision making as one becomes older (Gibson and Mitchell, 1990).

The theory developed by Ginzberg and his colleagues provided a revolutionary, albeit psychological, perspective on the career development process. Their introduction of the idea that career choice occurs developmentally stands as a landmark contribution (Brown and Brooks, 1990). However, the influence of the theory now has ceased, and the theory is primarily of historical interest, though the psychological tradition from which the theory grew still commands center stage in theorizing about career choice and development (Brown and Brooks, 1990).

A leading researcher in career or vocational development Donald Super (1953, 1963, 1975, 1990) also formulated a theory that has become a basis for research. Super (1990) proposed that the self-concept determines occupational choices and that both the self-concept and the manner in which it is implemented vary as a function of stage of development. In the theory, he posits that vocational choice is the result of a developmental process that puts the individual’s self-concept into practice. The theory postulates that “In

expressing a vocational preference, a person puts into occupational terminology his idea of the kind of person he is; that in entering an occupation, he seeks to implement a concept of himself; that in getting established in an occupation he achieves self actualization" (Donald Super, 1963). The theory holds that the individual's self-concept begins to form prior to adolescence and clarifies during adolescence. As a person considers the kind of individual that he is, as well as the type of people in different jobs, he comes to the conclusion that he is more like some workers than like others. Also the individuals come to see themselves as similar to men in occupations to which they aspire (Super and Bohn, 1971). Super (1975, 1980, 1984) pointed out that, like other aspects of development, vocational development may be conceived of as beginning early in life and proceeding along a continuum until late in life passing through the stages of growth, exploration, establishment, maintenance, and decline. At each of these stages the person must master increasingly difficult tasks. Such concepts of vocational development leads logically to that of vocational maturity (presumably at the two levels – attitude and competence) as denoting the degree of development reached on such a continuum (Gibson and Mitchell, 1990).

IV. Gottfredson's Model of Occupational Aspirations

Gottfredson's (1981, 1983) developmental theory of occupational aspiration was formulated to explain how differences in career aspirations by social group (eg. race, sex, social class) develop. The basic tenets of the model as presented by Brooks (1990, p. 374-376) are as follows:

1. People differentiate occupations along dimensions of sex type, level of work, and field of work,

2. People assess the suitability of occupations according to their self-concepts (that is, their image of who they would like to be) and the amount of effort they are willing to put forth to enter the occupation. Occupations that are compatible with the self-concept will be highly desirable; those that are not will be highly undesirable,
3. Elements of the self-concept that are vocationally relevant are gender, social class, intelligence, interests, values, and abilities. Occupational aspirations are circumscribed according to these elements of the self-concept.
4. Vocationally relevant elements of the self-concept are developed during four stages of cognitive development, that is, orientation to size and power, orientation to sex role, orientation to social evaluation, and orientation to internal unique self.
5. As people progress through these four developmental stages, they successfully reject occupations as unsuitable on the basis of self-concept. First, they reject occupations as unsuitable for their gender, then as inappropriate for their social class and ability level, and finally, on the basis of personal interests and values. The result is a zone of acceptable alternatives, or a "set of range of occupations that the person considers as acceptable alternatives" (Gottfredson, 1981, p.548).
6. People's occupational preferences are the product of job-self compatibility (that is, within the zone) and judgments about the accessibility of jobs. "Accessibility refers to obstacles or opportunities in the social or economic environment that affect one's chances of getting into a particular occupation" (Gottfredson, 1981, p.548). Perceptions of accessibility are

based on such factors as availability of a job in the preferred geographical area, perceptions of discrimination or favouritism, and so on.

7. Because the jobs people view as suitable for themselves are not always available, they must compromise. The typical pattern of compromise is the following: people first sacrifice interest, then prestige level, and finally sex type.

In regard to the strengths of Gottfredson's model, Pryor (1985) notes that it integrates the developmental and decision-making aspect of career behaviour in both descriptive and a potentially predictive way. It includes both psychological and non psychological variables and identifies the principles of their interaction, as well as the interplay between development and choice. However, in regard to weaknesses, Pryor asserts that the self-concept construct is inadequate because it defines "things in relation to which they stand to other things rather than in terms of their inherent properties" (Pryor, 1985, p.155). Conceived in this way, the self-concept lacks explanatory power, thus preventing causal explanations of behaviour. Two additional weaknesses of the model are that race is subsumed in the model, on the basis of the questionable assumption that racial differences are negligible, and that some of the concepts are difficult to operationalize (for example, zone of acceptable alternatives), making a full test of the model difficult at best.

B. The Sociological/Economic Perspective of Career Development and Aspirations

The sociological perspective stresses the cultural, social, economic and other environmental determinants of career development and aspirations. The theories that are classified under this category usually known as non

psychological theories of career/vocational choice attribute choice phenomena to the operation of some system which is external to the individual. These include the following theories or models.

1. Status Attainment Model

One prominent sociological perspective to career choice is the status attainment model (Hotchkiss and Borow, 1990). The status attainment model includes a focus on educational and occupational choices and, in part, investigates the influence of family background and parents, friends, and relatives and those choices. The model also considers the influence of career expectations on career attainments.

Although there are different versions of the status attainment model including the chain model (Duncan, Featherman, and Duncan, 1972), the allocation model (Hotchkiss and Borow, 1990), Blau-Duncan model (1967), the Wisconsin model (Hotchkiss and Borow, 1990), the basic theory of the status attainment model can readily be summarized. "The hypothesis is that parents' status affects the occupational level of their offspring through the following path of influences: from parents' status to significant others' attitudes about appropriate levels of education and occupation to career plans to schooling to occupational status level" (Hotchkiss and Borow, 1990, p.269-270). Expanded versions of the model incorporate earnings as the last step in the process (since they depend directly on occupation).

This relatively simple attainment model has stimulated an enormous amount of empirical research (Sewell and Hauser, 1975; Alexander and Eckland, 1975; Hauser, Tsai, and Sewell, 1983). Despite strong empirical support for the status attainment model, it has come under criticism for

providing only a partial account of status attainments. Many sociologists argue that the model is incomplete. According to the critics, “the most important omission from the model is an account of how social structures such as rules of access to jobs, salary schedules, job security, and performance standards – interact with individual characteristics to influence socioeconomic outcomes of individuals” (Hotchkiss and Borow, 1990; p270).

II. Economic Theory of Schooling and Competitive Market

Another sociological perspective on career choice and development is the economic theory of schooling and competitive market (Hotchkiss and Borow, 1990). One aspect of the economic theory which is of relevance in this study is the human capital theory. Human capital theory is developed around the analogy that individuals invest in their own productivity in a manner similar to the way investments in physical capital are made. Investments include direct outlays for educational cost and foregone earnings during the period of investment (for example, period of college attendance) (Becker, 1975; Mincer, 1974). Individuals differ in preferences and abilities, and each person makes investment decisions so as to maximize discounted lifetime earnings. This means individuals are interested not only in their future earnings. An increasingly important aspect of the human capital approach is that individuals make career choices regarding amount of schooling, type of schooling, and occupation that are optimum for themselves (Hotchkiss and Borow, 1990; Willis and Rosen, 1979; Heckman and Sedlacek, 1985; Lang and Dickens, 1988); that is, individuals make rational decisions to match their own profile with features of jobs and occupations.

The theory of competitive market is another aspect of the economic theory of career choice and development. Generally, the theory postulates that the market forces of supply and demand of labour which have the tendency of moving towards equilibrium determine the wage and employment levels and these in turn influence individuals' career choice decisions (Lang and Dickens, 1988; Hotchkiss and Borow, 1990). The economic theory of competitive markets is, however, criticised especially by the structuralists that the interplay of supply and demand does not provide an accurate, or even the most useful, description of how wages are set and how individuals end up in jobs.

III. Social Learning Approach to Career Decision Making and Aspirations

Another non-psychological theory of career aspirations and development is the social learning theory of career decision-making (Krumboltz, 1979; Mitchell and Jones, 1976). This theory is an outgrowth of the general social learning theory of behaviour, which is most often associated with the work of Bandura (1977). The social learning theory assumes that the individual personalities and behavioural repertoires that persons possess arise primarily from their unique learning experiences, rather than from innate developmental or psychic processes.

The social learning theory of career decision making is designed to address the question of why people enter particular educational programmes or occupations, why they may change educational programmes or occupations at selected points in their lives, and why they may express various preferences for different occupational activities at selected points in their lives.

The theory posits that four categories of factors influence the career decision making path for any individual (Mitchell and Krumboltz, 1990). The

first category of factors is genetic endowment and special abilities. Genetic endowment and special abilities are inherited qualities that may set limits on educational and occupational preferences and skills. Included are race, sex, and physical appearance and characteristics, including irreversible physical handicaps. It is posited that certain individuals are born with greater or lesser ability to profit from environmental learning experiences or are offered different experiences altogether because of their inherited qualities (for example, differing environmental experiences offered to male and female children). It is a reasonable assumption that special abilities such as intelligence, musical ability, artistic ability, and muscular coordination, result from the interaction of inherited predispositions and exposure to selected environmental events.

The second category of factors that influence career decision-making path for individuals are environmental conditions and events. Environmental conditions and events that affect the career decision making of individuals include social, cultural, political, and economic forces as well as natural forces such as natural disasters and the location of natural resources. These factors are generally outside the control of any one individual; their influence may be planned. They include the following:

- i. Number and nature of job opportunities
- ii. Number and nature of training opportunities
- iii. Social policies and procedures for selecting trainees and workers
- iv. Rate of return for various occupations e.g. monetary and social rewards offered
- v. Labour laws and union rules

- vi. **Physical events or natural disasters such as earthquakes, droughts, floods, and hurricanes, may destroy a regional economy destroying and/or creating job opportunities**
- vii. **Availability of and demand for natural resources e.g. rail, gold, silver, bauxite**
- viii. **Technological developments**
- ix. **Changes in social organisation**
- x. **Family training experiences and resources e.g. the family's values, demands, expectations for achievement, and the social and financial resources of the family**
- xi. **Educational system especially the schools' organisation and administrative policies and the interest and personalities of teachers to whom students are exposed**
- xii. **Neighbourhood and community influences.**

The third category of factors that influence career decision making are learning experiences. The development of career preferences and skills and the selection of a particular career are influenced by the individual's past learning experiences. It "is posited that each individual has a unique history of learning experiences that results in the chosen career path" (Brown et al, 1990; p151). These learning experiences include instrumental learning, cognitive learning, and associative learning.

The fourth group of factors is the task approach skills. Interactions among learning experiences, genetic characteristics, special abilities, and environmental influences result in task approach skills. These skills include performance standards and values, work habits, perceptual and cognitive

processes (for example, symbolic rehearsal, attention, and retention), mental sets, and emotional responses. The exact nature of the interactions among factors that result in task approach skills is not yet fully understood, but the theory believes that such interactions influence career choice of individuals.

IV. Accident or Chance Theories of Vocational Choice

There are also other non-psychological theories of occupational choice that suggest that people arrive at a particular occupation destiny more by chance than through deliberate planning or steady progress toward an earlier defined goal (Gibson and Mitchell, 1990). Through newspaper and television reports persons who happen to be “at the right place at the right time” and for no other reason end up in an unanticipated career. In a broad sense, the “chance” one has for career choice could be seen as an event influenced by the environment, social class, culture, and other conditions one is born into or raised in; opportunities for education; observation of role models; and so forth.

C. Developmental-contextual Life Span Model of Career Development and Aspirations

This study proposes that the developmental-contextual life span framework of career development (Vondracek, 1992; Vondracek, Lerner, and Schulenberg, 1983, 1986) can foster an understanding of the career development and aspiration of the Ghanaian secondary school student. This model was developed partly to ameliorate what was seen as three problems in career development theory: lack of rigorous and adequate definition of human development, failure to include a contextual perspective, and omission of the relational aspect (that is, the dynamic relation between individuals and their

changing contexts) (Brooks, 1990). In essence, the “developmental-contextual, life-span view leads to the idea that people, by interacting with their changing context, provide a basis of their own development” (Vondracek, Lerner, and Schulenberg, 1986, p.77).

The developmental-contextual perspective underscores the dynamic interaction between the individual and the individual’s proximal (eg. family, peers) and distal (eg. socio-cultural, economic) contexts (Stead, 1996). This dynamic interaction perspective thus overcomes:

- (a) an inordinate focus on either the individual or the individual’s environment, and
- (b) an emphasis on a unidirectional relationship between the self and context.

Furthermore, the model stresses the importance of understanding the individual-context interaction (including social learning and chance factors) in terms of a development continuum that includes the past and present. Future projections may then tentatively be made on such information. The developmental-contextual model endorses a multidisciplinary approach to the study of the career development of individuals; in this model, not only the individual’s characteristics salient but so are economic, cultural, educational, and sociopolitical factors (Stead, 1996). As it has been clearly presented elsewhere in this work (p.26), the psychological theories of career development are generally premised on the notion that individuals potentially have a moderate degree of destiny control in the choice-making process and hence the type of career to aspire to because the process is basically determined by the individual’s personality characteristics despite external obstacles and conditions of inequity. Sociological theory by contrast, assigns

greater weight to social, cultural, and institutional and impersonal determinants and market forces that constrain career decision making, aspiration and choice. The developmental-contextual model does not only advocate for a synthesis of the two major perspectives but goes a step further to emphasize the role the interaction between the two perspectives play in career choice/aspirations and development. Thus the developmental-contextual model is an integration of the various approaches, that is, the psychological and the non-psychological (sociological, economic) perspectives of career choice/aspirations and development, and the dynamic interaction between the different variables involved. The omnibus nature of the developmental-contextualism makes it sufficient in explaining the factors that determine career choice and aspirations.

Determinants of Career Development and Aspirations

In this section, an attempt is made at examining the various determinants of career choice/aspirations. Available empirical studies are used to substantiate the discussion.

Several diverse factors are generally accepted as being influential in the career development and aspirations of students. Career development has been defined as “the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual” (Shertzer and Stone, 1976). Some of the many variables external and internal to individuals, which enter into students’ career development and aspirations have been isolated and discussed in the succeeding sections.

Intellectual Ability

Mental ability has been shown to be important to educational choice in several ways. Intelligence has been shown to be related to the decision-making ability of the individual (Rice, 1984). Bright adolescents are more likely to make vocational choices in keeping with their intellectual abilities, their interests, capabilities, and possibilities of receiving training. The less bright are more likely to make unrealistic choices. They more often choose glamorous or high-prestige occupations for which they are not qualified, or even in which they are not interested. They more often choose what they think parents want them to do, or what peers consider desirable, rather than what they are capable of doing (Gribbons and Lohnes, 1966). The result of the study just cited showed that a high percentage of students interviewed during the eighth, tenth, and twelfth grades "preferred professional and administrative work and that some, particularly those in the lowest aptitude levels, stated unrealistically high aspiration levels" (Rice, 1984, p.387).

The results of another study comparing college students in sixteen specialized fields with other students at the same educational level, regardless of their field of specialization, showed that (1) students in some fields are more highly select with regard to intelligence test scores than are students in other fields; and that (2) some fields attract or admit students of a higher intellectual level than are attracted or admitted to other fields (Shertzer and Stone, 1976; Shertzer, 1985).

Aptitudes

Different occupations require different aptitudes and special abilities (Shertzer, 1985; Rice, 1984) and some people get attracted to occupations they

perceive they have the requisite aptitude to function effectively in them. According to Rice (1984), some occupations require strength, others speed, others good eye-hand co-ordination, or good spatial visualization. Some require special talent such as artistic, musical, or verbal skills. Some fields require creativity, originality, autonomy; others require conformity, cooperation or ability to take direction. Possession or lack of certain aptitudes may be crucial in immediate job success, or at least in the possibility of being able to succeed with training and experience. Shertzer (1985) outlines nine aptitudes identified by the United States Employment Service General Aptitude Test Battery (GATB), namely, general aptitude (intelligence), verbal aptitude, numerical aptitude, spatial relationships, form perception, clerical ability, motor coordination, finger dexterity, and manual dexterity.

More than a single aptitude is used in performing most jobs. Usually two, three, or four different aptitudes are involved, each at varying levels of performance, in doing one's work (Carney, 1987).

Interests

Interests have been defined as the likes and dislikes of an individual. They can be intense feeling, concern, or curiosity about some object. Interests are important in planning a career because it has been found that people in particular occupations have similar sets of likes and dislikes (Shertzer, 1985, Shertzer and Stone, 1976). Their interest patterns are different from those of people in other occupations and from people in general. This implies that people's interest stimulate them to aspire towards specific occupations.

The relationship of vocational interests to sex differences, personality, intelligence, and aptitude has been studied, and the research tends to yield

some conflicting findings. Men tend to be more interested in physical activity, mechanical and scientific matters, politics, and selling. Interest in art, music, literature, people, clerical work, teaching and social work is more characteristics of women (Shertzer and Stone, 1976). Shertzer and Stone further reveal that growing research evidence indicate correlations among vocational interest scores and the measured personality traits of defined occupational groups. Some studies investigated personality traits in relation to interests; others studied the personality trait of persons in various occupations. Significant relationships have been discovered between personality and interest in a sizable number of these studies (Shertzer and Stone, 1976). Five pairs of opposite interests have been identified by William C. Cottle (Shertzer, 1985). These pairs are:

- Things versus people;
- Business contact versus the scientific;
- Business detail versus the abstract and creative;
- Social welfare versus the non-social; and
- Prestige versus the tangible and productive.

A liking for a specific type of activity is associated with a dislike of its opposite.

The U.S. Employment Service has identified twelve interest factors that people may have. These are:

- **Artistic:** Interest in creative expression of feelings or ideas;
- **Scientific:** Interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, life sciences, and natural sciences;

- **Plants and animals:** interest in activities involving plants and animals, usually in an outdoor setting;
- **Protective:** Interest in the use of authority to protect people and products;
- **Mechanical:** Interest in applying mechanical principles to practical situations, using machines, hand tools or techniques;
- **Industrial:** Interest in repetitive, concrete, organized activities in a factory setting;
- **Business detail:** Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting;
- **Selling:** Interest in bringing others to a point of view through personal persuasion, using sale and promotion techniques;
- **Accommodating:** Interest in catering to the wishes of others, usually on a one-to-one basis;
- **Humanitarian:** Interest in helping others with their mental, spiritual, social, physical, or vocational needs;
- **Leading-influencing:** Interest in leading and influencing others through activities involving high-level verbal or numerical abilities; and
- **Physical performing:** Interest in physical activities performed before an audience.

The relationship between the twelve factors and the six occupational environments set forth by John Holland is presented in Table 1.

Table 1: The Relationship of Holland's Occupational Categories to

Interest Areas of Work

Holland's Occupational Category	Occupational Interest Areas
Artistic	Artistic
Investigative	Scientific
Realistic	Plants and animals
	Protective
	Mechanical
	Industrial
Conventional	Business detail
Enterprising	Selling
Social	Accommodating
	Humanitarian
	Leading – Influencing
	Physical performing

Source: U.S. Employment service (cited by Shertzer, 1985)

Work Values

According to Kelly and Volz-Patton (1987) values are what people believe are important or worthwhile. Values give direction to person's life and they also affect career choices. Zunker (1994) also reiterates that occupational choice is made on the basis of values, which are the principles that guide individuals in making decisions and developing behaviour patterns. Values are influential in determining individual goals, aspirations, and life styles and influencing work motivation, behaviour, and satisfaction.

Kelly and Volz-Patton (1987) outline some work values as high pay, security (you do not want to worry about losing the job), independence, creativity, a regular routine, a variety of things to do, power over others, a

chance to help others, making changes in society, and feeling important or recognized.

According to Shertzer and Stone (1976) what individuals value in work itself as well as the rewards it offers is presumably internalized in their choices of occupations. They further observe that the values held by an individual are the products of a host of variables including rearing, education, and environment, to cite but a few. This view is affirmed by Pine and Innis (1987) in their suggestion that individual work values are influenced by a number of factors including ethnicity, subcultures, historical cohorts, socioeconomic status, significant others, society, and economic conditions. Several years ago Ralph (1966) also found that the academic programme pursued by individuals influence their values. Other studies have also revealed that some people value more challenging and demanding jobs than less demanding jobs (Karasek, 1979; Simons, Kalichman and Santrock, 1994).

A study by Dipboye and Anderson, cited by Shertzer and Stone (1976), revealed that high school first- and fourth-year students valued “interesting work” most. Even though there were significant mean sex differences, the author believed that interesting work was the prime motivating factor in the selection of an occupation. The high rank given to the value of “security” led the author to conclude that this is another of the most important factors in the career planning process of high school students. Ethnic and gender differences appear indicated with regard to many work values (Bartol, Anderson and Schneider, 1981; Bassoff and Ortiz, 1984; Malpasa and Symonds, 1974; Dillard and Campbell, 1982; Lee, 1984b; Thomas and Shields, 1987; Wagonner and Bridwell, 1989), but further confirmation of these studies are needed to enable one put much confidence in the findings.

Many longitudinal studies (Schnall, 1981; Pine and Innis, 1987; Wall, 1984; Yankelovich, 1979) also suggest that work values are influenced by changing conditions in our society. The relevance of work values in the context of this study as revealed by the literature obviously is that individuals depending on their personality characteristics and environmental circumstances are more likely to aspire to careers they perceive could satisfy their work values.

Needs

The career aspirations of individuals could also be stimulated by their personal needs. Shertzer (1985) observes that occupations are chosen to meet needs. Every person has many needs including physical needs like food, rest, shelter; and psychological needs like the need for acceptance and success. Shertzer (1985) further explains that the occupation people choose is the one that they believe will best meet the needs that most concern them. He explains that "career choice is not based on the satisfaction of a single choice. Instead, all of us experience many needs, and career choice is influenced by the order of their importance" (p279).

Roe's theory is usually referred to as a need- theory approach to career choice (Zunker, 1994, Zaccaria 1970, Bailey and Stadt, 1973). According to Roe, combinations of early parent-child relations, environmental experiences, and genetic features determine, the development of a need structure. The individual then learns to satisfy these developed needs primarily through interactions with people or through activities that do not involve people. Thus, Roe postulated that occupational choice primarily involves choosing occupations that are person-oriented such as service occupations, or non-

person-oriented, such as scientific occupations (Zunker, 1994). The intensity of needs is the major determinant that motivates the individual to the level hierarchy within an occupational structure (Zaccaria, 1970).

Self-concept and Self-esteem

According to Shertzer and Stone (1976) the reasons for entering an occupation may be related to the protection and improvement of one's self-concept. Thus it is possible to view career development as the attempts on the part of individuals to enhance or defend their self-concept.

Central to Super's theory of occupational choice is the preposition that persons choose an occupation that they perceive as congruent with the self-concept (Shertzer and Stone, 1976). In order to choose one occupation, according to Super, individuals must differentiate among a variety of occupations. Self-esteem would therefore, influence individuals' perceptions of their ability to perform different tasks and occupational roles.

However, Korman (1970) has suggested that only persons with high self-esteem (HSE) choose occupations that are congruent with self-concept. He speculates that a low-esteem individual selects an occupation without considering its compatibility or elects an occupation that is incongruent. Korman believes that high self-esteem persons, in contrast to Super's theory, choose occupations for different reasons than low self-esteem persons. Wheeler and Carnes (1968) had earlier suggested that professional aspiration is better predicted by ideal-self occupational congruence than by self-occupational congruence. They report that two populations exist, one that chooses on the basis of present congruence while that other population makes choices on the basis of future congruence (Shertzer and Stone, 1976).

In another study, Healy (1973) tried to clarify the relation of esteem to occupational choice and to determine whether persons from different social classes made occupational choices based on present or future congruence. Findings from the study suggest that self-esteem reduces, rather than obviates, congruences in choices and that high self-esteem and low-esteem persons will pursue similar goals when a wide range of goals are present.

Personality

Shertzer (1985) observes that it is generally accepted that certain people are genuinely unsuited to some types of occupations, and that personality factors are of major importance in determining this. He further states that "some theorists have suggested that individuals choose certain occupations because of their personality make-up" (p.293).

He also points out that studies have shown that members of a given occupation tend to be more like each other and less like people not in that occupation in one or another personality trait, measured in one or another way. This observation is affirmed by Shertzer and Stone (1976) who state that empirical studies of occupational demands testify, virtually without exception, to the primary importance of personality traits over all other types of occupational information. Holland's theory building, in particular, is based upon the assumption that the choice of an occupation is an expression of personality and that members of an occupation share similar personality characteristics. It appears therefore that the career aspirations of individuals are to a very large extent determined by their personality types.

Kelly and Volz-Patton (1994) define personality as the outward sign of one's inner self; that is the total result of one's attitudes, environment, and

way of looking at life. They outline a number of personality traits that direct people towards specified occupations. These include adaptable, critical, submissive, aggressive, confident, quiet, agreeable, energetic, impulsive, shy, trusting, stubborn, friendly, overbearing, outgoing withdrawn, dominating and happy.

Kelly and Volz-Patton (1994) suggest that some people also aspire towards work they can use to balance their personalities. Such people prefer work that will give them the chance to bring out their hidden selves. Many actors, for example, claim they are really shy people. But when they stand on a stage, all their shyness vanishes. On the other hand, some people are so much the centre of attention in their families that they like a job that gives them peace and quiet.

Identity Development

The identity construct plays an important role in the career development of adolescents (Blustein, 1994; Galinstky & Fast, 1966). It is the awareness of the need to make career decisions that forces the adolescents into self-definition. The individual's environment and living standards are probably related to identity formation and career development.

Santrock (1998) affirms the view expressed above when he stated that career development is related to identity development in adolescence. He emphasizes that career decidedness and planning are positively related to identity achievement whereas career planning and decidedness are negatively related to identity moratorium and identity diffusion statuses (Wallace-Broschious, Serafica and Osipow, 1994). Adolescents farther along in the process of identity formation are better able to articulate their occupational

choices and their next steps in obtaining short-term and long-term goals (Raskin, 1985). By contrast, adolescents in the moratorium and diffusion statuses of identity are more likely to struggle with making occupational plans and decisions (Santrock, 1998).

Gender Role Socialization, Gender Stereotyping and Gender Typical Career Aspirations

According to Shertzer (1985) sex differences appear to be a diminishing factor in choosing an occupation, although they still require some consideration. He observes that the social and psychological aspects of sex differences have more influence than the physical aspects. This includes gender role socialization and gender stereotyping.

Shertzer (1985) observes that some occupations have been dominated by men. Others have been dominated by women and are viewed as “natural” fields for women: for example, nursing. The job labeling or stereotyping persists, and it often bars women from higher-level, higher-paying jobs. As part of the gender role socialization, girls are sometimes encouraged by their families, teachers, or counsellors to enter women’s occupations. They are discouraged from entering such occupation as engineering, medicine, and law. In no occupation is one sex completely excluded, but in a few fields the ratio of males to females runs higher than ninety-nine to one. These social pressures, although not always applied directly, do influence choice of or aspirations to occupation (Shertzer, 1985).

Jozefowicz, Barber, and Mollasis (1994) found out that because many females have been socialized to adopt nurturing roles rather than career or achieving roles, they traditionally have not planned seriously for careers, have

not explored career options extensively, and have restricted their career choices to careers that are gender-stereotyped. The study revealed that the motivation for work is the same for both sexes. However, females and males make different choices because of their socialization experiences and the ways that social forces structure the opportunities available to them.

In one recent study, 1500 mothers and their young adolescent sons and daughters were studied to determine the role of maternal expectation, advice and provision of opportunities in their sons' and daughters' occupational aspirations (Eccles et al, 1991; Harold and Eccles, 1990). The study documented that parental socialization practices in the form of provision of opportunities, expectations, and beliefs are important sources of adolescent females' and males' occupational aspirations.

Contemporary research findings show that gender differences exist in the educational and occupational aspirations (Kelly and Wingrove, 1975; Smith and Allen, 1984). It has been reported that women tend to have lower career aspirations than men (Kerr, 1983), that there are gender-typed differences between men's and women's choices, even if both select prestigious career areas (Grevious, 1985). Women also tend to see family as more important than career issues (Coombs, 1979; Benedetto and Tittle, 1990). The latter can be even more of an issue when dual career families are discussed; issues are raised when trying to balance two careers and a family (Herr and Crammer, 1988) and / or when child care is a primary directive (Zunker, 1990).

Women may also carry some stereotypes about women's choices that may effectively lower their self-esteem and keep them from seriously considering careers for which they may be suited (Eccles, 1987; Isaacson and

Brown, 1993). According to Gottfredson (1981) women develop a personal understanding of what women can do and what men can do at a very early age.

In one recent study by MacLean et al (1994), the brightest and most gifted females did not have achievement and career aspirations that matched their talents. One other investigation found that high achieving females had much lower expectations for success than did high-achieving males (Stipek and Hoffman, 1980). In the gifted research programme at Johns Hopkins University, many mathematically precocious females did select scientific and medical careers, although only 46 percent aspired to a full-time career, compared to 98 percent of the male (Fox, Brody and Tobin, 1979; Santrock, 1998).

Interpersonal Influences on Career Aspirations

A long line of investigations have focused on the role of parents in influencing vocational choice and aspirations. The research literature indicates that in some circumstances, parents, particularly mothers, influence the career development of their children, especially their daughters (Brook, Whiteman, Peisach, & Deutsch, 1974; Burlew, 1982; Dawkins, 1989; June and Fooks, 1980; Lee, 1984a; Thomas, 1986).

Parents influence their adolescents' choice of vocation in a number of ways (Rice, 1984; Young, 1994). One way is through direct inheritance. A son or daughter inherits the parents business, and it seems easier and wiser to continue the family business than to go off his own.

Parents exert influence by providing apprenticeship training. A father who is a carpenter teaches his trade to his son. In the case of low socioeconomic status families, the adolescent may not have any other choices

open. Many mothers or fathers of such families have taught their skills to their children (Rice, 1984).

Rice (1984) further observes that parents influence their children's interest and activities from the time they are young, by the play materials provided, the encouragement or discouragement of hobbies and interest, by the activities they encourage their children to participate in, and by the total experience they provide in the family.

Parents provide role models for their children to follow. Even though the parent may not try to exert any conscious, direct influence, the influence by example is there, especially when the children identify closely with the parent. From an early age, children see and hear about what jobs their parents have. In some cases, parents even take their children to work with them on the jobs (Santrock, 1998).

Parents sometimes direct, order, or limit the choices of their children by insisting they go to certain schools, enroll in a particular major (programme), or start out on a predetermined career (Rice, 1984). Many parents want to live vicariously through their son's or daughter's career achievements (Santrock, 1998). For example the mother who did not get into medical school and the father who did not make it as professional athlete may pressurize their youth to achieve a career status beyond the youth talents.

Sometimes the parental influence is less direct. Parents influence adolescents to follow an occupation in the same status category or in a status category immediately above that which the parent occupies (Rice, 1984). For example, a physician mother influences her daughter to be a physician or to choose another profession offering similar prestige and rewards. It has been estimated that 67 percent of all boys choose an occupation in either their

father's status category or the next higher one (Rice, 1984; Gottlieb and Ramsey, 1964).

Santrock (1998) makes reference to Anna Roe for having argued that parent-child relationships play an important role in occupation selection. For example, she said that individuals who have warm and accepting parents are likely to choose careers that include work with people, such as sales positions and public relations jobs. By contrast, she stated that individuals who have rejecting or neglectful parents are more likely to choose careers that do not require a good "personality" or strong social skills such as accounting and engineering. Critics argue that Roe's ideas are speculative, might not hold in today's world, and are too simple (Groterant, 1996).

Peer Influences

Peers also can influence adolescents' career development. In one investigation it was observed that when adolescents had friends and parents with high career standards, they were more likely to seek higher-status careers, even if they came from low-income families (Santrock, 1998; Simpson, 1962).

Studies of the relative influence of parents and peers on the educational plans of adolescents (which relate to the level of vocation rather than the particular job) reveal somewhat contradictory results (Rice, 1984). Using adolescent perceptions of the educational expectations held by eleven different types of persons as sources of data on parental and peer influences Herriott (cited in Rice 1984) found the highest correlation between the adolescents' educational aspirations and perceived expectations of the same-age friend. But in a study of occupational aspirations of high school students, Simpson (cited in Rice 1984) found that for both middle class and lower class boys, parental

influence was more strongly related to aspirations than peer influences. However, Kandel and Lesser (cited in Rice 1984) found that mothers of both boys and girls have a higher level of agreement with their adolescents' educational plans than do best school friends. They found also that girls have higher level of agreement with their mothers than boys. But, the majority of adolescents hold plans which are in agreement with those of their mothers and their friends. The authors conclude that friends reinforce parental aspirations because adolescents associate with peers whose goals are consistent with parental goals.

The studies cited in the preceding paragraph seem to indicate that the adolescents' interactions with peers support the values of parents as far as educational and career aspirations are concerned.

School Personnel Influences

School teachers and counsellors can exert a powerful influence on adolescent career development (Santrock, 1998). In a study involving entering college freshmen, students were requested to indicate from a list of nine individuals, or group of individuals, the ones they felt were most influential in their decision to select a particular field of study. Thirty-nine percent indicated they felt their high school teachers were most influential in helping them make their decision. This represented the highest percentage of any of the alternative choices, with "other adult acquaintances" next in rank order of influence accounting for 19 percent of the responses. The other 42 percent of the responses were variously distributed in lesser amounts among other alternatives including elementary school teacher or principal, high school counsellor or principal, college teacher, college counsellor or other teachers.

In a study by Waston and Stead (1993), Black high school students were asked to rank five most important sources of occupational information. Guidance teachers and parents were considered significantly more important sources than teachers, relatives and friends.

Other Interpersonal Influences

The impact of other interpersonal influences such as church leaders, political leaders and exposure to role models also needs greater study (Hill, Pettus and Hedin, 1990; Oliver and Etcheverry, 1987) as does the impact of encouragement (Santrock, 1998).

Influence of Education and Schooling on Career Aspirations

Schooling is believed to exert a powerful influence upon an individual's career development (Shertzer and Stone, 1976). And according to Vondracek et al (1986), the school is perhaps second to the family in preparing the adolescent for future employment. Santrock (1998) also observes that school is the primary setting where individuals first encounter the world of work. He further points out that school provides an atmosphere for continuing self-development in relation to achievement and work.

Shertzer and Stone (1976) believe that the "ability" required to attain a particular level of education and in effect open up the opportunity to enter certain specific occupations is multifaceted, involving such diverse elements as geographic location, finances, family background, social status, prejudicial discrimination, and personal talent.

That a close relationship exists between some school subjects and certain occupations is patently clear (Shertzer and Stone, 1976). However, Miller and Thomas (cited in Shertzer and Stone, 1976) explain that a "liking"

for being a functioning member of an occupational group does not, of necessity, mean that a student will like the training in the courses involved in reaching that occupation.

Other aspects of schooling that may have some influence on students' educational and career aspirations but needing further research are the student's desire to seek educational experiences (Shertzer and Stone, 1976), the residential status of students, variety of school programmes, types of secondary school preferred by students, and the size of the community where students usually spend their holidays (Olusegun, 1994).

Community/Culture and Ethnicity as Influences on Career Aspirations

An important factor in career development is culture (Vondracek et al, 1986). An individual's views towards career development are in part determined by cultural values and constraints.

Carter and Cook (1992) recently suggested that cultural/racial identity models (Atkinson, Morten and Sue, 1993; Cross, 1978; Helms, 1990; Sue, 1982) offer much promise for examining within racial/ethnic group psychological differences. They suggested that these models might help account for within-group differences in career paths. Cultural and racial identity is based on one's attitude towards one's self as a member of a cultural/racial group, and the majority race/culture.

Although cultural/racial identity likely influences career adjustment, it is difficult to discern how such attitudes might explain career choice differences or be related to correlates of career choice (eg. self-efficacy, interests, skills, lifestyle, aspirations, etc) (Brown, 1995).

According to Holdstock (1981) and Mjoli (1987) Whites are generally considered to identify with a Western lifestyle that emphasizes independence, individuality, self-actualization, and competitiveness. In this respect they tend to differ from Blacks, who follow a traditional African lifestyle that emphasizes cooperation; Blacks tend to be community oriented and be dependent on the wishes of significant others when making decisions (Holdstock, 198; Mjoli, 1987).

An older study of aspirations, expectations, and attainment was conducted by Cosby, Thomas, and Falk (1976). They surveyed lower SES African American and White college age respondents to determine how their present aspirations differed from those expressed in high school. The percentage of African-American respondents who had aspired to (65%), expected (37%), and attained (2.6%) college degrees were lower than the equivalent percentages for White respondents (70%, 50% and 14% respectively). The findings to date indicate that African Americans either prefer or select primarily social and low-level occupations (Bowman, 1986; Gottfredson, 1978; Miller et al, 1988; Swinton, 1992) with indication of gender differences (Arbona and Novy, 1991; Sewell and Martin, 1976).

Socio-economic Status and Prestige Factors that Influence Career

Aspirations

Socio-economic status tends to influence the knowledge and understanding which youth have of different occupations (Rice, 1984). Rice further reveals that middle class parents are more able than working class parents to develop broad vocational interests and an awareness of opportunities beyond the local community. The socially disadvantaged

adolescent has seen less, read less, heard less about, and has experienced less variety in his environment in general, and simply has fewer opportunities than the socially privileged person. As a result, low socioeconomic status boys are inclined to take the only job they know about at the time they enter the labour market. The same principle applies to girls. A study of the occupational aspirations of 2549 girls, 925 of whom were daughters of blue collar workers showed that over half the girls selected one of four occupations: secretary (240), teacher (122), nurse (101), and beautician (63), (Rice, 1985). Morland's restudy (cited in Rice 1984) of the occupational aspirations and expectations of blue collar and white collar youths in grades 7-12 in Kent found no significant difference in the occupational aspirations of mill boys (blue collar) and town boys (white collar), but the occupational aspirations of mill girls were significantly lower than those of town girls, though both groups gave secretarial work and nursing as the two top occupational preferences.

According to Grigg and Middleton (cited in Rice, 1984), the total socioeconomic and cultural background of youths influences their job knowledge and their job preference. Furthermore, local variations in occupational choice tend to correspond with variations in the economic structure: the larger the proportion of persons employed in a particular kind of job in a city, the larger the proportion of youths who desire to go into that occupation. Also, whether an adolescent lives in a rural or urban environment is a factor in vocational choice. Urban boys have been observed to have higher occupational expectations than rural boys (Sewell and Orenstein, cited in Rice, 1984).

Adolescents also say they want to go into an occupation simply because it sounds glamorous, or it has high prestige value (Rice, 1984). A

cursory examination of occupational prestige data reveals that some jobs are more prized than others (Featherman and Hauser, 1976).

According to Shertzer (1985), many systems have been proposed for grouping occupations by socioeconomic factors. He observes that standards often used include the intelligence, skill, and education required for each occupation. Most of the systems classify occupation on an inferior-superior basis. The most widely known socioeconomic classification system is that proposed by A. M. Edwards and cited by Shertzer (1985). He suggested the following classifications: Professional persons; Proprietors, managers and officials; Clerical and kindred workers; Skilled workers and foremen; Semiskilled workers; and Unskilled workers (Farm workers, labourers, servants).

Classification system based on how people outside the occupation rank it are called prestige or status classification system. These systems are usually closely related to socioeconomic classifications. Some of the elements that seem to determine the prestige of an occupation are the amount of money earned, the amount of education required, the amount of power and influence exercised, the extent of manual labour performed, and the security provided. Table 2 presents the social status ranks of twenty-five occupations as reported by four different investigations conducted between 1925 and 1975. The most striking result is the degree to which occupations maintained prestige levels over the fifty-year period (Shertzer, 1985).

Table 2: Social Status Ranking of Twenty-Five Occupations

Occupation	1925	1946	1967	1975
Banker	1	2.5	4	3
Physician	2	1	1	1
Lawyer	3	2.5	2	5
Superintendent of schools	4	4	3	4
Civil engineering	5	5	5	2
Army captain	6	6	8	8
Foreign missionary	7	7	7	9
Elementary school teacher	8	8	6	6
Farmer	9	9	12	7
Machinist	10	9	12	11
Travelling salesman	11	16	13	16
Grocer	12	13	17	13
Electrician	13	11	9	10
Insurance agent	14	10	10	14
Mail carrier	15	14	18	17
Carpenter	16	15	11	12
Soldier	17	19	15	19
Plumber	18	17	16	15
Motorman	19	18	20	22
Barber	20	20	14	18
Truck driver	21	21.5	21	21
Coal miner	22	21.5	22	20
Janitor	23	23	23	24
Hod carrier	24	24	24	23
Ditch digger	25	25	25	25

Source: George A. Kanzaki cited by Shertzer (1985)

The Economy, Employment and Career Aspirations in

Sub-Saharan Africa

The social and economic crisis in Africa, Ghana being no exception, seems to be unyielding. After several years of painful policy reforms at the national level and new initiatives launched by the international community, the situation continues to deteriorate. As a result, the number of people living in poverty is alarmingly high – ranging between one-half and three-quarters of the total population in most African countries (ILO, 1989). The ILO report reveals that the prime cause of mass poverty in the region is the inadequate number of opportunities for productive and gainful employment. It is estimated that the extent of open and disguised unemployment in sub-Saharan Africa increased by a sixth between 1980 and 1988, which was four times faster than in the 1970's, and the trend has probably persisted to date. According to the ILO (1989) the causes of the deteriorating employment situation in the region are many, including the interaction between (i) the impact of the demographic tide on labour supply; (ii) the phenomenal expansion in the education system which has led to a substantial mismatch between supply of, and demand for, skills on the sub-Saharan labour markets; (iii) lack of structural transformation of the economy and (iv) sluggish economic growth.

It is in this context of economic concentration and social regression that the sub-Saharan labour markets are undergoing far-reaching adjustments which, according to the ILO Report (1989), can be summarized in the following points. First of all, real wages have been remarkably flexible downwards. Second, the growth in modern sector wage employment has

substantially slowed down. At present, it can be estimated that the modern sector does not employ more than 8 per cent of the labour force in the region. The public sector, in particular, which has traditionally been the engine of wage employment growth in Africa, has markedly reduced its rate of labour absorption. In some extreme cases, the public sector had to retrench thousands of workers. Third, the informal sector has become one of the most important labour sponges in Africa. The sector employs approximately 60 per cent of the urban labour force, which is equivalent to about 15 per cent of the regional workforce. An estimated three-quarters of the newcomers to the urban labour market are absorbed in the informal sector. The informal sector is a labour sponge with a finite capacity of absorption, and it would appear that the sector is increasingly operating as a refuge which eases the extent of unemployment by transforming it into underemployment. Fourth, the employment prospects in the rural areas have improved recently and look better than those in urban areas, especially where incentives for small-scale farmers have improved. Agricultural producer prices have increased more rapidly than wages and prices in general thus narrowing the urban-rural income differential in most African countries.

Finally, unemployment is emerging as a major adjustment on the sub-Saharan labour markets and can no longer be dismissed as an unimportant phenomenon. In many countries the unemployment is increasing by 10 per cent or more every year. Unemployment seems most prevalent among women and male youth. Unemployment is also creeping up the educational ladder, indicating that a substantial proportion of the scarce resources which are spent on human resources development is not yielding the expected social returns.

Youth Employment in Sub-Saharan Africa

The employment situation in most African countries is extremely critical and labour absorption has become one of the most intractable problems in Africa (ILO, 1989). The ILO report indicates that the rate of economic growth has considerably weakened and has actually lagged behind the rate of expansion of the Sub-Saharan labour force. When the economy grows slower than the labour force, the employment situation must inevitably regress. Indeed, the employment situation, which was already worsening in the 1970's, has deteriorated sharply since 1980.

The first to suffer from a weak labour market are the youth. As newcomers to the labour market, they are the first to suffer from a slowdown or stagnation in labour absorption because they are the last to arrive on the labour markets. The new labour force recruits generally belong to the age-cohort 15-24 years, which is the working definition of youth according to the international nomenclature. All the percentages and ratios relative to unemployment are considerably higher for youth than for adult and youth unemployment rates are very high and often exceed 40 per cent. However, the burden of unemployment is not shared equitably among young people. The youth should not be viewed as a homogeneous group. On the contrary, youth have very heterogeneous characteristics which facilitate or impede their access to productive employment. Access to a first job is often determined by factors such as family background, place of residence, education, gender and age. The most vulnerable categories of youth are the teenagers, young women, and the educated youth. Adolescents are more vulnerable to unemployment than young adults, female unemployment is more pronounced than that experienced

by male youth; and unemployment is highest among the educated youth (ILO, 1989).

The Educated Unemployed

Contrary to the situation in industrial countries, where the lack of education and training constitutes the major characteristics of youth unemployment, it appears that the educated youth in Africa are more prone to unemployment than the uneducated work-force. A longitudinal study conducted in Nigeria from 1974-1985 and also in Kenya from 1977-1986 revealed that in both countries, the unemployment rates were highest for those who had completed secondary education. On the other hand, the segment of the unemployed without formal education in urban areas was surprisingly low in both countries (ILO, 1989). Similarly, a tracer study of university and polytechnic graduates in Nigeria revealed that in 1986, the situation had further deteriorated. Only 58 per cent of them had a full-time job 18 months after leaving the National Youth Service Corps. Moreover, many graduates indicated that they had accepted any type of work in order to avoid prolonged period of unemployment. It should also be noted that nearly 80 per cent of the employed graduates had been recruited by the public sector. In Benin, where the policy of guaranteed employment for university graduates was discontinued in 1984 for reason of public finance, the number of unemployed graduates has increased by an estimated 30 per cent per annum in recent years (ILO, 1988). University graduates in Cameroon, Guinea, Lesotho, Mali, Somalia, Sudan, Zaire and Zambia are reported to be encountering growing difficulties on the labour markets, in particular those trained in the humanities (Hinchliffe, 1985).

The Nature and Causes of Youth Unemployment

Conceptually, two different approaches to the youth unemployment exist (ILO, 1989). According to the “employment gap” argument, youth unemployment is primarily a temporary phenomenon which sorts itself out once the higher age group is entered. Youth are unemployed because they are considered to be too young, too inexperienced, and physically or socially too immature to be competitive on the labour markets. This thesis is supported by the reverse relationship that exists between the rate of unemployment and the age of the unemployed. According to the ILO report, the second approach, on the other hand, considered youth unemployment as the result of growing structural imbalances. As the newcomers to the labour markets, young people are very exposed to the consequences of the imbalance between the growth rate of the economy and the labour force; the urban-rural imbalance; the imbalance between the supply of and demand for academic and vocational skills; the imbalance between the formal and informal sector; the gender imbalance; and the imbalance arising from the *youth's job aspirations* (emphasis supplied) and the work opportunities available (ILO, 1989).

According to this structured approach, massive youth unemployment ought to be viewed as one of the best indicators of the worsening employment situation in the region. Therefore, the problem of youth employment should be considered as being part and parcel of the overall employment challenge so that the fight against youth unemployment cannot be dissociated from the fight against open and disguised unemployment in general.

The latter view, which is in consonant with the conceptual framework of this study, appears to give a more credible explanation of the nature and

causes of youth unemployment in sub-Saharan West-Africa, in general, Ghana being no exception.

The Labour Market, Employment, Unemployment and Career

Aspirations of the Youth in Ghana

The Ghanaian labour market has undergone several changes since independence, with far reaching implications for the society in general and the career aspirations of the youth in particular. Increased investments both in social overhead capital, particularly in education and health and directly in productive activity by the government during 1957-65 sharpened rural-urban migration and enhanced participation in the paid labour force (ISSER, 1994). However, the growth in the capacity of the urban formal sector to absorb the expanding urban labour force began to slow down by the late sixties due to a combination of internal and external factors, notably fiscal constraints, declining terms of trade and global recession after the first and second oil-shocks. Increasing population growth and the continued drift from the rural areas to urban centres have consequently led to increasing urban unemployment and under-employment, particularly among the educated. Such developments obviously impact directly or indirectly on the career aspirations of the youth especially those who may be in tune with the labour market situation.

The principal function of the labour market is to provide a channel for interaction between the forces of demand and supply and thereby determine the level of employment and wages in the economy. On the other hand, the level of labour demand is determined largely by economic factors notably, the growth in aggregate demand, the rate of investments, and the real wage rate.

The level of labour supply, on the other hand, is determined largely by non-economic factors, notably, the rate of growth of the labour force which in turn depends on the growth of the population and the direction of career aspirations of the youth. Thus in a developing society like Ghana, there is always the tendency for labour supply to exceed the demand unless deliberate policies are adopted to match the demand with the supply. ILO sources cited by ISSER (1994) estimate that the growth rate of Ghana's total labour force which in the 1980s averaged about 2.7% per annum will exceed 3% per annum in the 1990s, leading to an increase in the potential labour force to 7.7 million by the year 2000. This means that the rate of growth of new employment has to be accelerated to avoid a future of mass unemployment. Current trends indicate that growth in employment has not been able to keep pace with the growth in the labour force.

The agricultural sector remains the dominant source of employment for the Ghanaian worker (African Development Report 1994). However, as rightly pointed out by an ILO/JASPA (1989) report:

Jobs in the agricultural and services sector have generally a low skill profile and are normally low-paying or non-paying. It goes without saying that such jobs do not correspond with the aspirations of the youth who enter the labour market, especially when they have undergone some degree of formal education. p.52

Nevertheless, current estimates show that the agricultural sector is still the largest employer as shown in the Table below:

Table 3: Distribution of Ghana's Economically Active Population (%)

Year	Agriculture	Industry	Services
1960	64	14	22
1970	58	17	25
1975	57	17	26
1980	56	18	26
1985	54	18	27
1990	53	19	28
1991	53	19	28
1992	52	19	29

Source: African Development Bank. African Development Report 1994.

Formal sector employment in Ghana grew steadily from 332,900 in 1960 to 483,500 in 1976 but declined reaching a low 186,300 in 1991. That is formal sector employment in 1991 was 44% less than in 1960. Following the same pattern, public sector employment and private sector employment declined by 17.9% and 79.2% respectively between 1960 and 1991. The poor employment performance of the Ghanaian economy in both the public and private sectors surely have profound implications for the career development and aspirations of the youth in the country.

Contrary to the employment failure in the formal sector, the informal sector expanded in its jobs generation from an estimated 2,694,000 to 5,686,000 – an increase of 111% - between 1960 and 1990. The Jobs Skills Programme for Africa (JASPA), a unit of the ILO in Africa, has indicated that in 1990 for every worker employed in the formal sector, there were five-and-a-half workers employed in the informal sector as shown in Table 4.

Table 4: Total Informal Sector Employment in Ghana (1979-1990)

	1970	1980	1985	1990
Total number ('000)	356	683	946	1266
As % of formal sector employment	89	203	204	553
As % of total labour force	10	16	19	22
As % of non-agric. labour force	25	35	41	44
Number of females ('000)	114	219	303	346

Source: ILO (JASPA) African Employment report, 1990

Declining formal sector employment in the context of a rapidly expanding labour force may lead to a phenomenal increase in the rate of unemployment, all things being equal. Estimates of average unemployment rates as shown in Table 5 indicates that unemployment rate has at least doubled since the 1960s, with the possibility for further increases, as a decrease in the absolute level of unemployment is not foreseeable in the immediate future.

Table 5: Average Unemployment Rates in Ghana, 1960-93

Period	Unemployment Rate
1960	6.0
1966-69	11.1
1984	15.6
1970-93	19.0

Source: The state of the Ghanaian Economy in 1994 (ISSER, 1995)

One of the major causes of the increasing unemployment in the Ghanaian economy, as painted by an ISSER (1994) report, is the problem of labour - market mismatch. The supply of graduates per annum has outstripped

the demand for such labour in the economy. In 1973 it was estimated that the ratio of modern sector job vacancies to new labour market entrants with secondary or higher education was 1.33, indicating that vacancies (the additional demand for educated labour) exceeded the number of new entrants (the additional supply of educated labour) by 33%. In 1993, the number of vacancies in the public service was estimated at 8,300 at the middle and higher management levels but actual employment was only 538 in that year compared with the 4500 new graduates expected to enter the labour force that year. Thus the ratio between effective demand (538 employed) and the supply (4500 new graduates) for 1993 was 12% compared with 133% in 1973.

Furthermore, there are serious gaps between the types of education and training being offered (as measured by enrolments or outputs of the various educational institutions) and the types of demand being made by the public sector and private businesses (ISSER, 1994). Apparently, this state of affairs is to some extent fostered and encouraged by the direction of students' career aspirations.

It is noteworthy that other causes of the unemployment problem in Ghana have been identified. These include the global economic recession, the impact of the structural adjustment policies, the redeployment exercise, low level of directly productive investment and demographic problems including high population growth rate and rural-urban population drift.

Manpower Planning in Ghana

A major cause of unemployment among the educated in Ghana seems to be the manpower development strategy or the educational planning system being used. The manpower planning strategy of Ghana seems to be based on

the traditional “social objective method” “rather than any of the more modern approaches such as the “manpower requirement approach,” “the rate of return” approach or the use of the results of “tracer studies” on the products of the education system.

The social objective method of manpower planning places great stress on non economic objectives of education (Harbison, 1973). This method concentrates on identifying deficiencies in the present educational system in the light of social and educational objectives and it projects future needs in terms of estimated population increases and the desire of persons for education at various levels. Certain goals are taken for granted, such as elimination of illiteracy, increasing enrolment ratios in secondary education, decreasing the student-teacher ratios to desirable levels, lowering wastage rates, and improvement of standards. The advantage of this approach is that it bypasses completely the difficult determination of occupational requirements. Its major weakness is that it overlooks essential economic problems. Hence, if this approach is used, there is likely to be little integration of the work of the educational planners and the economic planners. This approach could also lead to over production or underproduction of some specific skills in an economy.

The manpower requirement approach is directed to determination of future requirements for formal education, particularly at the secondary and higher levels. In essence, the manpower requirement approach to education or human resource planning is an attempt to estimate needed educational outputs from a set of projections of economic growth forecasts or targets. These are used to determine output and employment in various sectors of the economy. From the distribution of employment sector, an occupational distribution is

then specified. Assumptions are then made concerning appropriate levels of formal education for each occupation. Estimates of the required number of persons by education level are then used in conjunctions with data on existing employment, expected retirements and replacement and new net requirements to meet expected expansion.

A very troublesome problem of the manpower requirement approach is the lack of empirical data on which to base estimates of expected increases in productivity and the bearing of these on changes in occupational requirements. Another shortcoming of this approach is that although the productivity criterion may be appropriate for the manufacturing, construction, mining, and transportation sectors, it is not so useful for estimating high-level manpower requirements in public health, general activities of governments, and many kinds of services. The approach is also quite unreliable for long-run estimates. The establishments which may be in existence ten or twenty years hence may not be at all the same as the present ones. Furthermore, most employers are unwilling or unable to estimate what employment will be in the long run.

In spite of the shortcomings, the manpower requirement approach is widely used. It is a very simple method of estimating future manpower requirement for existing establishments. More importantly, it provides an informed judgment of short-term manpower requirement.

The method which is most appealing to economists for allocating resources to human resources development is the rate of return approach based upon cost-benefit analysis. The rate of return approach is based upon the relationship between two basic sets of data.

1. Earnings data classified by levels and kinds of formal schooling as well as by age of members of the employed working force and

2. Data on direct costs of schooling, together with estimates of indirect costs such as foregone earnings. In some cases information is taken from census data but more often from sample surveys. It could be readily available also from "a tracer studies"

The basic calculation involves "a comparison of pre-tax earnings differentials and the total costs of education to society as a whole (including expenditures on teachers, books, etc the value of buildings and the production foregone by society because of the decision to educate students instead of enrolling them in the labor market)" giving the "social rate of return to education," and "a comparison of post-tax earnings differentials and the costs of education borne by the individual (including fees, expenditures on books and earnings foregone" giving "the private rate of return." The classic assumption made in dealing with this productive investment hence the rationale for measuring the economic benefit of education to society by individual earnings differentials, is that the workers' earnings represent their marginal product, determined by the free interaction of supply and demand. The cost-benefit approach, then, employs such empirical data as age-education-earnings profiles and annual earnings differentials in estimating the returns to various levels of education.

The policy implications are to give priority within the formal system to investment in that kind of education, which promises the highest returns, and to make overall allocations to education based on comparison of returns to investment in other sections. This kind of analysis, obviously, assumes that maximization of aggregate income is the supreme target of development planning.

There are many technical questions related to the methodology of the rate of return. Few developing countries, moreover, have adequate statistics on earnings of persons with different levels of education nor on factors other than formal schooling, which may explain part of the earnings differentials.

In most developing countries, there is good reason to doubt that relative earnings of individuals as reflected in either their marginal or average productivity or their value to society. In many cases, earnings are determined more by institutional than by market forces, reflecting wage and salary structures based upon tradition, class, or previous colonial administrations.

Notwithstanding these and other weaknesses of the rate of return approach, it seems to be the most appealing to economists. For one thing, it tries to prevent wastage of resources and ensures that expenditure made on human resource development bring in adequate returns. Several economists have applied the rate of return approach to human resource and education planning in the developing countries (Harbison, 1973).

Ghana seems to be using the social objective method of human resource development which has the tendency to over produce and/or under produce certain specific skills. Perhaps, it may be appropriate for educational planners and human resource development experts in Ghana to rethink the strategies been used.

Critical Manpower Needs of Ghana and Career Aspirations of the Youth

Ghana's most precious and important asset is her human resource. Since independence Ghana has made significant efforts to build her economy and ensure its development on a sustainable basis. The challenges that lie

ahead in the light of a high population growth rate, increasing demands for services and opportunities in the fields of health care, employment generation, education, agricultural modernization, increased production, housing, infrastructural and industrial development call for well articulated policies. The challenges also require realistic and effective strategies, as well as capital injections and, above all, the development and utilizations of a growing body of creative and highly skilled human resource (GIMPA, 1995).

The foregoing gives a glimpse of the quality of the critical resource that is needed to provide the visions and missions, determine the strategies/instruments, chart the paths, set the goals and targets, and provide the husbandry of the requisite human capital mix to provide the motive force for the sustained development of the economy. The importance, therefore, of the human resource factor in the development of Ghana needs no emphasis. Global experience attests to the fact that it is in this field that Ghana will need to make the biggest strides to catch up if it is to break into the league of fast-growing economies (GIMPA, 1995).

As Ghana enters the 21st century her human resource capacity and utilisation gives cause for concern. The quality, quantity degree of utilization, level of performance/productivity, attitudes to work, standards of husbandry, supply and demand relationships of critical/high level skills and other characteristics of personnel in both the public and private sectors, need to be improved upon (GIMPA, 1995). The report emphasizes that:

There are serious skill shortages and deficiencies in both the public and private sectors in professional and technical fields as well as in managerial/administrative capacities at the senior and middle levels. Women are minimally represented in these

skill areas at the top and senior levels ... Professional and technical skills in short supply in both the public and private sectors include: Accountants, financial management experts/personnel, financial analysts, auditors, general management / administrative personnel, training and personnel managers, personnel in policy analysis and formulation, planning, budgeting, monitoring and evaluation, health specialists including doctors and anesthetics and pharmacists, statisticians and management information specialists, lecturers/teachers in tertiary institutions, engineers architects and surveyors (p. xiii).

A study by ISSER (1994) partially confirms the above observation when it reports that in Ghana: "Critical shortages of skilled personnel in the areas of financial management and accounting, trade promotion and development, engineering, statistics and information management and policy analysis currently exist in both public and private sectors" p.149.

The GIMPA report reveals that there are serious deficiencies in performance levels, problems of discipline, poor or uncompetitive compensation and other conditions of service, inappropriate personnel management practices, lack of effective incentives, problems of personnel retention/brain drain, and low morale among others in the civil service. These conditions among others have led to serious capacity reduction of most civil service establishments and their inability to adequately carry out organizational and individual roles/activities and accomplish targets.

These have also led to capacity reductions in some other public organisations including educational and training institutions and consequent low output of much needed trained personnel. The output of all the training institutions is low due to severe resource constraints in terms of human, material and physical infrastructure.

Key ministries and other agencies in the public sector need to be strengthened to enable them to recruit and retain requisite personnel and apply proper personnel management practices, and to effectively discharge their responsibilities in national economic management. All the sector ministries and other key agencies in the public system experience inadequate staff capacity in terms of such skills as general management and administration, financial management and accounting, marketing, trade promotion and development, policy analysis and formulation, planning, implementation and monitoring and evaluation and budgeting. They also lack skills in statistics and management information systems.

The GIMPA (1995) report further indicates that there is the need to strengthen staff capacity in District Assemblies. It points out that studies carried out in the districts indicate that the process of decentralization is presently inhibited, however, by poor level of competency in government staff functioning at the district level. There is a dearth of skills in such critical areas as administration, planning and budgeting and accounting. This deficiency is not only applicable to the district administration itself but also to the staff of key line departments in health, education, agriculture, forestry, natural resources, works, et cetera.

The GIMPA (1995) study also reports on the private sector organisations. It states that although the private sector, particularly the large

establishments are comparatively doing better, growth here has been slow. Entrepreneurial skills, particularly in the small and medium scale manufacturing, commerce and other service concerns are inadequate. It is estimated that not more than 10 per cent of managers in small and medium scale firms have obtained training in management. Furthermore,

skills in production and materials management, accounting and financial management, marketing, auditing, statistics, civil, mechanical, electrical engineering, personnel management and information management among others are scarce in most establishments. Besides, there are skill deficiencies in a wide range of skill areas in the lower personnel grades; eg. trained junior accounts and auditing personnel, statistical and research assistants. p.113.

The report also observed that human capacity in the rural economy particularly in agriculture and forestry which accounts for about half of gross domestic product needs to be upgraded.

Education, Migration and Career Aspirations

People are the most mobile of productive resources, and it is this mobility that gives enormous importance to the human resource base in the development process. There is a strong and positive link between education and mobility: other things being equal, the educated in any population are more likely than the less educated to become migrants (Gould, 1993). This is borne out in a mass of empirical evidence in developed countries e.g. in the United States (Shryock and Nam, 1965) as in the Third World (Connell et al. 1976; Simmons et al. 1977).

Education and training might have an immediate effect on development in the areas where the educated live and receive their education especially if they aspire to and settle in jobs in those areas. This applies particularly to agriculture and rural development generally, and schemes designed to offer skills to young people in rural areas that can be used within their own communities are familiar throughout the Third World. Yet, many of the people involved in rural education and training acquire skills or a general background that provide them with access to a wider range of better paid and generally more attractive opportunities elsewhere. Their skills are spatially as well as occupationally transferable, and educated people move out of the communities in which they acquire the skills, even though the skill training may have been initially designed to prevent migration.

Population mobility can compromise a wide variety of phenomena, differentiated by directions of movement (a four-fold mix of rural and urban sources and destinations) whether it is temporary (circulation) or permanent (migration) within any period of time, and whether it involves moves within countries or between them (Gould, 1993). These basic career related movements are identified in Table 6.

Table 6: Typology of Career/Education-Related Population Mobility

	Internal		International	
	Circulation	Migration	Circulation	Migration
Rural-rural	Pri sch. children			
Rural-urban	Sec sch. children	Educ. job seekers		
Urban-rural	National service	Retirees		Retirees
Urban-urban	Intra-company transfers	Company transfers	Specialist trainees	Skilled technician

Source: Gould, 1993

Although there may be opportunities in rural areas for educated job seekers, most of the migration will be rural-urban or, increasingly with a larger proportion living in urban areas, urban-urban. Movement between urban centres is often hierarchical, from smaller to larger centres in 'step-wise' movement. Government postings and intra-company transfers of skilled managerial or technical staff can move individuals temporarily up and down the urban hierarchy to posting in different towns at various career points. In several Third World countries (e.g. Nigeria, Ghana, Nicaragua, Indonesia) there are national service schemes variously named but similar in purpose that promote urban-rural temporary movement of newly appointed or potential government employees such as teachers, doctors or nurses, to undertake a period of service in rural schools or health centres, respectively, before posting to an urban school or hospital. These, however, are very much the exception rather than the rule, for there is an overwhelming rural-urban flow of the educated in search of the job opportunities available in urban areas for those with the relatively scarce skills.

Internal Migration and Career Aspirations

Migration studies at the aggregate community scale level in the Third World have emphasized the importance of 'economic' factors as a principal cause of movement, with 'education' measured in number of years in school or qualification achieved as a proxy for earning capacity (Gould, 1993). This variable is typically set alongside income levels, employment totals and urbanization as the critical 'economic' factors at the aggregate scale (Gould, 1993; Todaro 1976). In many country-specific spatial interaction models of migration, education was generally shown to be of fairly small importance

(Gould 1993). However, Gould points out that there are clearly problems in attempting to deal with the migration / education relationship at the aggregate scale, but these are partially resolved with the adoption of a behavioural perspective that considers individual migration decisions and the role of various factors including, education (Brown, 1991; Gould, 1993) and career aspirations. Migration, education and career aspirations need to be examined in the context of continuous and continuing economic, social and demographic change, and in this context against a background of changes in the quality and type of education migrants receive. Also relevant are changes in the out-of-school environment in which they find themselves once they leave school. Within the schools teacher quality, curriculum change, greater availability of textbooks and other teaching materials will all, separately and together, affect the people who have been to school; outside the school, the demand for educated people in urban areas is apparently falling in most countries in the face of sluggish economic performance and a changing occupational structure.

Surveys of migration behaviour at the scale of the individual have consistently shown educational status to be one of the main characteristics affecting individual propensity to move. In addition, education will affect the distance and frequency of moves that do take place. The educated are more likely to move than are the non-educated; they move over longer distances and move more frequently (Gould, 1993). These general findings seem to be as valid in developed as in developing countries, but are more strongly felt in the Third world. Caldwell's (1968, 1969) survey of rural-urban migration in Ghana, 1962 – 64, was a classic national migration survey. Levels of education of urban migrants were strongly and positively related to actual and expected migration propensity for both males and females. 'What education

does, more than anything else, is to promote long term rural/urban migration' (Caldwell 1969, p.62).

Gould (1993) observes that the positive relationship between an individual's educational status and his or her propensity to migrate is as valid for any country in the 1990s as it was for Ghana in the mid-1960s, for the income-earning opportunities available to the educated are still disproportionately found in urban areas, and that disproportion is increasingly strongly observed for the most highly educated. Gould further reveals that even though migration is highly correlated with age, sex and occupation (career) aspirations, education has an independent and separate effect on migration propensity. He also emphasizes that the "migration of the educated to towns is largely due to job opportunities rather than rejection of rural life and values per se" (p.189). Gould thus suggests that the career aspirations of the educated play a major role in their geographical mobility.

International Migration (The Brain Drain) and Career Aspirations

The brain drain is a term more commonly associated with international migration. It refers particularly to the migration of skilled professional-doctors and engineers in the main - from Third World countries to First World countries, predominantly to North America, but also to Western Europe (Glaser, 1978; Gould, 1993). It is a phenomenon associated with education, and in particular with the very highly educated. The most highly educated display the highest propensity to become migrants and are most likely to move over long distances internally within any country. However, their education and skills allow them to be seen as being part of an international, perhaps even global, labour market. Skilled professionals are willing to cross national

political boundaries; foreign countries are willing to accept these workers into their own force.

Contemporary pattern of international migration certainly seem to exacerbate and perpetuate global inequalities, and to warrant the ascription 'drain'. Migrations are numerically dominated by the unskilled, a phenomenon of worker to the work (Salt, 1989). However, the highly skilled constitute an easily identifiable and important group within the broad spectrum of migrants, and their qualitative if not numerical importance has made them an issue of particular concern to policy makers and commentators on development, labour and education (Gould, 1988).

Relevant to the discussion of the relationships between education and career related migration have been factors in the Third World countries that have increased the supply of highly educated workers in skilled occupations. Three factors are particularly relevant here: over-expansion of higher education provision, internationalization of qualifications and student migration.

There have been massive expansions in education in Third World Countries throughout the last 40 years, with greatest expansion in proportional terms at the higher level. Those expansions were planned in the 1960s or earlier to ensure an adequate supply of graduates some 15 years later. The long gestation period while cohorts of the required size were progressing through the school system was built on the assumption of rising levels of economic activity with increasing demands for skilled manpower. However, the optimistic projections for manpower needs made were seldom realized by the 1980s, so there seemed to be a surplus of skilled manpower. It was most acute in countries with the most dismal economic performance.

In Africa, Ghana was one of the most affected countries. In the colonial period Ghana had a relatively well-developed school system and at independence in 1957 the country was richer than her neighbouring countries. It seemed set for continuing economic growth and therefore developed expansion plan in education that sought to meet the substantial manpower needs of her richer and expanded economy. However, there has been severe economic collapse for largely internal reasons: due to political instability in Ghana (Gould, 1993). Internal demand for local graduates collapsed, but the local universities kept on producing them. The net effect was massive out-migration of educated workers to neighbouring countries. This was most severe in the 1970s and 1980s.

A second supply factor concerns the international standardization and acceptability of qualifications. The path to migration of skilled workers is smoothed by increasing use of standard tests and international recognition of formal qualifications.

A third and probably much more important factor in the brain drain and one which relates most directly to migration from Third to First World countries is the fact that many Third World students study abroad, mostly in North America and Europe, and are financed by scholarships from first World countries or institutions. They attend specialist courses, mostly at a postgraduate level, and gain qualifications that are not only internationally recognised, but allow easy, often immediate access to the labour market in the country in which they have studied.

Although it would appear that the number of migrants is magnified by over-production of highly educated manpower at very high cost, to an extent that the Third World country cannot internally adequately absorb these

workers, this is misleading. There is self-evidently a shortage of doctors in Ghana and in India, of engineers in Peru and of scientist in Senegal and other categories of graduates throughout the Third World. The needs are great and productive possibilities for application of the skills of a greatly expanded highly skilled labour force everywhere. The migration occur because not only is there inadequate finance to employ as many graduates as the needs of the economy and the population would suggest but because there is a relative shortage of doctors in the United Kingdom, of engineers in the United States, of scientists in Sweden. The education system in First World countries have not expanded sufficiently to produce the required manpower locally for the now much richer and more technologically advanced economies than a generation ago. And for now in the First World, it is preferable to import skilled workers rather than to educate and train locally the extra skilled workers that are needed. Cost of employing foreign graduates who have been trained in the Third world country at that country's expense (wholly or partially) seem to be less than the costs of investing in further education and training by First world governments and companies (Gould, 1993).

Conceptual Framework

The developmental-contextual life span perspective of career aspirations provides an appropriate basis for the conceptual framework of the study. The central thesis of the study is that career development among students is influenced by several factors (including personal-psychological, socio-economic, cultural and political) and the dynamic interaction between those factors and these in some cases lead to unrealistic career aspirations and choices resulting in a disharmony between the type and quality of human

resources supplied (churned out) by the educational institutions, and that demanded by the economy. The consequence of this is high level graduate unemployment, misallocation of human resources, job dissatisfaction, frustration and, in some cases, misguided adventures among graduates to foreign countries as economic migrants.

This study proposes that a well-planned, structured, organised and effectively executed career guidance and counselling programme in schools could facilitate effective manpower planning by appropriately guiding students' career aspirations and choices into vocational fields that are desirable in the economy. Figure 1 presents a diagrammatic representation of the conceptual framework of the study. The model, which is the creation of the researcher, is an enhanced hybrid of the Archway model (Super, 1990) and Oval shaped model of Vondracek, Lerner, and Schulenberg, (1986).

The model partly uses stones (segments) and cement to make clear its synthetic, synthesizing and complex nature. Its base consists of three large stones, with the biological-geographical foundations of human development as the door step, and with a large stone at either end supporting (on the left) the person (psychological characteristics) and (on the right) the society (economic resources, economic structure, social institutions, and so on) that acts on the person and on which the person acts in growing up and functioning as a unit in society, in which the individual pursues his or her educational, familial, occupational, civic and leisure careers.

Personality is the global construct used to include all of the qualities that constitute a person. Graphically, it is represented by the left-hand column, with its biological base, the needs and intelligence that develop from it in interaction with the environment, and the values that derive from needs as

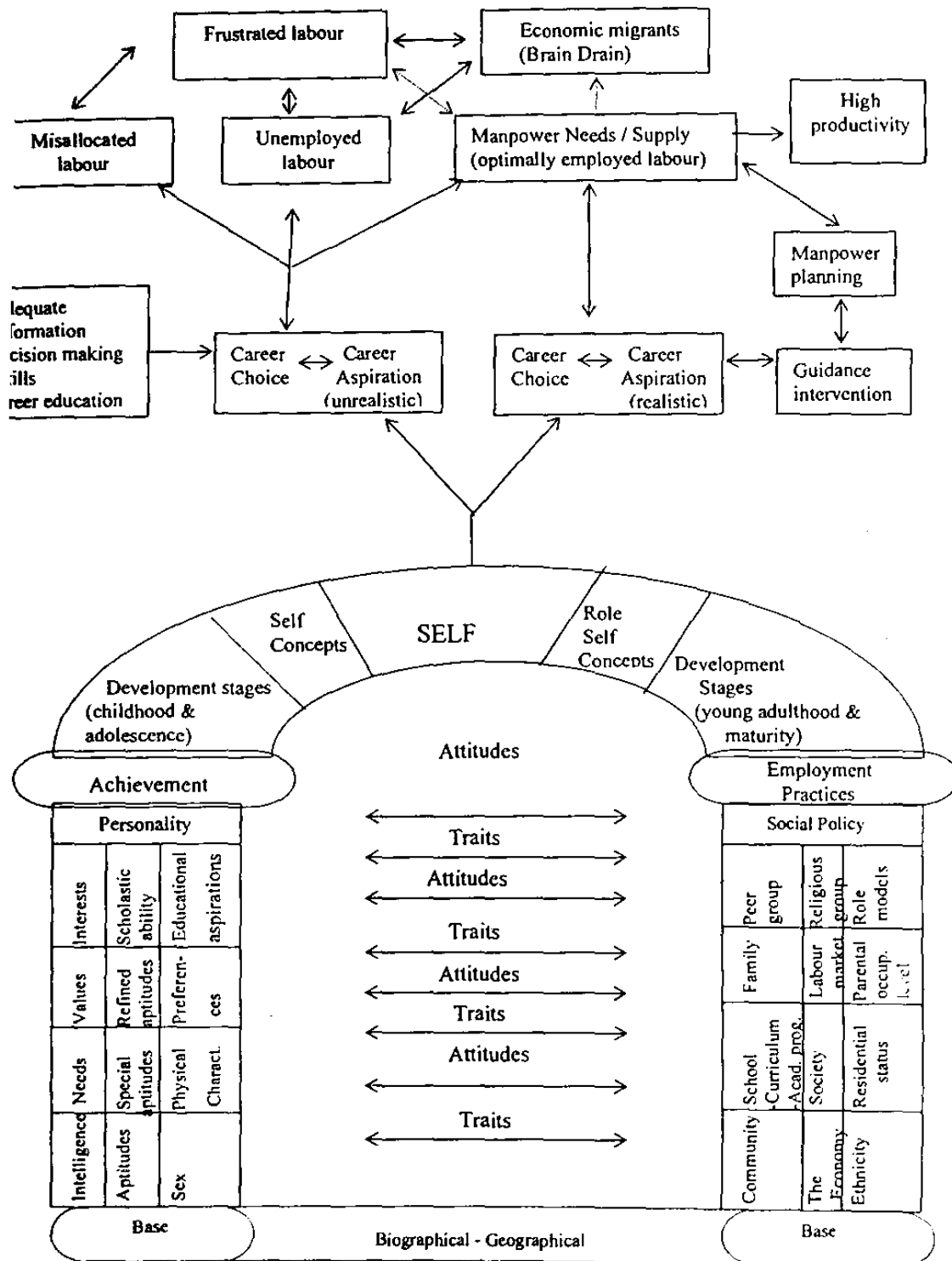


Fig. 1: DEVELOPMENTAL-CONTEXTUAL PERSPECTIVE OF CAREER ASPIRATIONS AND MANPOWER NEEDS/SUPPLY OF AN ECONOMY

objectives that are sought in activities found likely to lead to the attainment of those values, activities that are synthesized as interests. The parallel shaft in the complex column of personality shows aptitudes (for example, verbal, numerical, spatial) as derivatives of general intelligence, and special aptitudes (for example, clerical, mechanical) as further refinements. Also included in personality are more refined combination of aptitudes and personality needs (for example, artistic, musical, literary, athletic, social). Other components of the personality are the individual's sex, scholastic ability, psychical characteristics, and motivations such as preferences and educational aspirations. The synthesis of all of these components of personality into something unitary is symbolized by the capital of the column, the personality, with the top of the capital representing the achievements that results from the use, misuse, or disuse of personal resources.

Traits, such as sociability-solitariness, introversion-extraversion, and honesty-dishonesty, which are modes or styles of behaviour in the interaction of the person and the environment are represented graphically on the arrows to show this interaction between the left-hand column and the right-hand column. Attitudes, more transitory than interests and traits are also shown on the interactive arrows.

The right hand column represents socio-cultural and other environmental factors that influence personality and career aspiration and choice. Natural resources, the economy and the family influence the development of aptitudes, values, and interests, as does their use in school and at work. The individual using his or her abilities and seeking outlets for interests, acts on society in visible ways and in ways that escape notice.

The capitals of the columns represent the culmination, the integration of each of the individual and of society. The arch itself is analogous to career; like the columns it is made up of a number of stones, or conceptual components, but they are derived from the columns. At each end of the arch are the developmental stages: at the left, childhood and adolescence; at the right, young adulthood and maturity. These stages each confront the individual with developmental tasks arising from chronological age and social expectations. During these stages, the individual occupies certain positions, such as those of child, student, worker, spouse, and so on, and develops concepts of himself or herself in each of these life roles. The keystone of the arch is the person, the decision maker in whom all of the personal and social forces are brought together, organized in terms of concepts of self and of roles in society. These forces are weighed and used in the making of career decisions. The keystone, the person, is thus the central component of the decision making.

But it must be added that the separate stones of the arch and its two columns, which are superimposed segments of a complex theory need cement to hold them together. This cement (shown in Figure 1 only by single lines between stones), together with the vectors, is learning theory. This involves interactive learning, social learning, and learning in encounters with objects, facts, and ideas.

The self (person) which evolves from the complex factors described above is translated into career terms which manifests itself in an aspiration towards some specific career field(s). Where there is adequate career guidance students tend to develop realistic career aspirations and eventually enter vocations appropriate to their interests, abilities, aptitudes and work values and

also of relevance to the needs of the country. This logically leads to job satisfaction and high productivity. On the other hand where there is inadequate career guidance students may develop unrealistic career aspirations and subsequently enter inappropriate jobs or may remain unemployed. This may generally lead to frustration and job dissatisfaction. In such situations some graduates may be attracted to travel to foreign countries to look for greener pastures.

Summary

The literature review has examined some definitional issues posed by the concept of aspirations and some related terms such as preference, interest, and choice. The review has also exposed the theoretical basis of the concept of aspiration indicating that it is rooted firmly in Psychology and Sociology. Furthermore, the major theories on career aspirations and development have been presented and discussed. Although these theories have their respective weaknesses they nonetheless contribute to the understanding of individual's career aspirations. In particular, the theories indicate that the individual's career aspirations are conditioned by their biological characteristics as well as their environmental conditions. As an adjunct to this, the literature review has examined some specific factors that influence individual's career aspirations, particularly those that have been brought to the fore by research studies. These include personal factors, inter-personal factors, work values, gender-stereotyping and socio-economic factors. Other factors that seem to have direct effects on students' career aspirations, especially students in sub-Saharan Africa in general and Ghana in particular namely, unemployment and the desire for emigration have been reviewed.

There seems to be differences in the impact of motivating factors that influence students' career aspirations. The literature has revealed that demographic factors such as gender, age, residential status, school-type, school setting, size of settlement, and ethnic background could moderate the extent of influence personal, interpersonal, work values, gender stereotyping, and social-economic factors have on students' career aspirations. The evidences produced are not conclusive and they are subject to further verifications. And this is what this study seeks to do. More importantly, the studies that form the basis for these conclusions were conducted in certain specific places in the world on student population samples that have different characteristics and different cultural influences when compared to the situation in Ghana. This study is therefore necessary to find out what prevails in Ghana so as to help improve educational practice and human resource development in Ghana in particular and also to contribute to educational as well as human resource development theory in general.

To this end a conceptual framework which derives logically from the theoretical and empirical basis of the study presented in the literature review has been formulated to guide the current investigation.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the research design followed in the study, the area of the study, the target population, the sampling procedure, the sample, the research instrument, data collection procedure and the method of data analysis.

Research Design

The study was a cross-sectional descriptive/analytic survey and was conducted with an ex-post facto research approach. Survey enables an examination of 'large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution and interrelations of sociological and psychological variables' (Kerlinger, 1986, p. 377). Babbie (1990) also observes that survey research has three major purposes of description, explanation, and exploration. A descriptive research also involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject (Gay, 1987). Thus a descriptive study determines and reports on the way things are. In cross-sectional studies, information is collected at one point in time from a sample to describe a larger population. The ex-post facto research approach also describes conditions that already exist and further attempts to determine the cause, or reason, for existing differences in the behaviour or status of groups of individuals (Gay, 1987). Typically, it involves comparisons of

groups already formed with respect to differences on independent variables. Ex-post facto studies attempt to identify cause-effect relationships through an analysis of past events or of already existing conditions.

The research design described above was deemed appropriate for the study because the main concern of the study was to determine and describe the current state and the underlining causes of the career aspirations of different categories of secondary school students in Ghana and the implications of such aspirations to the manpower needs of the country.

Area for the Study

The study was conducted in Ghana which is a country located in West Africa. It shares boundaries with Cote d'Ivoire to the west, Burkina Faso to the north, and Togo to the east with the Atlantic Ocean (Gulf of Guinea) washing its southern coast (Figure 2 Appendix C1). It covers a land area of about 147,360 square kilometers (Dickson and Benneh, 1971). The country which is a former British colony became independent in 1957 and attained a republican status in 1960. Currently, it has ten administrative regions, namely, Greater Accra, Eastern, Central, Western, Volta, Ashanti, Brong Ahafo, Northern, Upper West, and Upper East (Figure 3 Appendix C2).

According to the 2000 population census of Ghana there were about 18,912,079 people in the country, all of them were Ghanaians except a small proportion of 3.9% who were foreigners. The people of Ghana fall into different tribal or ethnic groups. South of the Black Volta, the major tribes are Akan, Guan, Ga-Adangbe, and the Ewe, while in northern Ghana the majority of the people belong to the Mossi (Mole)-Dagomba group (Dickson and Benneh, 1971) (Figure 4 Appendix C 3). The Akans include Ashantis, Fantes,

Brongs, Akwapims, Akims, and Assins. The major tribes in Ghana differ from one another not only in language but also in traditions, beliefs and customs.

The 2000 Population and Housing Census also revealed that the population of Ghana consists of 9,357,382 males and 9,554,697 females. This gives a male to female ratio of 97.6 to 100 (Ghana Statistical Service, 2002).

Ghana's population is remarkably young. The age structure indicates a broad base that gradually tapers off with increasing age due to death. The age structure is typical of less developed economies, which are characterized by a larger population of children (<15 years) and a small proportion of elderly persons (>64yrs). The growth rate of the population is estimated at 2.7 per cent (Ghana Statistical Services, 2002).

The 2000 population figure yielded a national density of 79.3 persons per square kilometer with some wide regional disparities. While the national density indicates no great pressure on land as such, the same cannot be said of pressure on resources or what the land can generate. On the basis of population, two kinds of settlements can be identified in Ghana: rural and urban. However, apart from Greater Accra and Ashanti regions which have 87.7% and 51.3% respectively of their settlement urbanized, the rest of the country is predominantly rural (Ghana Statistical Service, 2002).

The people of Ghana belong to three main religious groups. According to the 2000 population census, 68.8 per cent of the population claim affiliation with the Christian faith, 15.9 per cent with Islam and 8.5 per cent with African Traditional Religion. A significant proportion of 6.1 per cent reported affiliation with no religion.

With respect to literacy, 53.3 per cent of the people of Ghana (15 years and older) are literate in either English or a known Ghanaian language (34.2%

are literate in both). The effective literacy level (those who can communicate in English) is, however, 46.9 per cent (Ghana Statistical Service, 2002). As regards educational attainment, the 2000 population census revealed that 18.6 per cent of the population had primary education as their highest level, 21.1 per cent had middle school/junior secondary education, 6.0 per cent had secondary (SSS) education whilst 2.8 per cent had tertiary education.

The four major occupations in Ghana are agriculture and related work (49.2%), production and transport equipment work (15.6%), sales work (14.2%) and professional and technical work 8.6%. This general pattern is true to the majority of regions. The three major industrial activities, at the national level are hunting, forestry and fishing (52.3%), wholesale and retail trade (14.5%) and manufacturing (11.1%) (Ghana Statistical Services, 2002).

Nearly two-thirds (65.7%) of the economically active population are self-employed workers, apprentices and house helps in the private informal sector. This leaves only 19.6 per cent of the working population as employees with employers. The private sector provides employment for 91.2% per cent of the working population (Ghana Statistical Services, 2002).

Population of the Study

The target population for the study was the 73,969 final year (SSS3) students in the 476 public Senior Secondary Schools in Ghana (GES, 2003). However, due to the unwieldy number of students involved and the extent of their geographical spread, it was not possible to cover all of them in a study of this nature which was supported with a limited budget and also constrained by time. In the light of this, a manageable sample was selected for the study. Care was, however, taken to preserve the essential characteristics of the population.

The SSS3 students were chosen for the study because they were in the terminal year of their secondary school programme and, therefore, the problem of job selection and the possibility of being able to continue with their studies were likely to be more salient for them than the rest of the students in the lower forms/classes.

Sampling Procedure

The study was a national survey, and in order to make the sample have a national representation steps were taken through appropriate sampling procedures to ensure that students from different parts of the country were included. To achieve this, secondary schools in the country were clustered into three geographical zones viz, Southern zone made up of Western Region, Central Region; Greater Accra Region and Volta Region; middle zone covering Eastern Region, Ashanti Region and Brong Ahafo Region; and Northern zone consisting of Northern Region, Upper East Region and Upper West Region. Through a simple random sampling method (Lottery Approach), one region was selected from each of the three zones. The Central, Ashanti and Upper East regions were selected.

In selecting the students for the study, the multi-stage stratified random sampling procedure was used. This was to ensure that the different categories of students (*rural, urban, boys, girls, residential, non-residential, students from different academic programmes*) who were of interest for the study were adequately represented in the sample. This did not only facilitate comparison of their career aspirations and ensured valid conclusions but it also enabled the researcher to generalize in terms of the population. Furthermore, with such a design the relatively small sample from each of the strata provided estimates

with relatively small sampling variances within the sub-groups while maximizing the variances between the groups. Moreover, the stratification enabled various analyses to be made separately for each of the categories of students.

In trying to achieve the condition outlined in the foregoing paragraph, the next stage of the sampling process, after selecting the regions, was to stratify the schools in each region into rural, small town and urban categories. For each region two co-educational (mixed) schools each were selected from the rural and small town categories through the simple, random method. Generally, the schools in the rural and small town categories were mixed or co-educational. In view of the fact that the urban schools comprised both mixed and single sex schools, the schools in each of the three urban locations were first stratified into 'female-only' 'male-only' and 'co-educational' categories. The simple random sampling, specifically the lottery method, was then used to select one 'female-only', one 'male-only' and two 'co-educational' schools from each of the urban centres. In Bolgatanga, this pattern could not be followed because there was only one co-educational senior secondary school and one 'girls-only' school and so these two schools were chosen to participate in the study. The processes described above produced the distribution of schools shown in Table 7.

In deciding on the number of students to select from each of the chosen schools the table for determining sample size from a given population developed by Krejcie and Morgan and cited by Sarantakos (1994) was used.

Table 7: Distribution of Sampled Schools by Zone, Town/City, Setting and Type

School	Zone/ Region	Town / City	Setting	Type
Aggrey Memorial Zion	Southern	Cape Coast	Urban	Mixed
Christ the King Academy	Southern	Cape Coast	Urban	Mixed
Adisadel College	Southern	Cape Coast	Urban	Boys
Wesley Girls' High	Southern	Cape Coast	Urban	Girls
Breman Asikuma Sec.	Southern	B. Asikuma	Small town	Mixed
Twifo Praso Sec.	Southern	Twifo Praso	Small town	Mixed
Assin Manso Sec.	Southern	Assin Manso	Rural	Mixed
Jukwaa Sec.	Southern	Jukwaa	Rural	Mixed
Osei Kyeretwie Sec.	Middle	Kumasi	Urban	Mixed
Kumasi Anglican Sec.	Middle	Kumasi	Urban	Mixed
Prempeh College	Middle	Kumasi	Urban	Boys
St. Louis Sec.	Middle	Kumasi	Urban	Girls
Amaniampong Sec.	Middle	Mampong	Small town	Mixed
SDA Sec.	Middle	Bekwai	Small town	Mixed
Dompoase Sec.	Middle	Dompoase	Rural	Mixed
Adagwomase Sec.	Middle	Adagwomase	Rural	Mixed
Bolga Sec.	Northern	Bolgatanga	Urban	Mixed
Bolga Girls' Sec.	Northern	Bolgatanga	Urban	Girls
Navrongo Sec.	Northern	Navrongo	Small town	Mixed
Sandema Sec.	Northern	Sandema	Small town	Mixed
Chiana Sec.	Northern	Chiana	Rural	Mixed
Kongo Sec.	Northern	Kongo	Rural	Mixed

This table is based on the statistical formula:

$$S = \frac{\chi^2 NP (1-P)}{d^2(N-1)} + \chi^2 P(1-P)$$

where S is the required sample size, χ^2 the table value of chi-square for 1 degree of freedom (3.841) at .05 alpha level, N the population size, P the population proportion, and d the degree of accuracy.

In selecting the individual students for the study, the academic programmes offered in the senior secondary schools were classified into four categories namely, Arts, Science, Business and professional programmes (Agricultural Science, visual Arts, Home Economics and Technical). The class lists of the students which also indicated their sex and residential status were obtained from the school authorities. The proportionate stratified sampling procedure was then used to select the subjects for the study taking cognizance of their academic programmes, sex and residential status composition.

Sample

A sample size of 2861 was obtained for the study from the sampling procedure described in the preceding section. The distribution of the sample from the selected schools is shown in Table 8. The SSS3 enrolment figures were obtained from the class list made available to the researchers by the schools.

Table 8: Enrolment in SSS3, Sample, Returned Questionnaire and Usable Questionnaire obtained from the Selected Schools

School	Enrol- ment	Sample	Not Returned	Returned Question- naire	Poorly Comple- ted	Valid Question- naire
Aggrey Mem.	606	234	31	203	30	173
Christ the King	160	113	0	113	3	110
Adisadel College	424	203	51	152	38	114
Wesley Girls'	322	175	37	138	36	102
Breman Asikuma	367	186	0	186	15	171
Twifo Praso	61	52	0	52	4	48
Assin Manso	193	128	10	118	12	106
Jukwa Sec.	55	48	0	48	1	47

Table 8 continued

School	Enrol- ment	Sample	Not Returned	Returned Question- naire	Poorly Comple- ted	Valid Question- naire
Osei Kyeretwie	324	177	11	166	21	145
Anglican Sec.	439	203	0	203	20	183
Prempeh Col.	340	181	11	170	18	152
St. Louis Sec.	484	212	0	212	0	212
Amaniampong	141	103	0	103	15	88
SDA Sec.	340	181	5	176	16	160
Dompoase Sec.	51	45	0	45	5	40
Adagwomase	46	40	0	40	1	39
Bolga Sec.	146	108	14	94	14	80
Bolga Girls'	237	148	0	148	22	126
Navrongo Sec.	273	160	18	144	29	115
Sandema Sec.	132	98	8	90	16	74
Chiana Sec.	31	28	0	28	0	28
Kongo Sec.	40	36	0	36	9	27
Total	5212	2861	196	2665	325	2340

Characteristics of the Respondents

A final sample size of 2340 had their responses used for the analysis. This number was obtained after the returned questionnaires had been edited and some rejected for poor completion (see Table 8). This final sample consisted of 45.9 per cent males and 54.1 per cent of females. The distribution of the respondents by their schools and sex is also shown in Table 9.

The higher female proportion in the sample was partly caused by the situation in Bolgatanga where there was no 'boys-only' school to be sampled to balance the sample from the one 'girls-only' school and partly by the higher

Table 9: Distribution of Respondents by School and Sex

School	Female		Male		Total	
	No.	%	No.	%	No.	%
Aggrey Mem. Zion Sec. Sch	115	66.5	58	33.5	173	100.0
Christ the King Academy	70	63.6	40	36.4	110	100.0
Adisadel College	-	-	114	100.0	114	100.0
Wesley Girls' High	102	100.0	-	-	102	100.0
Breman Asikuma Secondary	107	62.6	64	37.4	171	100.0
Twifo Praso Secondary	21	43.8	27	56.3	48	100.0
Assin Manso Secondary	65	61.3	41	38.7	106	100.0
Jukwa Secondary School	22	46.8	25	53.2	47	100.0
Osei Kyeretwie Sec. Sch.	63	43.4	82	56.6	145	100.0
Kumasi Anglican Sec. Sch.	52	28.4	131	71.6	183	100.0
Prempeh College	-	-	152	100.0	152	100.0
St. Louis Secondary School	212	100.0	-	-	212	100.0
Amaniampong Secondary	43	48.9	45	51.1	88	100.0
SDA Secondary School	98	61.3	62	38.8	160	100.0
Dompoase Secondary School	22	55.0	18	45.0	40	100.0
Adagwomase Secondary	21	53.8	18	46.2	39	100.0
Bolgatanga Secondary	34	42.5	46	57.5	80	100.0
Bolgatanga Girls' Sec.	126	100.0	-	-	126	100.0
Navrongo Secondary School	40	42.5	75	65.2	115	100.0
Sandema Secondary School	29	39.2	45	60.8	74	100.0
Chiana Secondary School	10	35.7	18	64.3	28	100.0
Kongo Secondary School	13	48.1	14	51.9	27	100.0
Total	1265	54.1	1075	45.9	2340	100.0

female enrolment in the schools in the Central region. Notwithstanding this explanation, the ratio of male to female in the sample was a reflection of male to female ratio in the secondary schools and also in the entire population of (Ghana Statistical Services, 2002).

With respect to the zonal distribution of the respondents sampled, 43.6 per cent were from the Ashanti region (middle zone) while 37.3 per cent and 19.1 per cent were from the Central region (southern zone) and Upper East region (Northern zone) respectively. These proportions also closely reflect the proportions of secondary school students and the population distribution in those three regions (Ghana Statistical Services, 2002). The distribution of the respondents by the location of their schools can be seen in Table 10.

Table 10: Distribution of Respondents by Geographical Zones and the School Settings

Zone (Region)	School Setting							
	Urban		Small town		Rural		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Southern (Central)	496	21.2	220	9.4	157	6.7	873	37.3
Middle (Ashanti)	692	29.6	249	10.6	79	3.4	1020	43.6
Northern (Upper East)	205	8.8	187	8.0	55	2.4	447	19.1
Total	1393	59.5	656	28.0	291	12.4	2340	100

The relatively higher proportions of the sample from the urban centres reflect the higher student enrolment in the urban schools as compared to the small town and rural schools. The enrolments in the rural schools were generally very low. In all 59.5 per cent of the respondents were from the urban

schools, 28.0 per cent were from schools in small towns and 12.5 per cent from the rural schools.

The distribution of the respondents by their academic programmes is shown in Table 11. The preponderance of the number of students offering the Arts programme is attributable to the fact that all the sampled schools run the Arts programme.

Table 11: Distribution of Respondents by their Academic Programmes

Programme	Respondents	
	Frequency	Percentage
Agriculture	62	2.6
Business	469	20.0
Arts	870	37.2
Science	431	18.4
Visual Arts	206	8.8
Home Economics	258	11.0
Technical	44	1.9
Total	2340	100.0

Furthermore, in all the sampled schools, the Arts programme had two streams namely, Arts 1 and Arts 2; and the students' list for these two programmes in each school were combined and treated as enrolment on the Arts programme from which a sample was selected.

On the basis of school-type, 69.2 per cent of the respondents were from mixed or co-educational schools whilst 18.4 per cent and 12.4 per cent were from 'girls-only' and 'boys-only' schools respectively (Table 12). Most of the secondary schools in Ghana are co-educational and this explains their high representation in the sample.

Table 12: Distribution of Respondents by School Type

School Type	Frequency	Percentage
Boys only	289	12.4
Girls only	430	18.4
Mixed	1621	69.2
Total	2340	100.0

The sampling also took cognizance of the residential status of students.

Table 13 presents the distribution of respondents by their schools and residential status.

The respondents used for analysis consisted of 79.2 per cent boarding students and 20.8 per cent day students. The large proportion of boarding students in the sample was due first to the fact that the final year (SSS3) students were generally residential students. Usually students who have non-residential status during their first two years in the secondary school apply for residential status during the final (third) year to free them from domestic chores so that they can concentrate on their studies. Secondly, all the schools selected for the study, except Chiana and Kongo secondary schools, had boarding facilities which encouraged the final year students to utilise them.

Table 13: Distribution of Respondents by School and Residential Status

School	Residential Status					
	Day		Boarding		Total	
	No.	%	No.	%	No.	%
Aggrey Mem. Zion Sec.	3	1.7	171	98.3	174	100
Christ the King	70	63.6	40	36.4	110	100
Adisadel College	-	-	114	100.0	114	100
Wesley Girls' High	-	-	102	100.0	102	100
Breman Asikuma Sec.	23	13.5	148	86.5	171	100

Table 13 continued

School	Residential Status					
	Day		Boarding		Total	
	No.	%	No.	%	No.	%
Twifo Praso Sec.	35	72.7	12	27.1	47	100
Assin Manso Sec.	23	21.7	83	78.3	106	100
Jukwa Secondary	41	87.2	6	12.8	47	100
Osei Kyeretwie Sec.	53	36.6	92	63.4	145	100
Kumasi Anglican Sec.	76	41.5	106	58.5	182	100
Prempeh College	13	8.6	138	91.4	151	100
St. Louis Secondary	-	-	214	100.0	214	100
Amaniampong Sec.	43	48.9	45	51.1	88	100
SDA Secondary	32	20.0	128	80.0	160	100
Dompoase Secondary	8	19.5	33	80.5	41	100
Adagwomase Secondary	6	15.8	32	84.2	38	100
Bolgatanga Secondary	6	7.5	74	92.5	72	100
Bolgatanga Girls' Sec.	-	-	126	100.0	134	100
Navrongo Secondary	-	-	115	100.0	115	100
Sandema Secondary	-	-	74	100.0	74	100
Chiana Secondary	28	100.0	-	-	28	100
Kongo Secondary	27	100.0	-	-	27	100
Total	487	20.8	1853	79.2	2340	100

Table 14 presents the distribution of respondents by age and sex, residential status, school type, the region where school is located and the place where respondents usually resided. The minimum age of the respondents was

16 years with 25 years being the maximum. The mean age for the group was 18.2 with a standard deviation of 1.1. As can be seen from Table 14, a substantial proportion (42.7%) of the respondents were 18 years old while 11.2% were 20 years of age or above. Among the sexes, a relatively greater proportion of boys (17.4%) than girls (6.0%) were 20 years of age or above. Between the regions, a relatively higher proportion of students in the Central region were in their final year (SSS3) at a much younger age (33.8% were 17 years or less) than their counterparts in the Ashanti (22.6% were 17 years or less) and Upper East (11.8% were 17 years or less) regions. The proportion of students in the Upper East region who were 20 years or more was 24.9%. This was more than the proportion of students in either the Central region (9.1%) or Ashanti region (6.9%) who happen to fall in the same age range. It would appear then that students generally tend to enroll in the SSS at a much younger age in the Central region than in the Ashanti and Upper East regions. Also students tend to enter SSS at a more advanced age in the Upper East region than in the Central region or Ashanti region.

Table 14 also reveals that a greater proportion of students born in the rural areas as well as those who usually reside in the rural areas tend to reach their final year (SSS3) in the secondary school at a much advanced age than their counterparts who were born or who usually reside in the urban and small town areas.

Within students' residential status a higher proportion of day students (16.2%) than boarding students (9.9%) fell within the 20 years and above age group. The mean age of the day students (18.42 years) was therefore slightly higher than the mean age of the boarding students (18.18 years).

Table 14: Distribution of Respondents by Gender, Residential Status, School type, Birth place, Region, the Place Students Usually Reside and Age

Characteristics	16 yrs		17 yrs		18 yrs		19 yrs		20+ yrs	
	No.	%	No.	%	No.	%	No.	%	No.	%
SEX										
Male	29	2.7	176	16.4	426	39.4	259	24.1	186	17.4
Female	27	2.1	346	27.4	574	45.4	242	19.1	76	6.0
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.2
RESIDENTIAL										
Day	12	2.5	106	21.8	175	35.9	115	23.6	79	16.2
Boarding	44	2.4	416	22.5	825	44.5	386	20.8	182	9.9
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.2
SCH. TYPE										
Mixed	26	1.6	313	19.3	635	39.2	409	25.2	238	14.7
Boys	22	7.6	82	28.4	141	48.8	35	12.1	9	3.1
Girls	8	1.9	127	29.5	224	52.1	57	13.3	14	3.3
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.2
USUAL RES.										
Urban	31	3.5	252	28.7	393	44.8	149	17.0	52	5.9
Small town	20	2.2	182	20.0	402	44.1	214	23.5	93	10.2
Rural	5	.9	88	15.9	205	37.1	138	25.0	116	21.0
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.3
B. PLACE										
Urban	20	2.7	214	29.3	337	46.1	118	16.1	42	5.7
Small town	26	2.7	205	21.4	406	42.5	216	22.6	103	10.7
Rural	10	1.5	103	15.8	257	39.4	167	25.6	116	21.0
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.2
REGION										
Central	36	4.1	259	29.7	357	40.9	141	16.2	80	9.1
Ashanti	15	1.5	215	21.1	491	48.1	229	22.5	70	6.9
Upper East	5	1.1	48	10.7	152	34.0	131	29.3	111	24.9
Total	56	2.4	522	22.3	1000	42.7	501	21.4	261	11.2

Respondents were also categorized by their ethnic or tribal origins.

Table 15 presents the distribution of respondents in their ethnic groups.

Table 15: Distribution of Respondents by Ethnic Groups

Ethnic group	Frequency	Percent
Fante	483	20.6
Ashanti	665	28.4
Ewe	114	4.9
Ga	91	3.9
Brong	70	3.0
Bulsa/Frafra etc.	519	22.2
Other Akans	266	11.4
Others	132	5.6
Total	2340	100.0

As seen in Table 15 the Ashanti (28.4%), Fante (20.6%) and Bulsa/Frafra ethnic groups (22.2%) constituted the bulk of the respondents. This pattern could be explained by the fact that the schools that were involved in the study were selected from the Ashanti, Central and Upper East regions which are predominated by Ashantis, Fantes and ethnic groups from the northern zone of the country. The respondents who were classified as belonging to the Northern ethnic groups included Bulsa, Manpususi, Dagomba, Frafra, Grusi, Talensi, Kusasi and Sissala students.

Table 16 and 17 present the distribution of the respondents by their religious beliefs and denominations.

Table 16: Distribution of Respondents by Religious Beliefs

Religion	Frequency	Percent
Christian	2224	95.0
Moslem	107	4.6
Traditional	5	.2
Others	4	.2
Total	2340	100.0

Table 17: Distribution of Respondents by Religious Denominations

Denominations	Frequency	Percent
Methodist	369	15.9
Presby	218	9.3
Anglican	75	3.2
Catholic	636	27.2
SDA	140	6.0
Pentecost	420	17.9
Charismatic	136	5.8
Ahmadiyya	29	1.2
Orthodox Moslem	78	3.3
Others	243	10.3
Total	2340	100.0

Majority (95%) of the respondents identified themselves as Christians while 4.6 per cent indicated that they were Moslems. With respect to religious denominations, Roman Catholics constituted 27.2 per cent, Pentecostals 17.9

per cent and Methodist 15.9 per cent of the respondents. Adherents of these denominations predominated in the sample.

Table 18 shows the educational level attainments of respondents' parents. Substantial proportions of students did not know the educational attainment levels of their fathers (21.2%) and mothers (15.9%). Perhaps some of these students felt shy or uncomfortable to state that their parents were illiterates or had low level of education. It is also noteworthy that mothers generally had lower educational levels than fathers had.

Table 18: Educational Level of Respondents' Parents

Educational Level	Fathers' Educational Level		Mothers' Educational Level	
	Frequency	Percent	Frequency	Percent
University Degree	568	24.3	141	6.0
Diploma	218	9.3	130	5.6
Secondary, etc	421	18.0	703	30.0
Elementary	408	17.4	622	26.6
None	228	9.7	373	15.9
Don't know	497	21.2	371	15.9
Total	2340	100.0	2340	100.0

In Table 19 is presented employers of respondents' parents. A large proportion of both fathers (41.8%) and mothers (68.9%) were reported to be self employed. Parents who were employed by others were mostly in government employment (39.6% of fathers and 21.7% of mothers).

Table 19: Employers of Respondents' Parents

Employers	Fathers' Employers		Mothers' Employers	
	Frequency	Percent	Frequency	Percent
Government	926	39.6	508	21.7
Private company	339	14.5	139	5.9
NGO	27	1.2	15	0.6
Self	927	41.8	1633	69.8
Other	69	2.9	44	1.9
Total	2340	100.0	2340	100.0

The occupations of parents of respondents are presented in Table 20. It is significant to note that a substantial proportion of mothers (48.7%) were reported as petty traders while a much smaller proportion of fathers (8.7%) were reported as petty traders. Fathers showed up strongly in farming in which they recorded 18.9 per cent.

Table 20: Occupations of Respondents' Parents

Occupations	Father's Occupation		Mother's Occupation	
	Frequency	Percent	Frequency	Percent
Unemployed	6	.3	9	.4
Clergyman (pastor, priest, etc)	60	2.6	6	.3
Soldier	62	2.6	7	.3
Engineer (elect, mech, civil)	100	4.3	3	.1
Farmer	442	18.9	219	9.4
Businessman/Merchant	166	7.1	104	4.4
Lawyer	16	.7	3	.1
Policeman	11	.5	4	.2
Chief	1	.0	-	9.4
Carpenter	10	.4	-	-
Author	1	.0	-	-

Table 20 continued

Occupations	Father's Occupation		Mother's Occupation	
	Frequency	Percent	Frequency	Percent
Office worker (clerk, admin. Officer)	43	1.8	20	.9
University lecturer	17	.7	4	.2
Auto Mechanic	19	.8	-	-
Sec. School teacher	128	5.5	36	1.5
Medical Doctor	52	2.2	10	.4
Politician (MP)	5	.2	-	-
Farm labour	1	.0	-	-
Primary school teacher	2	.1	6	.3
Shop assistant	10	.4	5	.2
Journalist	10	.4	2	.1
Junior Sch. Sch. Tr.	156	6.7	177	7.6
Pharmacist	23	1.0	9	.4
Computer programmer	6	.3	3	.1
Nurse	19	.8	155	6.6
Steno. Sec. / bilingual sec.	13	.6	41	1.8
Architect	5	.2	-	-
Accountant	118	5.0	9	.4
Agric. Officer/engineer	36	1.5	9	.4
Street cleaner	-	-	2	.1
Economist	7	.3	1	.0
Bank worker	21	.9	9	.4
Pilot	1	.0	1	.0
Radio/TV broadcaster	2	.1	-	-
Surveyor	7	.3	-	.0
Statistician	2	.1	1	-
Typist	2	.1	5	.2
Tourist guide	1	.0	-	-
Auditor	17	.7	1	.0
Petty trader	203	8.7	1140	48.7
Real estate developer	2	.1	1	.0

Table 20 continued

Occupations	Father's Occupation		Mother's Occupation	
	Frequency	Percent	Frequency	Percent
Hotelier	1	.0	6	.3
Musician	3	.1	-	-
Headmaster (SSS/JSS).	2	.1	4	.2
Electrician / technician	30	1.3	3	.1
Insurance agent	3	.1	-	-
Plumber	3	.1	-	-
Army captain	1	.0	1	.0
Restaurant keeper	2	.1	8	.3
Mason	32	1.4	-	-
Marketing officer	10	.4	-	-
Driver (passenger, gov't)	91	3.9	-	-
Fire service	5	.2	2	.1
Designer (fashion, graphics)	10	.4	70	3.0
Coach	3	.1	-	-
Telephonist	4	.2	7	.3
Social worker	4	.2	4	.2
Cook / matron / baker	4	.2	78	3.3
Work superintend./supervisor	11	.5	1	.0
Actor	-	-	1	.0
Manager (personnel)	55	2.4	5	.2
Factory hand	4	.2	1	.0
Information technologist	1	.0	-	-
Artist /Painter	5	.2	2	.1
Hairdresser	1	.0	24	1.0
Security/watchman	7	.3	-	-
Scientist	3	.1	-	-
Dietician/Nutritionist	-	-	15	.6
Others	242	10.3	106	4.5
Total	2340	100.0	2340	100.0

RESEARCH INSTRUMENT AND FIELD PROCEDURE

Research Instrument

One set of questionnaire/opinionnaire was designed by the researcher to collect data from the sampled students (Appendix B). The questionnaire consisted of three parts.

Part one: This section which contained 20 items collected data on the demographic characteristics of respondents.

Part two: This part was designed to elicit data on the educational aspirations of the respondents. It consisted of five items.

Part three: This component of the questionnaire which was used to collect data on the career aspirations of the respondents measured a number of variables. These were as follows.

- (i) Factors influencing career aspirations: The 55-item elongated version of the Motivation for Occupational Preference Scale (MOPS) by Bakare (1974) was used to ascertain factors influencing students' career aspirations. The original shorter version of 32 items with a reliability coefficient of 0.89 has been used and validated on Ghanaian student population with a coefficient alpha of 0.76 (Amissah, 1991). The version which was used in the present study measured the extent to which personal factors, interpersonal factors, work values, gender stereotyping and socio-economic factors influenced students' career aspirations. Students were asked to rate on a five-point Likert-type scale (Strongly agree: 4, Agree: 3, Disagree: 2, Strongly disagree: 1, No opinion: 0) the extent to which an item influenced their career choice. In the present study the reliability measures of the five

subscales computed with coefficient alpha were Personal factors, $\alpha=0.83$; interpersonal factors, $\alpha=0.89$; work values, $\alpha=0.79$; Gender stereotyping, $\alpha=0.91$; Socio-economic factors, $\alpha=0.85$. The total scale yielded a coefficient alpha of $\alpha=0.94$.

- (ii) Perceived prestige values of occupations: Participants were asked to rate 55 occupations on a 5-point Likert-type scale (from 1= very low prestige to 5 = very high prestige) to indicate how they perceive the prestige level attached to each of the occupations. This component of the questionnaire yielded a coefficient alpha of 0.81 and test-retest reliability (two weeks interval) of 0.89.
- (iii) Perceived income levels of occupations: Participants were asked to rate 55 occupations on a 5-point Likert-type scale (from 1=very low income to 5=very high income) to show the perceived level of income obtained by people in those occupations. A coefficient alpha reliability of 0.92 was obtained with a test-retest (2 weeks interval) reliability of 0.86.
- (iv) Motivation for educated people's emigration. A 13-item scale measured students' perception on why some educated people migrate abroad from Ghana. Cronbach's alpha was 0.86 whereas test-retest reliability over two weeks was 0.88.
- (v) Descriptive Data: Other items in part 3 of the questionnaire which were presented in an open-ended format elicited information from students on the kind of work they would like to be engaged in after completing their education, their career expectations, career preferences of their best friends, their pre-secondary school career

aspirations, and what would influence them to choose the geographical area they would like to work after completing school.

The data collection was organized in two phases – the pilot study and the main data collection.

The Pilot Study

A pilot study was conducted at Ghana National College, Cape Coast with a sample size of 50 students. The sample, which was chosen with a simple random sampling method, ensured that students of different categories - boys, girls, residential, non-residential, students from different academic programme areas – were included.

The pilot study helped to determine the clarity of the instrument, the problem to be encountered in the main administration, and the reliability of the instrument. It also helped to test the planned statistical methods for the data analyses.

The Main Data Collection

The questionnaire for students were hand-delivered to them by a research team made up of the researcher and six research assistants who were given some training in the questionnaire administration.

The administration of the questionnaire was done either in the classrooms of the students or the school's assembly hall. The selected students were asked to stay in their classrooms, where appropriate, or were organized in the school's assembly hall and the questionnaire given to them, and the purpose of the study was explained. There was a 93.2 per cent return rate of the questionnaires.

Problems Encountered

In some of the schools the class list for the SSS3 students could not be obtained. Students present in the school on the day of the questionnaire administration were therefore countered by the researchers and used for the sampling. This wasted time and also made the sampling process tedious.

Furthermore, in some of the schools the selected students spent more time in completing the questionnaire than the estimated maximum time of 1 hour 15 minutes obtained during the pilot study. In some schools, the time for the questionnaire administration overlapped with breakfast or lunchtime for students. In such cases/situations students were allowed to go for dining or to go and buy food to eat. Unfortunately, some students refused to come back to complete the questionnaire. Some of the students even took the questionnaire away and never brought them back. This did not only affect the return rate but also led to a situation in which some questionnaire were not fully completed and so could not be used for analyses.

Data Analysis

The data analysed for the study were obtained from 2340 students in 22 senior secondary schools. The data were statistically analysed with the SPSS 10.0 format. Being a descriptive survey study, both descriptive as well as inferential statistics were used. Frequency distributions, percentages, means, standard deviation, chi-square (χ^2) test, analyses of variance (one-way), t-test for mean differences, ranking and correlation analysis were used to analyze the data.

The questionnaires returned from the field were first edited and some rejected for poor completion. The usable questionnaires were numbered and

coded with the guidance of a coding manual prepared for that purpose. The specific statistical analyses for each research question are described below.

Research Question One

What educational aspirations do students hold in secondary school? Do educational aspirations in secondary school vary by gender, age, residential status, academic programmes, school type, students' usual place of residence, school setting and parental educational levels?

Items 20-23 of the survey instrument (Appendix B) were used for the analyses. Frequencies and percentages were used to describe the proportion of students who expressed the various specific views which indicated their educational aspirations. Chi-square (χ^2) tests were used to determine differences in the educational aspirations of the different categories of students as reflected in the number of students who expressed the various views. On a six-point scale (6-very high, 5-high, 4-average, 3-low, 2-very low, 1-not sure) the mean scores were obtained for responses to questionnaire items 20(b) and 21 (Appendix B). A mean score of 4.1 and above suggested high desire while mean scores below 4.0 suggested low desire. Mean score of 4.0 indicated a neutral desire or uncertain desire. Further analyses were carried out using the analyses of variance (one-way) and t-tests for mean differences in the educational aspirations of students regarding students desire to continue full time education after SSS and the rating of their chances to continue full time education. Correlation between students' current and their intended future educational programmes were also computed with contingency coefficient.

Research question two

What occupational aspirations do secondary school students hold? Do such aspirations vary by their demographic characteristics?

The responses to item 24 of the questionnaire (Appendix B) were used for the analyses. Frequencies and percentages were used to analyse the proportion of students who aspire to the various professions or occupations. Chi-square (χ^2) analyses were carried out to compare the occupational aspirations of the students on the basis of their demographic characteristics.

Research question three

Do career aspirations in secondary school relate to gender, age, residential status, place of birth, the size of community where students usually reside, school setting, school type, career aspirations of friends, vocational expectations, pre-secondary school occupational aspirations, variety of school programmes and ethnic origin of students?

Students' responses to questionnaire items 1-13 and 24 (Appendix B) were used for the analyses. Each of the occupations chosen by respondents was given a code number which was accordingly entered into the computer for analyses. Percentages and the symmetric measure of contingency coefficient were used to determine the relationship between students' career aspirations and their psycho-social and bio-cultural characteristics.

Research question four

What proportions of students aspire towards the various sectors of the economy? Do aspirations towards the various sectors of the economy differ by students' demographic characteristics?

The responses to items 1-19, 24 and 36 of the survey instrument (Appendix B) were used for the analyses. Frequencies and percentages were obtained to determine the proportion of students who aspire towards the various sectors of the economy of Ghana as well as the work environments in it. Chi-square (χ^2) test of independence was used to determine the relationships that existed between the sectors of the economy of Ghana students aspire to work and the sectors where their parents work. Chi-square (χ^2) computations were also carried out to determine the differences in the sectors of the economy as well as the work environments students aspire to work on the basis of their demographic characteristics.

Research question five

Does the proportion of students who aspire towards the critical professions differ from the proportions of manpower required in those professions?

Responses to item 24 of the survey instrument together with documentary data obtained from the Labour Force Projection Report produced by the Population Impact Project at the University of Ghana were used for the analyses. Proportional analyses with the use of percentages were applied.

Research question six

What perceptions do students hold regarding the issue of brain drain in Ghana? Does the proportion of students who have the aspiration to work in foreign countries differ from the proportion that intends staying to work in Ghana? Does the aspiration to work abroad differ by the demographic characteristics of students?

The responses to items 37-42 of the survey instrument were used for the analyses. Frequency tables were made on students' responses to the items to display the proportion of students who had various perceptions and aspirations specified in the research question. Chi-square (χ^2) tests were also performed to determine variations in students' perceptions and aspirations with reference to their demographic characteristics.

With respect to item 41 of the survey instrument (Appendix B), mean scores were obtained for each of the 13 items. Further analyses were carried out using analyses of variance (one-way) and t-test for mean differences to determine the differences in students' views as to why the educated migrate from Ghana.

Research question seven

What factors influence students' career aspirations? Do these factors vary in their influence on students on the basis of their demographic characteristics?

The responses to items 25-29 were used for the analyses. Frequency and percentage distributions were made of the responses to the items to present the proportion of students who held the various views on the extent to which the specified factors influenced their career choices.

One-way ANOVA were used to determine the variations in the influence of the various factors on students' career aspirations on the basis of their demographic characteristics. Post Hoc test using Scheffe and Tukey for multiple comparisons were also applied where appropriate.

A mean score was obtained for each of the statements on a five-point scale. The codes used were strongly agree -4, agree-3, disagree - 2, strongly

disagree – 1, no opinion – 0. For reporting scores and carrying out analyses, participants who responded 0 to an item were removed from consideration with the assumption that a “No opinion” response is equivalent to an omit. This effectively made the five-point scale a four-point scale (strongly agree – 4, agree – 3, disagree – 2, strongly disagree –1) and caused some slight fluctuations in the sample sizes across results. Mean scores of 2.6 and above suggested agreement with a given statement and mean scores of 2.4 and below suggested disagreement with the given statements. Mean scores of between 2.41 and 2.59 indicated a neutral or uncertain position. These analyses helped to compare the extent to which the various groups of students accepted or rejected the suggestions about the influence of the various issues in the scales on their career aspirations.

CHAPTER FOUR

EDUCATIONAL ASPIRATIONS OF SECONDARY SCHOOL

STUDENTS

Introduction

Schooling is believed to be a powerful agency in preparing the adolescent for future employment (Shertzner and Stone, 1976, Vondracek et al, 1986). At the secondary school level students are required to make important educational decisions that will affect their future. Educational decisions are invariably career decisions in that the subjects they choose to study will dictate the work they will do later (Pecku, 1991). Also the extent of education they decide to pursue may determine the kind of jobs they could engage themselves in future. This indicates that for the youth in school, their educational aspiration is an integral part of their career aspiration. A better understanding and appreciation of their career aspirations can only be achieved if their educational aspirations are understood. In cognizance of this, many occupational psychologist and career counselors have found it expedient to study the educational and career aspirations of the youth as a composite subject. These scholars include Foster (1971), Bender (1994), Akhurst, Jassart and Adendorf (1999), Chan Chan Hua (1982), Mendez, Crawford and Kelley (2002), Robbins, Wallis and Dunston (2003) as well as Yates (2004). Against the foregoing background, the current study sought to investigate the direction of students' educational aspirations and to determine whether differences existed in those aspirations with respect to students' demographic characteristics. The implications of students' educational aspirations for their

career development were also examined. Research question one was formulated to guide this investigation.

General Direction of Students' Educational Aspirations

The educational aspirations of secondary school students (n=2340) were obtained through the analyses of items 20-23 of the survey instrument (See Appendix B). Table 21 presents a summary of the responses to the items which indicate the direction of students' educational aspirations.

Table 21: Students' Educational Aspirations

Item	Responses / Rating	Frequency (N=2340)	Percent
Students' willingness to continue full-time education after SSS	Yes	2330	99.6
	No	10	.4
Students' level of desire to continue full-time education after SSS	Very high	1809	77.3
	High	360	15.4
	Moderate	115	4.9
	Low	10	.4
	Very low	7	.3
Students' realistic rating of their chances to continue education after SSS	Don't know	39	1.7
	Very high	1340	57.3
	High	590	25.2
	Moderate	263	11.2
	Low	40	1.7
Students' intended further educational institutions after SSS	Very low	36	1.5
	Don't know	71	3.0
	TTC	120	5.1
	NTC	254	10.9
	Polytechnic	208	8.9
	University	1723	73.6
	Others	35	1.5

Table 21 continued

Item	Responses / Rating	Frequency (N=2340)	Percent
Students' intended programmes of study at post-secondary institutions	Arts	330	14.1
	Business	576	24.6
	Science/Maths	82	3.5
	Engineering	185	7.9
	Agric	38	1.6
	Social sciences	338	14.4
	Professional prog.	147	6.3
	Education	176	7.5
	Vocational	244	10.4
	Paramedical	113	4.8
Others	103	4.4	
Not yet decided	8	.3	

The majority (99.6%) of respondents (n=2340) indicated their intention to continue full-time education after SSS. Most of the respondents (77.3%) expressed very high desire to continue full-time education after SSS with just a small proportion expressing low (0.4%) or very low (0.3%) desire. Also 57.3 percent rated their chances to continue full-time education after SSS very high while 1.7 percent and 1.5 percent rated their chances low and very low respectively. On the type of post-secondary educational institution they wish to attend if they had the chance to continue their education, 73.6 percent of the respondents chose University with 10.9 percent and 8.9 percent selecting Nursing Training College and Polytechnic respectively. Teacher Training College attracted 5.1 percent of the respondents. The 1.5 percent whose choices were classified as "others" chose institutions including School of Forestry, Agricultural College and School of Journalism.

With respect to the programmes of study the respondents wished to pursue at the post-secondary institutions, 24.6 percent being the largest proportion indicated their desire to study the Business programme. This affirms the researcher's contention and also gives credence to the available statistics that Business programme appears to be the most popular programme with students. During the 2003/2004 academic year admissions to the University of Cape Coast, for instance, the two business programmes run by the University, Bachelor of Commerce (B.Com) and Bachelor of Management Studies (BMS), attracted the largest number of applicants with B.Com receiving 2117 applications followed by BMS with 1550 applications. These constituted 12.90 and 9.63 percent respectively of the 16,408 applications received (University of Cape Coast 34th Congregation Basic Statistics, 2004).

Table 22 presents a comparison of the frequency and percentage distribution of academic programmes pursued by respondents at the secondary school and the programmes they wish to offer at the post-secondary institutions.

The relationship between students' current academic programmes and their future intended programmes produced a contingency coefficient of .797 significant at .05 alpha level. The correlation of .797 indicates that the relationship was quiet high but not perfect. The implication of this seems to be that students need some guidance in making appropriate and realistic planning for their educational development.

A few of the respondents (.3%) had not yet decided on the tertiary educational programmes they wished to pursue. For the purpose of carrying out further analysis, those respondents were added to the category classified as "others".

Table 22: Distribution of Respondents by their Present Academic Programmes and the Programmes they Aspire to at the Post-Secondary Level

Course/Programme	Present		Post Secondary	
	No.	%	No.	%
Arts/Social Sciences	870	37.2	668	28.5
Business	469	20.0	576	24.6
Science/Engineering	431	18.4	267	11.4
Agricultural Science	62	2.6	38	1.6
Professional (law, medicines pharmacy)	-	-	147	6.3
Education	-	-	176	7.5
Vocational (visual arts, home economics)	464	19.8	244	10.4
Paramedical	-	-	113	4.8
Any other	44	1.9	403	4.4
Not yet decided	-	-	8	0.3
Total	2340	100	2340	100

Gender and Educational Aspirations

Respondents (n=2340) were grouped into males and females sub-groups in order to examine the educational aspirations of each sub-group. Both groups overwhelmingly indicated their intention to continue full-time education after SSS (99.7 percent for the female and 99.4 percent for the male students). Chi-square (χ^2) test did not indicate any significant relationship between the responses and the sexes, χ^2 (1, N=2340) =.514, P =.473. The contingency co-efficient was .015. This means that students' intention or willingness to continue full-time education after SSS is not dependent on gender.

Table 23 presents the frequency and percentage distribution of the responses of the students to other items that indicate their educational aspirations. Table 24 also shows the result of chi-square (χ^2) test on the responses of the male and female students on the items that measure their educational aspirations.

In comparing students' level of desire to continue full-time education on the basis of their gender, the six-point multiple category response scale was combined into four, that is high (very high and high), average or moderate, low (very low and low) and don't know or not sure. The same process was applied on students' realistic rating on their chances to continue full time education. Best and Khan (1989) recommend this method of analysis.

Substantial proportions of both the male (94.0%) and female (91.5%) students expressed high desire to continue full-time education after SSS with just a small proportion of both parties indicating low desire (0.7% for male and 0.8% for female). Chi-square (χ^2) test, however, revealed that the difference in their responses was not significant at the .05 alpha level (Table 24). This means that the desire expressed by the respondents was not independent of their sexes, at the 95 percent level of confidence.

Table A-1 shows the descriptive statistics on students' desire for full time education after SSS. The mean score of the male students was slightly higher than that of the female students. A comparison of the means of the desires expressed by the male and female students through the independent samples t-test did not yield any significant difference at the .05 level (see Table A-5).

On the item that required students to realistically rate their chances of continuing full-time education after SSS, 83.9 percent of the females rated

their chances high (Table 23). This compares favourably with the 80.8 percent of the males who also rated their chances high. Only a small proportion of both sexes rated their chances low (2.7% for female and 3.9% for males). Chi-square (χ^2) test did not indicate any significant dependence of the rating on gender differences (Table 24). Even though the descriptive statistics in Table A-2 showed a slight mean difference between the male and female students the independent samples t-test result in Table A-6 revealed no significant difference in their rating.

With reference to the educational institutions respondents wished to attend after SSS, 83.9 percent of the boys selected university as against 64.9 percent of the girls who wished to attend university (Table 23). This may well indicate that generally more boys have higher educational aspirations than girls do. On the other hand, while 18.8 percent of the female students indicated their desire to attend nursing training college only 1.6 percent of the male students showed such desire. This is a reflection of the traditional Ghanaian perception that the nursing profession is for the female. Chi-square (χ^2) test on the frequencies of students' choices of the various educational institutions revealed a significant relationship between choice of institutions and the gender of students (Table 24).

The study also revealed some interesting gender differences in the academic programmes students wished to pursue if they had the opportunity of entering the tertiary education level (Table 23). While 13.9 percent of the male students indicated their desire for engineering programmes only 2.8 percent of the female students expressed interest in that programme area. Also while 2.8 percent of the boys expressed interest in agricultural science programmes only 0.6 percent of girls showed such interest. Furthermore, 30.8 percent of the

boys as against 19.4 percent of the girls expressed the desire to pursue business programmes. On the other hand, 18.1 percent of the girls expressed interest in vocational programmes as against 1.4 percent of boys. Also, 12.1 percent of girls indicated their desire to pursue Education or teacher training programme as against 2.1 percent of boys who expressed such desire. Chi-square (χ^2) test revealed that the choice of further academic programme was dependent on gender (Table 24). Engineering and agricultural science programmes are generally perceived in Ghana as masculine programmes while vocational programmes (especially home economics) and teaching are viewed as feminine. Thus it would appear that the choices of the students were influenced by social perception.

Table 23: Distribution of Students' Responses by Gender on Indicators of their Educational Aspirations

Item	Response/ Rating	Female N=1265		Male n=1075		Total N=2340	
Students' level of desire to continue full-time education after SSS	High	1158	91.5	1011	94.0	2169	92.7
	Average	76	6.0	39	3.6	115	4.9
	Low	10	0.8	7	0.7	17	0.7
	Don't know	21	1.7	18	1.7	39	1.7
Students' realistic rating of their chances to continue education after SSS	High	1061	83.9	869	80.8	1930	57.3
	Average	128	10.1	135	12.5	263	11.2
	Low	34	2.7	42	3.9	76	3.2
	Don't know	42	3.3	29	2.7	71	3.0
Students' intended further educational institutions after SSS	TTC	56	4.4	64	5.9	120	5.1
	NTC	237	18.8	17	1.6	254	10.9
	Polytechnic	131	10.4	77	7.2	208	8.9
	University	820	64.9	903	83.9	1723	73.6
	Others	20	1.6	15	1.4	35	1.5

Table 23 continued

Item	Response/ Rating	Female N=1265		Male n=1075		Total N=2340	
Students' intended programme of study at post-secondary institutions	Arts	174	13.8	156	14.5	330	14.1
	Business	245	19.4	331	30.8	576	24.6
	Science/Math	46	3.6	36	3.3	82	3.5
	Engineering	35	2.8	150	13.9	185	7.9
	Agric	8	0.6	30	2.8	38	1.6
	Social Sciences	175	13.8	163	15.1	338	14.4
	Professional	83	6.6	64	5.9	147	6.3
	Education	153	12.1	23	2.1	176	7.5
	Vocational	229	18.1	15	1.4	244	10.4
	Paramedical	60	4.7	53	4.9	113	4.8
Others	6	4.4	55	5.1	111	4.7	

Table 24: Chi-square (χ^2) Results on Students' Responses by Gender on Indicators of their Educational Aspirations

Item	χ^2 Value	DF	Sig. Level	Contingency Co-efficient
Students' level of desire to continue full-time education after SSS	7.248	3	0.64	0.056
Students' realistic rating of their chances to continue full-time education after SSS	7.129	3	0.068	0.055
Students' intended further educational institutions after SSS	195.977	4	0.000*	0.278
Students' intended programme of study at the tertiary level	574.190	10	0.000*	0.371

* Significant at $p < .05$

Residential Status and Educational Aspirations

Students were categorized into day and boarding students in order to determine whether there are some variations in their educational aspirations. The majority of both day (99.4%) and boarding (99.6%) students indicated their intention to continue full-time education after SSS 3. Chi-square (χ^2) test on the frequencies of their responses revealed no significant relationship between their responses and their residential status at .05 level of significance, $\chi^2 (1, N = 2340) = .514, p = .473$. The computed contingency coefficient was .015.

Table 25 presents the frequency and percentage distribution of students' responses (n=2340) to other items that indicate their educational aspirations based on their residential status. The frequency and percentage distribution of students rating on their desire to continue full-time education based on their residential status (Table 25) indicated some differences. Chi-square (χ^2) analysis of the frequency distribution of their rating indicated a significant difference at .05 (Table 26). The descriptive statistics in Table A-1 revealed that the mean of the desire expressed by the boarding students was higher than that of the day students. Independent sample t-test computed on the rating of the students' desire revealed a significant mean difference at .05 level of significance. Thus it could be concluded that the desire of students to continue full-time education after SSS was dependent on their being day or boarding students at the 95 percent confidence level.

In Table 25 is shown the frequency distribution of the day and boarding students on their rating of their chances to continue full-time education after SSS. Chi-square (χ^2) analysis of the distribution revealed significant difference at .05 alpha level (Table 26). The descriptive statistics in

Table A-2 derived from a six-point rating scale (6 indicating “very high chance” and 1 indicating “very low chance”) showed that the boarding students had a higher mean rating than the day students. The independent samples t-test conducted confirmed that there was a significant difference in the mean rating of the day and boarding students on their chances to continue full-time education at a probability level of .05 (Table A-6). Being a boarding student is generally more expensive than being a day student. Hence students whose parents or guardians are able and willing to maintain them in the boarding house may well have greater psychological assurance that they will have the financial support for further studies. Also students in the residential category were generally younger than their non-residential counterparts. Furthermore, a greater proportion of the residential students as compared with their non-residential counterparts came from the urban well-endowed schools. These reasons could also account for the more optimistic view of the residential students that they could continue their full-time education after SSS.

With respect to the tertiary educational institutions students wished to attend after SSS, 77.9 percent of the boarding students indicated university as against 57.3 percent of day students who expressed that wish (Table 25). On the other hand, higher proportions of day students than boarding students expressed the wish to attend Teacher Training College, Nursing Training College and the Polytechnic. Chi-square (χ^2) test revealed a significant difference in the choices of the day and boarding students at .05 alpha level (Table 26).

The frequency distribution of the academic programmes students wished to offer at the tertiary education level also revealed some variations

(Table 25). Particularly significant were the proportion of boarding students who expressed the wish to offer Engineering (9.2%) and Social Sciences (16.0%) as against the proportion of day students who wished to do similar programmes (3.1 percent for Engineering and 8.6 percent for Social Sciences). Relatively higher proportions of day students expressed the desire to offer Education (9.0% as against 7.1% boarding students) and also to be in vocational programmes. Chi-square (χ^2) test performed resulted in significant difference in the choices of the day and boarding students at an alpha level of .05 (Table 26).

Table 25: Distribution of Students' Responses by Residential Status on

Indicators of their Educational Aspirations

Item	Responses/ Rating	Day N =487		Boarding N = 1853		Total N = 2340	
		No	%	No	%	No	%
Students' level of desire to continue full-time education after SSS	High	440	91.0	1726	93.1	2169	92.7
	Moderate	34	7.0	81	4.4	115	4.9
	Low	5	.4	15	.8	20	.7
	Don't know	8	1.60	6	1.7	39	1.7
Students' realistic rating of their chances to continue education after SSS.	High	365	74.9	1565	84.5	1930	82.5
	Moderate	78	16.0	185	10.0	263	11.2
	Low	27	5.5	49	2.6	76	3.2
	Don't know	17	3.5	54	2.9	71	3.0
Students' intended further educational institutions after SSS	TTC	56	11.5	64	3.5	120	5.1
	NTC	83	17.0	171	9.2	254	10.9
	Poly	57	11.7	151	8.1	208	8.9
	University	279	57.3	1444	77.9	1723	73.6
	Others	12	2.5	23	1.2	35	1.5

Table 25 continued

Item	Responses/ Rating	Day		Boarding		Total	
		N = 487		N = 1853		N = 2340	
		No	%	No	%	No	%
Students' intended programme of study at post-secondary institutions	Arts	91	18.7	239	12.9	330	14.1
	Business	109	22.4	467	25.2	576	24.6
	Science	19	3.9	63	3.4	82	3.5
	Engineering	15	3.1	170	9.2	185	7.9
	Agric	14	2.9	24	1.3	38	1.6
	Soc. Sci.	42	8.6	296	16.0	338	14.4
	Prof. Course	40	8.2	107	5.8	147	6.3
	Education	44	9.0	132	7.1	176	7.5
	Vocational	68	14.0	176	9.5	244	10.4
	Paramedical	11	2.3	102	5.5	113	4.8
Any other	34	7.0	77	4.2	111	4.7	

Table 26: Chi-Square (χ^2) Results on Students' Responses by Residential

Status on Indicators of their Educational Aspirations

Item	χ^2 Value	df	Sig. Level	Contingency Co-efficient
Students' level of desire to continue full-time education after SSS	6.391	3	.044*	.052
Students' realistic rating of their chances to continue full-time education after SSS.	27.122	3	.000*	.107
Students' intended further educational institutions after SSS	102.018	4	.000*	.204
Students' intended programme of study at post-secondary institutions	78.672	10	.000*	.180

*P<.05

School Type and Educational Aspirations

The study investigated into the impact of school type on students' educational aspirations. Over 99 percent of the students from all the three types of school, namely, mixed, boys, and girls indicated their intention to continue full time education after SSS. Chi-square (χ^2) test did not reveal any significant difference in the distribution of their responses, χ^2 (2, N = 2340) = .860, P = .651. The computation yielded a contingency co-efficient of .19.

Table 27 presents the frequency and percentage distribution of the responses of students (n=2340) on other indicators of their educational aspirations on the basis of the type of school they attended. The frequency distribution of the level of desire expressed by the respondents with reference to their school-type is shown in Table 27. While 95.5 percent and 97.0 percent of the students from "only girls" schools and "only boys" schools respectively expressed high desire to continue their education, 91.2 percent of students from mixed schools expressed such high level of desire. On the other hand, while 1.0 percent of mixed school students expressed low desire, none of the students from either the boys' or the girls' school expressed such desire. The chi-square (χ^2) test shown in Table 28 indicated that there was a significant difference in the distribution of their responses. This implies that students' level of desire to continue full-time education after SSS is dependent on the type of school attended. The descriptive statistics in Table A-1 shows that the mean of the level of desire expressed by the mixed school students is lower than that of those from either girls or boys schools. One-way ANOVA result shown in Table A-3 confirmed that there was a significant difference in the level of desire expressed by the students. Post Hoc Tests conducted using Scheffe test for multiple comparisons revealed that the differences were

actually between the mixed students on one hand and the 'boys only' and 'girls only' students on the other hand. The differences between the desire expressed by the students from the 'boys only' and the 'girls only' schools were not significant.

The distribution of students' realistic rating of their chances to continue full-time education based on school type is shown in Table 27. Chi-square (χ^2) test on the distribution of the rating indicated a significant difference (Table 28). The descriptive statistics in Table A-2 show that the mean of the rating of the students from mixed schools was lower than that of the students from the other types of schools. One-way ANOVA test showed that the differences among the rating of the students from the different types of schools were significant (Table A-4). Post Hoc Tests performed using Scheffe test for multiple comparisons revealed that the actual differences were between the rating of the mixed school students on one hand and the boys school and girls school on the other hand.

Table 27 presents the distribution of the respondents by their school-types and the post secondary academic institutions they wish to attend. While 96.2 percent of boys school students and 86.3 of girls school students wish to attend University, the proportion of students from mixed schools with similar ambition was 66.3 percent. The proportion of students from mixed schools who wished to attend polytechnics (11.9%) and Teacher Training Colleges (TTC) (6.9%) were, however, greater than the proportion of students from the boys schools (Polytechnics – 1.0%; TTC – 1.0%) and the girls schools (Polytechnics – 2.8%; TTC – 1.2%) who had that ambition. Chi-square (χ^2) test shows that differences in the distribution were significant (Table 28). Since the University is the highest educational institution, it could be inferred

Table 27: Distribution of Students Responses by their School-Type on**Indicators of their Educational Aspirations**

Item	Response / Rating	Mixed N = 1621		Boys N = 289		Girls N = 430	
		No.	%	No.	%	No.	%
Students' level of desire to continue full-time education after SSS	High	1491	91.2	255	97.0	410	95.5
	Moderate	89	5.5	28	2.8	14	4.2
	Low	17	1.0				
	Don't know	24	2.2	6	.3	6	.5
Students' realistic rating of chances to continue education after SSS.	High	1283	78.5	244	91.7	402	91.6
	Moderate	215	13.2	20	7.5	15	6.3
	Low	64	4.4	6	.7	6	.7
	Don't know	59	3.9	5	.3	7	1.6
Students' intended further education institutions after SSS	TTC	112	6.9	6	1.0	5	1.2
	NTC	215	13.3	6	1.0	36	8.4
	Poly	193	11.9	6	1.0	12	2.8
	University	1074	66.3	266	96.2	371	86.3
	Others	24	1.7	5	.7	6	1.4
Students' intended program of study at post-secondary institutions	Arts	257	15.9	14	4.8	59	13.7
	Business	354	21.8	129	44.6	93	21.6
	Science	61	3.8	6	2.1	15	3.5
	Engin.	134	8.3	30	10.4	21	4.9
	Agric	30	2.2	6	.3	2	.5
	Social Sci.	174	10.7	66	22.8	98	22.8
	Prof. Cour	118	7.3	5	1.4	25	5.8
	Education	134	8.3	6	1.7	37	8.6
	Vocation	192	11.8	5	1.4	48	11.2
	Paramedi.	68	4.2	23	8.0	22	5.1
	Any other	94	5.8	7	2.4	10	2.3

from the choices of the respondents that students in the single sex schools generally have higher educational ambition than those in the mixed schools.

The analysis of the percentage distribution of the academic programmes students wish to pursue with references to the type of schools they attend revealed some interesting patterns (Table 27). For example, while 15.9 percent and 13.7 percent of mixed and girls school students respectively wish to study Arts only 4.8 percent of the boys school students wish to study that course. Similar patterns could be seen in the following programmes: Business (mixed - 21.8%, girls – 21.6%, boys 44.6%); education (mixed – 8.3%, girls – 8.6%, boys – 1.7%); vocational (mixed 11.8%, girls – 11.2%, boys – 1.4%). This pattern indicates that the choice of post-secondary academic programmes were closer in agreement between the mixed school students and the girls school students than it was between either the boys school students and the girls or the boys and the mixed students. Chi-square (χ^2) test produced significant result at the .05 alpha level (Table 28).

Table 28: Chi-Square (χ^2) Results on the Responses of Students by their School-Type on Indicators of their Educational Aspirations

Item	χ^2 Values	Df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	30.550	6	.000*	.098
Students' realistic rating of their chances to continue full-time education after SSS.	79.086	6	.000*	.165
Students' intended further educational institutions after SSS	166.924	8	.000*	.258
Students' intended programme of study at post-secondary institutions	219.047	20	.000*	.293

*P < .05

students' realistic rating of their chances to continue full-time education were quite evenly distributed (Table A-2). The one-way ANOVA test conducted also proved that the differences between the means were not significant (Table A-4).

With respect to the tertiary educational institutions the students wished to attend, the differences in the frequency distribution (Table 29) proved to be significant by chi-square (χ^2) computations (Table 30). While 80.5 percent of the students who usually reside in urban areas and 73.4 percent of the small town students chose university education, only 63.0 percent of the rural students made such choice. On the other hand, while 2.1 percent of the urban residents and 5.4 percent of the small town residents chose TTC, a relatively higher proportion (9.6%) of the rural residents choose TTC. The proportion of rural resident students who wish to attend NTC (13.4%) and Polytechnic (12.5%) were also higher than the proportion of students resident in the urban and small towns who chose those institutions. This shows that students who usually reside in the urban centres have higher educational ambition than their small town and rural counterparts. The small town students also aspire to higher educational levels than their rural counterparts do.

The differences in the frequency distribution of the academic programmes students chose to pursue, organized on the basis of their usual places of residence (Table 29), were also significant at alpha .05 (Table 30). For example, while 2.9 percent of rural resident students prefer to offer agricultural science programmes only 0.7% of urban resident students had that preference.

Table 29: Distribution of Students' Responses by their Usual Places of**Residence on Indicators of their Educational Aspirations**

Item	Responses/ Rating	Urban N = 877		Small Town N = 911		Rural N = 552		Total N = 2340	
		No	%	No	%	No	%	No	%
		Students' level of desire to continue full-time education after SSS	High	811	92.5	846	92.9	512	92.8
	Moderate	44	5.0	43	4.9	26	4.7	115	4.9
	Low	5	.6	5	.3	9	1.6	17	.7
	Don't know	17	1.9	17	1.9	5	.9	39	1.7
Students' realistic rating of chances to continue education after SSS.	High	739	84.3	756	83.0	435	78.8	1930	82.5
	Moderate	88	10.0	96	10.5	79	14.3	263	11.2
	Low	26	3.0	29	3.2	21	3.8	76	3.2
	Don't know	24	2.7	30	3.3	17	3.1	71	3.0
Students' intended educational institutions after SSS	TTC	18	2.1	49	5.4	53	9.6	120	5.1
	NTC	73	8.3	107	11.7	74	13.4	254	10.9
	Poly	65	7.4	74	8.1	69	12.5	208	8.9
	University	706	80.5	669	73.4	348	63.0	1723	73.6
	Others	15	1.7	12	1.3	8	1.4	35	1.5
Students' intended programme of study at post-secondary institutions	Arts	107	12.2	148	16.2	75	13.6	330	14.1
	Business	256	29.2	192	21.1	128	23.2	576	24.6
	Science	35	4.0	27	3.0	20	3.6	82	3.5
	Engineering	75	8.6	62	6.8	48	8.7	185	7.9
	Agric	6	.7	16	1.8	16	2.9	38	1.6
	Social Sci.	107	12.2	166	18.2	65	11.8	338	14.4
	Prof. Course	47	5.4	48	5.3	52	9.4	147	6.3
	Education	65	7.4	75	8.2	36	6.5	176	7.5
	Vocational	82	9.4	99	10.9	63	11.4	244	10.4
	Paramedical	50	5.7	36	4.0	27	4.9	113	4.8
	Any other	47	5.4	42	4.6	22	3.9	111	4.7

Table 30: Chi-Square (χ^2) Results on the Responses of Students by their Usual Places of Residence on Indicators of their Educational Aspirations

Item	χ^2 Values	df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	11.080	6	.086	.069
Students' realistic rating of their chances to continue full-time education after SSS.	8.654	6	.194	.194
Students' intended further educational institutions after SSS	72.334	8	.000*	.173
Students' intended programme of study at post-secondary institutions	70.548	20	.000*	.171

*P<.05

Parental Educational Levels and Educational Aspirations of Students

The study investigated the influence of the level of education of parents on the educational aspirations of their children. For the purpose of analysis, respondents who indicated that they did not know the educational levels of their parents were eliminated from the list. The proportion of students who declared their intention to continue full-time education after SSS distributed on the basis of their fathers' educational level were quite uniform (university degree/diploma: 99.9%; secondary school : 99.3%; elementary : 99.5%; none : 100%). The differences were not significant by chi-square (χ^2) calculation at .05 level of significance, $\chi^2 (3, N = 1843) = 3.982, p = .263$. This pattern of the distribution of students' responses was similar to the distribution obtained based on their mothers' educational level (university

degree/diploma: 99.3 %; secondary school: 99.9%; elementary: 99.5%; none: 99.7%). This also did not yield any significant difference by chi-square (χ^2) calculation, $\chi^2 (3, N = 1969) = 2.385, p = .497$. This implies that the willingness of students to continue full-time education was not dependent on the educational background of their parents.

Tables 31 and 33 present the frequency and percentage distribution of students' responses to other items that indicate their educational aspirations organized on the basis of their fathers' and mothers' educational levels respectively. The proportion of students who rated their desire high increased with the increasing level of fathers' education (no education – 91.7%; elementary – 91.7%; secondary – 92.2% and university degree or diploma – 94.1%). The difference in the distribution was significant by chi-square (χ^2) test calculation (Table 32). The pattern of distribution was similar (although with a little variation) with reference to mothers' educational levels (no education – 93.3%; elementary – 91.0; secondary – 93.0%; and university degree or diploma – 95.2%). The chi-square (χ^2) test here is also significant at the .05 alpha level (Table 34). The analyses indicate that the level of students' desire to continue full-time education is related to the levels of their parents' education. The distribution of the mean score of students' ratings (Table A-1) shows some slight variations. ANOVA test indicated that the differences were significant at .05. (Table A-3).

Students' realistic rating of their chances to continue full-time education organized on the basis of their parents' education also revealed some interesting patterns. With reference to fathers' educational level (Table 31), the 'high' ratings were as follows: No education – 78.5%; elementary – 75.7%; secondary – 82.4%; University degree or diploma – 87.8%. On the

other hand, the 'low' ratings were as follows: No education – 5.7%; elementary – 5.1%; secondary – 3.1%; university degree or diploma – 1.7%. The differences in the frequency distribution were found to be significant by chi-square (χ^2) test calculations (Table 32). Interestingly, the pattern of frequency distribution of students rating presented above is strikingly similar to the pattern revealed based on their mothers' educational levels (Table 33). The distribution for the "high" rating was as follows; No education – 78.3%; elementary – 76.7%; secondary – 87.3%; university degree or diploma – 88.9%. On the other hand, the distribution for the "low" rating was as follows: No education – 5.9%; elementary – 4.2%; secondary – 2.0; university degree or diploma – 1.5%. Chi-square (χ^2) test result shown in Table 34 indicated that the differences in the frequency distribution of their ratings were significant. This implies that the ratings of students on their chances to continue full-time education after SSS were dependent on the educational levels of their parents. The distribution of the mean score of students rating of their chances for further studies (Table A-2) revealed some obvious variations at face value. One-way ANOVA test (Table A-4) confirmed that the differences in the ratings of the students on the basis of both their fathers' and mothers' educational levels were significant.

The level of education students aspire was found to be related to the level of education achieved by their parents. Table 31 shows that while 82.3 percent of students whose parents had university degree or diploma wish to go to university, the proportion decreases with the decreasing level of father's education (secondary – 75.3%; elementary 63.0%; no education – 55.3%). On the other hand, the proportion of students who were attracted to TTC increased with the decreasing levels of fathers' education (university degree or diploma

Table 31: Educational Aspirations of Secondary School Students on the**Basis of Father's Educational Level**

Item	Responses/ Rating	Univ./Dip		Sec. Etc.		Elementary		None	
		N=786		N=421		N=408		N=228	
		No.	%	No.	%	No.	%	No.	%
Students' level of desire to continue education after SSS	High	740	94.1	383	92.2	375	91.9	209	91.7
	Moderate	28	3.6	27	6.4	28	6.9	9	3.9
	Low	5	.6	6	1.0	5	.2	6	1.8
	Don't know	13	1.7	5	.5	6	1.0	6	2.6
Students realistic rating chances to continue education	High	690	87.8	346	82.2	309	75.7	179	78.5
	Moderate	66	8.4	56	13.3	62	15.2	23	10.1
	Low	13	1.7	13	3.1	21	5.1	13	5.7
	Don't know	17	2.2	16	3.9	16	3.9	13	5.7
Students' intended further educational institutions after SSS	TTC	18	2.3	19	4.5	32	7.8	35	15.4
	NTC	58	7.4	47	11.2	68	16.7	30	13.2
	Poly	49	6.2	32	7.6	49	12.0	31	13.6
	University	647	82.3	317	75.3	257	63.0	126	55.3
	Others	14	1.8	6	1.4	2	.5	6	2.6
Students' intended programme of study at post-secondary institutions	Arts	102	13.0	70	16.6	62	15.2	30	13.2
	Business	201	25.6	117	27.8	102	25.0	39	17.1
	Science	33	4.2	11	2.6	14	3.4	7	3.1
	Engineering	69	8.8	33	7.8	28	6.9	19	8.3
	Agric	6	1.5	7	1.7	11	2.7	10	4.4
	Social Sc.	130	16.5	65	15.4	42	10.3	27	11.8
	Prof. Course	39	5.0	17	4.0	28	6.9	37	16.2
	Education	58	7.4	30	7.1	32	7.8	13	5.7
	Vocational	65	8.3	48	11.4	52	12.7	25	11.0
	Paramedical	53	6.7	13	3.1	17	4.2	9	3.9
Any other	32	4.1	10	2.4	20	4.9	12	5.3	

- 2.3%; secondary - 4.5%; elementary - 7.8%; no education - 15.4%). This pattern is quite close to the pattern obtained in respect of mothers' educational

level (Table 33). Chi-square (χ^2) test computation revealed that the differences in the frequency of students' choice of the various educational institutions based on the educational levels of their fathers (Table 32) and mothers (Table 34) were both significant.

Table 32: Chi-Square(χ^2) Results on Students' Responses to Indicators of their Educational Aspirations on the Basis of Fathers' Educational Level

Item	χ^2 Values	df	Sig. level	Contingency coefficient
Students' level of desire to continue full-time education after SSS	19.351	9	.022*	.102
Students' realistic rating of their chances to continue full-time education after SSS.	46.030	9	.000*	.156
Students' intended further educational institutions after SSS	127.960	12	.000*	.255
Students' intended programme of study at post-secondary institutions	96.110	30	.000*	.231

*P<.05

Table 33: Educational Aspirations of Secondary School Students on the**Basis of Mothers' Educational Level**

Item	Responses/ Rating	Univ./Dip		Sec. etc.		Elementary		None	
		N=271		N=703		N=622		N=373	
		No.	%	No.	%	No.	%	No.	%
Students' level of desire to continue education	High	252	95.2	654	93.0	562	91.0	348	93.3
	Moderate	7	2.6	35	5.0	44	7.1	12	3.2
	Low	5	.7	5	.7	6	.3	6	1.6
	Don't know	7	1.5	9	1.3	10	1.6	7	1.9
Students realistic rating of chances to continue education	High	241	88.9	614	87.3	566	91.0	248	93.3
	Moderate	17	6.3	62	8.8	41	7.1	12	3.2
	Low	6	1.5	14	2.0	5	.3	6	1.6
	Don't know	7	3.3	13	1.8	10	1.6	7	1.9
Students intended further education institution	TTC	8	3.0	20	2.8	41	6.6	37	9.9
	NTC	10	3.7	71	10.1	83	13.3	51	13.7
	Poly	16	5.9	41	5.8	64	10.3	51	13.7
	University	232	85.6	563	80.1	423	68.0	230	61.7
	Others	5	1.8	8	1.1	11	1.8	4	1.1
Students' intended programme of study at post-secondary institutions	Arts	26	9.6	102	14.5	98	15.8	58	15.5
	Business	55	24.4	181	25.7	156	25.1	79	21.1
	Science	13	4.8	27	3.8	18	2.9	12	3.2
	Engineering	25	9.2	56	8.0	46	7.4	29	7.8
	Agric.	6	1.2	5	.7	10	1.6	17	4.6
	Social Sc.	48	17.7	123	17.5	74	11.9	43	11.5
	Prof. Course	18	6.6	29	4.1	46	7.4	37	9.9
	Education	24	8.9	47	6.7	47	7.6	23	6.2
	Vocational	15	5.5	72	10.2	76	12.2	42	11.3
Paramedical	23	8.5	38	5.4	19	3.1	16	4.3	
Any other	12	4.5	23	3.3	32	5.2	17	4.6	

Table 34: Chi-Square(χ^2) Results on Students' Responses to Indicators of their Educational Aspirations on the Basis of Mother's Educational Levels

Item	χ^2 Values	Df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	17.067	9	.048*	.093
Students' realistic rating of their chances to continue full-time education after SSS.	50.356	9	.000*	.158
Students' intended further educational institutions after SSS	88.871	12	.000*	.208
Students' intended programme of study at post-secondary institutions	86.144	30	.000*	.205

*P<.05

The choice of academic programmes students wished to offer at the post-secondary institutions organized on the basis of the level of their parents' education showed a lot of variations (Tables 31 and 33). Chi-square test revealed that the differences in the variations were significant for both the choices based on fathers' educational level (Tables 32) as well as mother's educational level (34). This indicates that the wish expressed by the respondents on the academic programmes they would like to pursue after SSS were dependent on the levels of education of their parents.

School Setting and Educational Aspirations

It was speculated by the researcher that the setting in which a school operates could have some influence on the educational aspirations of students.

Hence, schools that participated in the study were categorized according to their settings, namely, urban, small town and rural and their effects on students educational aspirations examined.

The proportions of students from the urban, small town and rural school settings who were willing to continue full-time education after SSS were not too different (urban: 99.4%; small town: 100%; rural: 99.7%). It is significant to note, however, that 0.6 percent of the urban students, which was more than the proportion from any other setting, were not willing to continue their education. The differences in their responses were, however, not significant by Chi-square (χ^2) test at .05 level, $\chi^2 (2, N = 2340) = 4.430, p = .09$. The contingency coefficient was .043.

Table 35 presents the frequency and percentage distribution of the responses of the students on other items that indicated their educational aspirations. The frequency distribution of the ratings of the students from the three school settings on their desire to continue full-time education is found in Table 35. While 94 percent of the urban students rated their desire "high", lesser proportions of the small town (92.8%) and rural (85.9%) students had such rating. On the other hand, while 1.7 percent of rural students rated their desire as "low" decreasing proportions of students from the small towns (0.8%) and urban (0.5%) settings had those ratings. Chi-square (χ^2) test revealed that the differences in the distribution of their ratings were significant (Table 36). This implies that students' rating were dependent on school settings. The mean scores of the ratings in Table A-1 also indicated some differences. This was further confirmed by the ANOVA test in Table A-3 which produced a significant value. Post hoc tests using Scheffe test for multiple comparison revealed that the differences were actually between rural

and urban students and also between rural and small town students but not between urban and small town students.

With respect to students realistic rating on their chances to continue their education the pattern was similar to what has been discussed in the preceding paragraph. While 88.2 percent of the students from urban setting rated their chances as high, only 75.3 percent from small town and 71.5 percent from rural secondary schools gave such rating to their chances. However, while 6.5 percent of students from rural setting rated their chances as “low” decreasing proportions from the small town (5.6%) and urban students (1.4%) rated their chances that low. Chi-square (χ^2) test indicated that the variations in the students’ rating were significant (Table 36). The mean score of the rating in Table A-2 clearly depict some differences. This was confirmed by the ANOVA test in Table A-4. The implication of these results is that students’ realistic rating of their chances for further full-time education after SSS was related to the settings of their schools. Post hoc tests using Scheffe test for multiple comparison revealed that the differences were located between urban and small town students and also between urban and rural students but not between small town and rural students.

The data presented in Table 35 also shows that students’ preferences for post secondary educational institutions were dependent on the settings of their schools. The proportion of students who expressed the wish to have University education, for example, increased from the rural students (48.8%) through the small town students (62.5%) to the urban students (84.1%). The reverse trend was the case for Teacher Training College (rural – 14.4%; small town – 6.7%; urban 2.4%) and Nursing Training College (rural – 22.7%; small town – 14.0%; urban 6.9%). Chi-square (χ^2) test indicated a

Table 35: Distribution of Students' Responses by their School Settings on Indicators of their Educational Aspirations

Item	Respo nses/ Ratin.	Urban N =1393		Small Town N = 656		Rural N = 291		Total N = 2340	
		No	%	No	%	No	%	No	%
		Students' level of desire to continue full-time educ.	High	1310	94.0	609	92.8	250	85.9
	Moder	60	4.3	32	4.9	23	7.9	115	4.9
	Low	7	.5	5	.8	5	1.7	17	.7
	Don't know	16	1.1	10	1.5	13	4.5	39	1.7
Students' realistic rating of their chances to continue educ.	High	1228	88.2	494	75.3	208	71.5	1930	82.5
	Moder	118	8.5	100	15.2	45	15.5	263	11.2
	Low	20	1.4	37	5.6	19	6.5	76	3.2
	Don't know	27	1.9	25	3.8	19	6.5	71	3.0
Students' intended further educ. institution after SSS	TTC	34	2.4	44	6.7	42	14.4	120	5.1
	NTC	96	6.9	92	14.0	66	22.7	254	10.9
	Poly	77	5.5	96	14.6	35	12.0	208	8.9
	Univ.	1171	84.1	410	62.5	142	48.8	1723	73.6
	Others	15	1.1	14	2.1	6	2.1	35	1.5
Students' intended program of study at post-secondary institution	Arts	172	12.3	108	16.6	49	16.8	330	14.1
	Bus.	388	27.9	133	20.3	55	18.9	576	24.6
	Sc.	50	3.6	20	3.0	12	4.1	82	3.5
	Engin.	125	9.0	47	7.2	13	4.5	185	7.9
	Agric	5	0.4	25	3.8	8	2.7	38	1.6
	Soc.Sc	225	16.2	77	11.7	36	12.4	338	14.4
	Prof.
	Cour.	75	5.4	43	6.6	29	10.0	147	6.3
	Educ.	99	7.1	51	7.8	26	8.9	176	7.5
	Voc.	119	8.5	84	12.8	41	14.1	244	10.4
	Param	75	5.4	29	4.4	9	3.1	113	4.8
	Any other	60	5.3	38	5.8	13	4.5	111	4.7

significant difference in the preferences of the students for tertiary educational institutions based on their school setting (Table 36).

The desire expressed by students for specific academic programmes at the tertiary education level, organized on the basis of their school setting, is shown in Table 35. The proportions were very much varied. It could be seen, however, that the proportion of students who preferred Arts programmes increased from urban students (12.3%) through small town students (16.6%) to rural students (16.8%). Similar patterns could be seen for education, vocational and professional programmes. The proportion of students from urban schools who expressed the wish to offer business, engineering, and paramedical programmes were however higher than those from the other school settings. The proportions of students' choices for these programmes actually tapered off from urban through small town to rural setting. Chi-square (χ^2) test shows that the differences in students' choice of programmes were significant at the .05 alpha level (Table 36).

Table 36: Chi-Square (χ^2) Results on Students' Responses by their School

Settings on Indicators of their Educational Aspirations

Item	χ^2 Values	Df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	28.988	6	.000*	.111
Students' realistic rating of their chances to continue full-time educ.	91.110	6	.000*	.194
Students' intended further educational institutions after SSS	240.992	8	.000*	.306
Students' intended programme of study at post-secondary institutions	100.467	20	.000*	.203

*P<.05

Age and Educational Aspirations

Age is a factor of maturity and so it was speculated that the age levels of students could influence their educational aspirations. The analyses show that the proportion of students who expressed the intention to continue full-time education was very high at all the specified year levels (17 years and below: 99.3%; 18 years: 99.7%; 19 years: 99.4%; 20 years and above: 100%). It is significant to note, however, that all the 10 (0.4%) respondents who were not willing to continue their studies after SSS were below 20 years. Chi-square (χ^2) test revealed that the differences were not significant, $\chi^2 (1, N = 2340) = .3.821, P = .183$. The computed contingency coefficient was .042.

Table 37 presents the frequency and percentage distribution of different age levels of respondents and their responses to other items that indicate their educational aspirations. As regards students' rating on their desire to continue full-time education, those in the 17 - year and below group had the largest proportion (93.5%) rating their desire as 'high'. This was followed by the 18 years group (93.4%), and then the 19 years group (91.6 %). The proportions of students, who rated their desire to continue full-time education after SSS as high, appear to decrease with increasing age of respondents (Table 37). The chi-square (χ^2) test results analysis shown in Table 38 shows that the differences in the distribution of the frequencies of the rating were significant. The levels of the mean scores of the rating by the different year groups (Table A-1) indicate some variations. The one-way ANOVA performed confirmed that the difference was significant (Table A-3). Post hoc test performed using Scheffe test for multiple comparison revealed that the actual significant difference was between the 17 and 20 years old students.

Generally, the majority (82.5%) of the respondents rated their chances to continue full-time education after SSS as high (Table 37). Within the various year groups, the 17 years and below students had the highest proportion (85.8%) rating their chances as very high and the proportion decreases with the increase in the age of the students (84.0% for 18 years; 79.0% for 19 years and 75.9% for 20 years and above). Chi-square (χ^2) test conducted indicated that the differences were significant at .05 alpha level (Table 38). The pattern of distribution of students' rating of their chances for further studies suggest that the younger students in SSS 3 were generally more optimistic about their future educational progress than their older counterpart. The mean scores of the rating of students on their chances for further studies are presented in Table A-2. The one-way ANOVA test result obtained by comparing the means of the students' ratings was significant at .05 level (Table A 4).

With regard to students' intended post-secondary educational institutions (Table 37) majority (73.6%) had the wish to go to university. The proportions of students within the various year groups who expressed the desire to go to university decreased with increase in the ages of students (17 years and below: 78.7; 18 years: 77.2%; 19 years: 65.5%; 20 years and above: 64.4%). The proportion of students who had the wish to attend polytechnic and teacher training college (TTC), however, increased with the increasing in the age of the respondents. It would seem then that the younger the students the more ambitious they are to achieve higher academic qualifications.

An examination of students' preferences for post-secondary school academic programmes on the basis of their age revealed some patterns. For example, the proportions of students who prefer business, paramedical

Table 37: Distribution of Responses of Students by Age on Indicators of their Educational Aspirations

Item	Response/ Rating	17 Years N=578		18 Years N=1000		19 Years N=501		20 Years and above N=261	
		No.	%	No.	%	No.	%	No.	%
		Students' level of desire to continue full-time education	High	540	93.5	934	93.4	459	91.6
	Moderate	27	4.8	47	5.6	26	5.6	9	3.5
	Low	5	.7	7	.7	5	.6	6	2.3
	Don't know	6	1.0	12	1.2	11	2.2	10	3.8
Students realistic rating of their chances to continue education	High	496	85.8	840	84.0	396	79.0	198	75.9
	Moderate	59	10.0	103	10.3	64	12.8	37	14.2
	Low	12	2.1	36	3.6	15	3.0	13	5.0
	Don't know	11	1.9	21	2.1	26	5.2	13	5.0
Students intended further educational institutions	TTC	14	2.4	33	3.3	39	7.8	34	13.0
	NTC	59	10.2	103	10.3	67	13.4	25	9.6
	Poly	43	7.4	79	7.9	56	11.2	30	11.5
	University	455	78.71	772	77.2	328	65.5	168	64.4
	Others	7	.3	13	1.3	11	2.2	5	1.9
Students' intended programme of study at post-secondary institutions	Arts	72	12.5	141	14.1	77	15.4	40	15.5
	Business	146	25.3	247	24.7	116	23.2	60	23.0
	Science	19	3.5	34	3.4	15	3.0	5	1.9
	Engineering	41	7.1	69	6.9	41	8.2	27	10.3
	Agric	8	1.4	15	1.5	6	1.2	13	5.0
	Social Sc.	96	16.6	161	16.1	54	10.8	20	7.8
	Prof. course	25	4.3	44	4.4	33	6.6	36	13.8
	Education	53	9.2	96	9.6	43	8.6	14	5.4
	Vocational	62	10.7	111	11.1	67	13.4	18	6.9
	Paramedical	35	6.1	57	5.7	23	4.6	8	3.1
	Any other	20	3.4	39	3.9	26	5.2	18	6.9

programmes and social sciences reduce with the increase in the ages of students. On the other hand, the proportions of students who prefer Arts and Vocational programmes increased with the increase in the ages of the students. Chi-square (χ^2) test indicated that the difference in the frequency distribution of students' preferences for tertiary education level programmes was significant at $p \leq .05$ (Table 38).

Table 38: Chi-Square(χ^2) Results on Responses of Students by Age on Indicators of their Educational Aspirations

Item	χ^2 Values	Df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	18.334	9	.023*	.1125
Students' realistic rating of their chances to continue full-time education after SSS.	23.041	9	.032*	.123
Students' intended further educational institutions after SSS	71.535	12	.000*	.167
Students' intended programme of study at post-secondary institutions	84.034	30	.000*	.201

* $P < .05$

Academic Programmes and Educational Aspirations

This section presents the analysis of the responses of students, organized according to their academic programmes, on the indicators of their educational aspirations. Students classified as Vocational/Technical students comprised the Home Economics, Visual Arts and Technical students whilst

those classified as Science students involved the Science (General) and Agricultural Science students. The proportion of students willing to continue full-time education after SSS was very high within all the programme groups (Vo/tech: 99.8%; Business: 99.6%; Arts: 99.7%; Science/Agric: 99.2%). The differences in their responses were not significant by chi-square (χ^2) calculation at .05 level, $\chi^2(3, N = 2340) = 2.496, p = .476$. The contingency coefficient was .033.

Table 39 presents the frequency and percentage distribution of students' responses on other items that measured their educational aspirations on the basis of their academic programmes. On the rating of their desire to continue full-time education after SSS, the Business students had the highest proportion (95.3 %) rating their desire as "high"(Table 39). This was followed closely by the Science/Agricultural Science students with 94.5 percent. Vocational/Technical students had the least proportion (89.1%) rating their desire as high. It is also significant that 2.8 percent of the Vocational/Technical students did not know whether they had the desire for further studies or not. Chi-square (χ^2) test indicated that the difference in the distribution of students' ratings was significant (Table 40). The descriptive statistics on the ratings of the students' desire to continue school show some variations at the face value (Table A-1). One-way ANOVA conducted confirmed the differences in the ratings (Table A-3).

The distribution of the ratings of students on their chances to continue full-time education, presented in Table 39, shows that the Science students had the highest proportion (83.9%) amongst them rating their chances as high. It is also noteworthy that a significant proportion of 4.8 percent of the Vocational/Technical students did not know their chances for further studies.

The descriptive statistics in Table A-2 clearly shows that the Science students were on top of the mean score ratings while the Technical students were at the bottom. One-way ANOVA performed confirmed the difference in the means at .05 level of significance (Table A-4).

Science students had the highest proportion (87.2%) amongst them desiring to attend university (Table 39). Business students (78.8%) followed this. The group with the least proportion wishing for university education was Vocational/Technical students (57.9%). A significant proportion of them prefer the Polytechnic (19.4%) or Nursing Training College (NTC) (15.3%). Arts students favoured Teacher Training College. The differences in the choice of tertiary educational institutions by the students in the different academic programme areas were significant by chi-square (χ^2) computation at the .05 alpha level (Table 40).

The distribution of students by their academic programmes and the programmes they wish to offer at post-secondary institutions was very much varied and diverse (Table 39). It is noteworthy that even though some significant proportions of students chose programmes that relate to their current academic programmes at the SSS level (for example Business 89.4%; Arts 33.2%); in a good number of cases this was not so (see Table 39). For instance, 8.1 percent of Science students wish to offer vocational subjects while 36.3 percent of them chose Social Sciences programmes. Also 13.7 percent of Arts students wish to offer Business programmes while 11.0 percent wish to offer Vocational programmes. Again, 48% of Vo/tech students intend to read Business programmes and another 6.9% of them also wish to offer.

Table 39: Distribution of Students' Responses by Academic Programmes**on Indicators of their Educational Aspirations**

Item	Responses Rating	Vo/Tech N=504		Business N=472		Arts N=873		Sc./Agric. N=491	
		No	%	No	%	No	%	No	%
		Students' level of desire to continue full-time education after SSS	High	449	89.1	450	95.3	806	92.3
	Moderate	33	6.5	10	3.6	48	5.5	17	3.5
	Low	8	1.6	5	.2	6	.7	2	.4
	Don't know	14	2.8	7	.8	13	1.5	8	1.6
Students' realistic rating of their chances to continue full-time education	High	409	81.2	382	80.9	727	83.3	412	83.9
	Moderate	53	10.5	62	13.1	97	11.1	51	10.4
	Low	18	3.6	15	3.2	25	2.9	18	3.7
	Don't know	24	4.8	13	2.8	24	2.7	10	2.0
Students' intended further educational institutions	TTC	27	5.4	5	1.1	81	9.3	7	1.4
	NTC	77	15.3	29	6.1	105	12.0	43	8.8
	Poly	98	19.4	62	13.1	39	4.5	9	1.8
	University	292	57.9	372	78.8	631	72.5	428	87.2
	Others	7	2.0	6	.8	17	1.9	6	.8
Students' intended programme of study at post-secondary institutions	Arts	32	6.3	6	.6	290	33.2	5	1.0
	Business	24	4.8	420	89.4	120	13.7	10	2.0
	Science	8	1.6	6	.6	18	2.1	53	10.5
	Engineering	35	6.9	6	.6	26	3.0	121	24.6
	Agric	6	.4			7	.8	29	5.9
	Social.Sc.	23	4.6	6	.6	134	15.3	178	36.3
	Prof. Course	35	6.9	6	.6	87	10.9	22	4.5
	Education	169	33.5	5	.4	5	.6		
	Vocational	85	16.9	23	4.9	96	11.0	40	8.1
	Paramedical	49	9.7	6	.6	45	5.2	16	3.3
	Any other	42	8.3	7	1.5	45	5.2	17	3.5

Engineering at the tertiary level. It is difficult to assign reasons as to why the students made those choices. Probably, they did so out of ignorance or lack of knowledge about the implications of such choices. Whatever the reasons behind their choices, these findings have implications for Guidance and Counselling in schools.

Table 40: Chi-Square (χ^2) Results on Responses of Students by Academic Programmes on Indicators of their Educational Aspirations

Item	χ^2 Values	Df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	21.723	9	.010*	.096
Students' realistic rating of their chances to continue full-time education after SSS.	17.264	9	.041*	.330
Students' intended further educational institutions after SSS	234.879	12	.000*	.302
Students' intended programme of study at post-secondary institutions	2791.259	30	.000*	.738

*P<.05

Ethnicity and Educational Aspirations

Participants in the study were grouped according to the ethnic origins they identified themselves and their educational aspirations investigated on the basis of those groupings. The group classified as Balsa/Frafra and others included Dagomba, Mamprusi, Talensi, Kusasi and Sisali students. Those classified as 'others' also comprised Brong, Ewe, Ga, Twifo, Denkyira and Assin students.

The proportions of students from the various ethnic groups who indicated an intention to continue full-time education after SSS were very high in all cases (Fante: 99.2%; Ashanti: 99.7%; Balsa/Frafra: 100%). Chi-square (χ^2) test indicated that the difference in the distributions was not significant, χ^2 (3, N = 2340) = 4.742, p= .192. The contingency co-efficient was .045. Thus students' willingness for further studies was not dependent on their ethnic background.

Table 41 presents the frequency and percentage distribution of the responses of the participants to other items 20-23 in the questionnaire which measured their educational aspirations. With regard to the rating of their level of desire to continue full-time education, the Balsa/Frafra students had the highest proportion (94.8%) amongst them expressing 'high' desire. The Ashantis (92.5%) then Fantes (90.5%) followed them. Chi-square (χ^2) test, however, showed that the differences in their rating were not significant. This was confirmed by a comparison of the even more differentiated mean scores of the rating by the students (Table A-1) and the one-way ANOVA (Table A-3) which proved that there was no significant difference in the desire of the students to continue full-time education based on their ethnic background

On the realistic rating of their chances to continue full-time education (Table 41), Fante students had the lowest proportion (78.5%) rating their chances as high. Chi-square (χ^2) computation, however, did not produce any significant difference in the rating of the ethnic groups at the .05 level (Table 42). This implies that students' realistic rating of their chances for further studies was independent of their ethnic background. This was confirmed by one-way ANOVA computation (Table A-4).

Ashanti students had the highest proportion (82.4%) having the wish to attend university followed by Fanti students (69.6%) (Table 41). The Balsa/Frafra students had the lowest proportion (61.8%) with interest in university education. The Fanti students (12.2%) led in the desire for Polytechnic education. Nursing Training College and Teacher Training College were favoured more by the Balsa/Frafra students than the other ethnic groups. The differences in the preferences of students were significant by chi-square (χ^2) computation (Table 42) at the .05 alpha level.

Table 41: Distribution of Students' Responses by Ethnic Groups on Indicators of their Educational Aspirations

Item	Responses/ Rating	Fante N=483		Ashanti N=665		Balsa/Frafra etc N=519		Others N=673	
		No	%	No	%	No	%	No	%
Students' level of desire to continue education	High	434	90.5	615	92.5	492	94.8	621	92.9
	Moderate	31	6.4	37	5.7	14	2.7	5	4.8
	Low	5	.4	6	.6	7	1.3	6	.6
	Don't know	13	2.7	7	1.2	6	1.2	12	1.8
Students realistic rating of chances to continue education	High	379	78.5	561	84.4	445	85.7	545	81.0
	Moderate	70	14.5	68	10.2	12	8.1	83	12.3
	Low	16	3.3	17	2.6	18	3.5	25	3.7
	Don't know	18	3.7	19	2.9	14	2.7	20	3.0
Students' intended further educational institutions	TTC	16	3.3	23	3.5	53	10.2	28	4.2
	NTC	59	12.2	55	8.3	82	15.8	58	8.6
	Poly	59	12.2	32	4.8	57	11.0	60	8.9
	University	336	69.6	548	82.4	321	61.8	518	77.0
	Others	13	2.7	7	1.1	6	1.2	9	1.3

Table 41 continued

Item	Responses/ Rating	Fante N=483		Ashanti N=665		Bulsa/Frafra etc N=519		Others N=673	
		No	%	No	%	No	%	No	%
Students' intended programme of study at post-secondary institutions	Arts	55	11.4	110	16.5	68	13.1	97	14.4
	Business	142	29.4	162	24.4	88	17.0	184	27.3
	Science	17	3.5	17	2.6	13	2.5	35	5.2
	Engineering	32	6.6	51	7.7	41	7.9	61	9.1
	Agric.	6	1.2	4	.6	20	3.9	8	1.2
	Social Sc.	45	9.3	132	19.8	76	14.6	85	12.6
	Prof. Course	23	4.8	19	2.9	73	14.1	32	4.8
	Education	51	10.6	51	7.7	28	5.4	46	6.8
	Vocational	16	3.3	47	7.1	79	15.2	57	8.5
	Paramedical	30	6.2	27	4.1	23	4.4	33	4.9
Any other	21	4.3	45	6.8	10	1.9	35	5.2	

Fante students showed preference for Business (29.4%) and education (10.6%) programmes more than any other ethnic students (Table 41). The Bulsa/Frafra students showed interest in vocational, professional and agricultural science programmes more than any other ethnic group. They were also interested in Business and Arts programmes. Ashanti students were generally interested in Business and Social Sciences. Chi-square (χ^2) test revealed that the differences in the distribution of the programme choices by the students on the basis of their ethnic origins were significant at .05 level (Table 42). This means that students' preferences for academic programmes at the tertiary level were dependent on their ethnic background.

Table 42: Chi-Square (χ^2) Results on Responses of Students by Ethnic Groups on Indicators of their Educational Aspirations

Item	χ^2 Values	df	Sig. level	Contingency
Students' level of desire to continue full-time education after SSS	10.264	9	.330	.086
Students' realistic rating of their chances to continue full-time education after SSS.	15.075	9	.089	.080
Students' intended further educational institutions after SSS	99.662	12	.000*	.202
Students' intended programme of study at post-secondary institutions	202.540	30	.000*	.282

*P<.05

Discussion and Implications

The study revealed an unambiguous intention and strong desire in students to continue full-time education after completing SSS. This is consistent with the findings of Forster (1971) and Ocansey (1993). McCracken et al (1991) and the South Australia Labour force update (2001) also found that most students planned to advance their education beyond high school. Such a signal from the youth of a country provides an assurance of a continued supply of middle to high level manpower or at least a literate and well informed labour force for the economy. As rightly pointed out by Foster

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(1971) entry to professional occupation is obviously associated with access to higher education and most student ambitions are dependent, to some extent, upon their obtaining further full-time schooling.

It is, perhaps, note worthy that the intention of students to pursue further studies was not dependent on their demographic characteristics. It is rather interesting to note that even though students generally had the desire to continue with full-time studies, the intensity of their desire depended on some of their demographic characteristics such as their residential status, school-type, school setting, age, academic programme and parents' educational level. These differences in the desire of students may be the result of the variations in their school experiences due to the aforementioned background characteristics. This finding has implications for career guidance officers in schools, in particular, and manpower planners of the country in general. They are challenged to take into consideration the demographic characteristics of students in planning or fashioning out educational awareness programmes that will enhance the desire of students, particularly those confronted with some impeding forces, to pursue further studies after SSS.

Another remarkable finding of the study was on students' expectation of being able to continue with full-time education after SSS. Students' expectation to continue their schooling after SSS was generally high. They demonstrated that no restrictions be it scholastic, financial, social or physical could limit their chances for further studies. Nonetheless, there were some variations in the levels of students' expectations on the basis of their residential status, school setting, school-type, age, academic programme and parents' educational levels. Boarding students with superior socio-economic background were more optimistic about their future educational opportunities

than their day student counterparts. Students whose parents had university education were also more optimistic than those whose parents did not have university education. Similarly, students in urban school settings were more hopeful about their chances for further studies than their small town and rural counterparts. Against the background that senior secondary schools in Ghana are community based and therefore enroll a large proportion of their students from their immediate setting, it could be argued that students from rural schools could generally have lower socio-economic background than their urban counterparts. Indeed, data from this study supports this assertion if the educational level and occupational categories of parents of respondents are used to determine their socio-economic status. It would seem then that there is a relationship between socio-economic status and educational expectation in so far as boarding students and urban students appear to have higher hopes for their educational future than their day and rural student counterparts. This relationship, however, could be very low since most students from low socio-economic background also rated their chances very high. Students from the single-sex schools were more optimistic about their chances of continuing full-time schooling than their co-educational colleagues. In Ghana, students in single-sex schools appear to have better scholastic achievement than those in mixed schools and this could have influenced the rating of the students on their future educational progression. The influence of role-models and positive peer pressure in the single-sex schools may also have accounted for the very high rating by the students.

The younger students had higher educational expectation than the older students. This was expected since younger people are usually more idealistic than their other counterparts (Watson et al 2002).

One striking result of the study was that Vocational/Technical students were relatively more pessimistic of their educational opportunities than any other group of students. A reason for this may be students' low self evaluation of their academic competence based on their performance at the Basic Education Certificate Examination (BECE) since most schools admit students with comparatively weaker results into the Home Economics and Technical programmes. The students in the Science and Business programmes were more confident about their chances to continue full-time education after SSS.

In the light of the revelation that there exists a very high desire and expectation among students to pursue full-time education after SSS it would seem that students' educational expectations do not reflect accurately the actual possibilities open to them. With the rapidly increasing population in Ghana and the expansion of access to basic and secondary education to many students, without corresponding increase or expansion of tertiary education, it would seem that senior secondary education will become increasingly terminal for most students. Indeed, in practice a large proportion of SSS graduates are unable to go through the competitive selective mechanism to enter the tertiary education level. Perhaps, the establishment of more public tertiary institutions and private participation must be encouraged. Guidance and Counselling Coordinators in schools may also have to work on the adjustment of students' educational expectations to reality to prevent disappointment and frustrations among students.

The study revealed that among the students who intend continuing full-time education after SSS, a large proportion (73.6%) planned to study at a University. This is consistent with the result of an earlier study in Ghana by Foster (1971) and the South Australia Labour Force update (2001). This result

is also consistent with observation and the general attitude of Ghanaians that a person who is successful at school must necessarily go through university education. Admittedly, not all those who aspire to have university education can qualify or meet the admission requirements. Nevertheless, this finding is a signal that if educational planners in Ghana are to prevent frustration among the youth, then University education must be made more accessible to as many people as possible. This could be achieved by expanding the facilities at the existing universities or establishing additional universities. Perhaps, the establishment of some private universities in Ghana in recent times could salvage the situation.

The proportion of the respondents who indicated their interest in pursuing polytechnic education (8.9%) was rather too low for the effort being expended by the government and the National Council for Tertiary Education to make Polytechnic and technical education attractive to the youth. Further investigations into why Polytechnic education appears to have low attraction for SSS students will be helpful in finding solution to this problem. Suffice it to say that the problem of lack of clarity about the status of Polytechnic graduates in the job field in Ghana coupled with the undefined channel of academic progression for polytechnic graduates, which have been the source of worry for many a polytechnic student in recent time could be some of the reasons for this phenomenon.

The low attraction of respondents to the Teacher Training College is not surprising because, in Ghana, many educated people in choosing their careers shun teaching and resort to it only as a last resort or as a stepping stone (Ocansey, 2001). More students could be attracted to go into teacher training if the conditions of service for teachers could be improved.

The study found some significant relationships between the type of tertiary educational institution students aspire to attend and their demographic characteristics namely gender, residential status, school-type, usual place of residence, parents' educational levels, school setting, age, academic programmes and ethnic background. Guidance and counselling coordinators may have to consider these in their educational guidance programmes since these could have far reaching implications for the human resource development of the country. It is significant to note, for instance, that fewer girls than boys have the aspiration to enter University in spite of all the efforts of feminist movements in particular, and the nation in general to encourage girls to be at par with their boy counterparts in their educational pursuits.

The directions of student's aspirations towards the various academic programmes at the tertiary educational level also deserve the attention of educational planners as well as guidance coordinators in our schools. Business programme constituted the largest single choice by students. This aspiration in students seems to be encouraged by the establishment of Business Studies departments in all the Public Universities and the Polytechnics as well as all the newly established private Universities in Ghana. The nation as a corporate body may have to monitor and moderate the production of graduates in the Business field to synchronize with the manpower needs in that sector of the economy. Mass production of Accountants, Marketing and Purchasing Officers as well as other specialists in the Business field without recourse to the labour demand trend in the country will only lead to training people for frustration. Social Sciences, Arts and Vocational programmes were also quite popular with students. Guidance coordinators and school counsellors may well have to inform students about the career implications of their choices.

Significant variations were found in students' intended programmes of study at post secondary institutions on the basis of their demographic characteristics. This provides indications that students' characteristics like gender, residential status, school-type, usual place of residence, parents' educational level, school setting, age, academic programme and ethnic background are influential in the choice of their academic programmes. There are some consistencies between these findings and what Foster (1971) found, particularly, with respect to the gender differences. School counsellors and teachers are challenged to thoroughly explore all these multiple factors influencing students' educational aspirations when assisting them to choose their programmes for the tertiary education level. This will help the counsellors to accurately reflect students' inner most feelings as they consider these factors which touch on the underlying forces shaping students' educational aspirations.

CHAPTER FIVE
OCCUPATIONAL ASPIRATIONS OF STUDENTS IN
SECONDARY SCHOOL

Introduction

A major purpose of the study was to investigate the occupational aspirations of secondary school students and to determine whether differences existed in their aspirations. Research question two was formulated for this investigation.

Responses of participants to questionnaire item 1 to 9 and 24 (Appendix B) were used to answer this research question. This chapter presents the results. Frequencies, percentages and chi-square (χ^2) test of independence were used for the analysis.

In order to show the details of students' occupational aspirations, the proportions of students who indicated their preferences for the various specific occupations have been reported. This was done not only to clearly show the proportions of students who feel attracted to each specific occupation but also to facilitate direct comparison between the various groups. It was also to enable comparison to be made with the work of some earlier researchers (Forster, 1971; Reis, 1987).

In applying the chi-square (χ^2) test to determine the relationship between students occupational aspirations and their demographic characteristics, all the occupations mentioned by respondents were grouped into six occupational types

in line with those identified by the ILO and adopted by Ghana Statistical Service (1984, 2002). These were the professional, clerical, sales, services, agricultural and production occupations. These groupings were done for two reasons. First, it was to show the general direction of students' occupational aspirations at a glance and to facilitate easier reference. A second reason was to ensure that substantial number of items was obtained in each cell in order to satisfy the assumptions underlying the application of chi-square (χ^2) test (Sproull, 1988).

General Direction of Students' Occupational Aspirations

Students (n=2340) were made to answer an open-ended question as to the work they wish to do in future and their responses were categorized for analysis. The free response was demanded in order to ensure that participants truly and naturally reacted by indicating the occupations they really have on their minds. Table 43 presents the frequency and percentage distribution of the occupations students wish to enter after their education.

It is interesting to note that students made their choices from a wide-ranging career fields. The students mentioned over 70 occupations. The ten occupations that were most frequently chosen by students and thus attracted significant proportions of students were, in order of popularity, Accountancy (12.5%), Nursing (11.8%), Law (7.5%), Medicine (7.4%), Engineering (5.7%), Journalism (5.3%), Personnel Management (4.4%), Junior Secondary School Teaching (4.2%), Pharmacy (3.0%), Senior Secondary School Teaching (2.8%) and Architecture (2.8%).

Among the occupations mentioned by participants in the study, the least popular were Police Service (0.0%), Hairdressing (0.0%), Social work (0.0%), professional football (0.0%), Shop assistantship(0.0%), Electrical technology (0.0%), Sports coaching (0.1%), Masonry (0.1%), Restaurant keeping (0.1%), Information technology (0.1%), Acting(0.2%), Primary school teaching (0.2%), Statistical service (0.2%), Real Estate Development(0.2%) and being a Factory hand (0.2%).

Needless to say, several other occupations which are of much relevance and in high demand in Ghana were not mentioned by the participants. This may be the result of limited career information the students have about the demand and supply of labour in Ghana particularly about some of the critical professions in Ghana. This obviously have some implications for career guidance and counselling in schools in Ghana.

Table 43: Distribution of Students by the Work they Wish to Do after their Education

Occupation	Frequency	Percentage
Clergyman (Pastor, Priest, etc)	10	.4
Soldier	47	2.0
Engineer (electrical, mechanical, Civil	133	5.7
Farmer	12	.5
Businessman or merchant	16	.7
Lawyer	175	7.5
Policeman	1	.0
Actor	5	.2
Officer worker (Clerk, Admin. Officer)	7	.3

Table 43 continued

Occupation	Frequency	Percentage
University lecturer	19	.8
Secondary School Teacher	66	2.8
Doctor	173	7.4
Politician (MP)	22	.9
Primary School teacher	4	.2
Shop assistant	1	.0
Journalist	124	5.3
Junior Secondary School Teacher	99	4.2
Pharmacist	70	3.0
Computer programmer	31	1.3
Nurse	275	11.8
Steno. Secretary/Bilingual Secretary	21	.9
Architect	65	2.8
Accountant	292	12.5
Agric. Officer/Engineer	25	1.1
Economist	39	1.7
Bank worker	43	1.8
Pilot	20	.9
Radio/broadcaster	29	1.2
Surveyor	10	.4
Statistician	4	.2
Tourist guide	7	.3
Auditor	12	.5
Petty trade	10	.4
Real Estate Developer	4	.2
Hotelier	19	.8
Musician	7	.3
Professional Footballer/Athlete/Sportsman	1	.0
Electrician/Technician	1	.0

Table 43 continued

Occupation	Frequency	Percentage
Restaurant keeper	4	.2
Mason	2	.1
Marketing officer	40	1.7
Designer (Fashion, Graphics, Seamstress)	96	4.1
Coach	2	.1
Social worker	1	.0
Cook/Matron/Baker	29	1.2
Manager (Personnel)	103	4.4
Factory hand	4	.2
Information technologist	3	.1
Airhostess	16	.7
Artist/Painter	11	.5
Hairdresser	1	.0
Scientist	18	.8
Others	111	4.7
Total	2340	100

Gender and Occupational Aspirations

In Table 45 is shown the frequency and percentage distribution of the work students wish to do after their education on the basis of their gender. The ten occupations most frequently mentioned by the female students, in order of popularity were, Nursing (20.6%), Accountancy (9.2%), Law (7.9%), Journalism (7.5%), Medicine (6.3%), Fashion Designing (5.3%), Teaching (JSS Level)(4.2%), Personnel management (3.2%), Pharmacy (3.1%) and Catering (Domestic bursar/Matron) (2.2%).

The male students on the other hand most frequently selected the following ten occupations: Accountancy (16.4%), Engineering (11.0%), Medicine (8.7%), Law (7.0%), Personnel management (5.8%), Teaching (JSS Level)(4.3%), Architecture (3.9%), Senior Secondary School teaching (3.7%), Pharmacy (2.9%) and Military service (2.9%).

In comparing the occupational aspirations of the female and male students, the following occupations attracted higher proportions of females: Nursing, Journalism, Fashion Designing, Law, Pharmacy, Catering/Domestic bursary, Air Hosting, Secretaryship, and Radio Broadcasting. The male students (in proportion) were also more attracted to the following occupations than their female counterparts were: Accountancy, Engineering, Medicine, Personnel management, Teaching, Military service, Agriculture, Politics and Lectureship (University teaching).

Table 44: Distribution of Students by Gender and the Work they Wish to do after their Education

Occupation	Gender				Total	
	Female No.	%	Male No.	%	No.	%
Clergyman (Pastor, Priest, etc)	1	.1	9	.8	10	.4
Soldier	16	1.3	31	2.9	47	2.0
Engineer (electrical, Civil)	15	1.2	118	11.0	133	5.7
Farmer	4	.3	8	.7	12	.5
Businessman or merchant	5	.4	11	1.0	16	.7
Lawyer	100	7.9	75	7.0	175	7.5
Policeman	-	-	1	.1	1	.0
Actor	2	.2	3	.3	5	.2
Office worker (clerk etc.)	2	.2	5	.5	7	.3

Table 44 continued

Occupation	Gender					
	Female		Male		Total	
	No.	%	No.	%	No.	%
University lecturer	7	.6	12	1.1	19	.8
Secondary School teacher	26	2.1	40	3.7	66	2.8
Doctor	80	6.3	93	8.7	173	7.4
Politician (MP)	7	.6	15	1.4	22	.9
Primary School Teacher	2	.2	2	.2	4	.2
Shop assistant	1	.1	-	-	1	.0
Journalist	95	7.5	29	2.7	124	5.3
Junior secondary School Teacher	53	4.2	46	4.3	99	4.2
Pharmacist	39	3.1	31	2.9	70	3.0
Computer programmer	13	1.0	18	1.7	31	1.3
Nurse	261	20.6	14	1.3	275	11.8
Steno. /Bilingual Secretary	20	1.6	1	.1	21	.9
Architect	23	1.8	42	3.9	65	2.8
Accountant	116	9.2	176	16.4	292	12.5
Agric. Officer/Engineer	-	-	25	2.3	25	1.1
Economist	14	1.1	25	2.3	39	1.7
Bank worker	14	1.1	29	2.7	43	1.8
Pilot	7	.6	13	1.2	20	.9
Radio/TV Broadcaster	23	1.8	6	.6	29	1.2
Surveyor	5	.4	5	.5	10	.4
Statistician	3	.2	1	.1	4	.2
Tourist guide	4	.3	3	.3	7	.3
Auditor	7	.6	5	.5	12	.5
Petty trader	4	.3	6	.6	10	.4
Real Estate Developer	2	.2	2	.2	4	.2
Hotelier	19	1.5	-	-	19	.8
Musician	3	.2	4	.4	7	.3

Table 44 continued

Occupation	Gender					
	Female		Male		Total	
	No.	%	No.	%	No.	%
Professional Footballer	-	-	1	.1	1	.0
Electrician/Technician	-	-	1	.1	1	.0
Restaurant Keeper	4	.3	-	-	4	.2
Mason	1	.1	1	.1	2	.1
Marketing officer	21	1.7	19	1.8	40	1.7
Designer (fashion, graphics, etc.)	67	5.3	29	2.7	96	4.1
Coach	-	-	-	.2	2	.1
Social worker	1	.1	1	-	1	.0
Cook/Matron/Baker	28	2.2	1	.1	29	1.2
Manager (Personnel)	41	3.2	62	5.8	103	4.4
Factory hand	-	-	4	.4	4	.2
Information technologist	-	-	3	.3	3	.1
Airhostess	16	1.3	-	-	16	.7
Artist/Painter	3	.2	8	.7	11	.5
Hairdresser	1	.1	-	-	1	.0
Scientist	12	.9	6	.6	18	.8
Others	77	6.1	34	3.2	111	4.7
Total	1265	100	1075	100	2340	100

Table 45 presents the chi-square (χ^2) results on the relationship between students' occupational aspiration and their sex categories. This analysis was the result of combining the multiple categories of students' occupational choice into six occupational groups. The result indicates that there was a significant relationship between the variables at the alpha level of .05, $\chi^2 (8, N = 2340) = 63.693, P = .000$. This means that there is a significant variation between the occupational aspirations of male and female students.

Table 45: Chi-Square (χ^2) Test Results on the Relationships between Gender and Students' Occupational Aspirations

Occupational Type	Gender		Total
	Female	Male	
Professional	961 (993.6)	877 (844.4)	1838 (1838.0)
Clerical	33 (29.7)	22 (25.3)	55 (55.0)
Sales	33 (38.4)	38 (32.6)	71 (71.0)
Service	88 (67.0)	36 (57.0)	124 (124.0)
Agricultural	4 (20.0)	33 (17.0)	37 (37.0)
Production	69 (56.2)	35 (47.8)	104 (104.0)
Others	77 (60.0)	34 (51.0)	111 (111.0)
Total	1265 (1265.0)	1075 (1075.0)	2340 (2340.0)

χ^2 (6, N = 2340) = 63.693, P = .000.

Academic Programme and Occupational Aspirations

Table 46 presents the frequency and percentage distribution of the work students wish to do after their education based on their academic programmes. As can be seen in Table 46 the students offering Business programme frequently selected the following occupations: Accountancy (52.7%), Personnel management (11.3%), Banking (7.2%), Marketing (7.0%), and Nursing (6.2%).

The occupations that were popular with the General Arts students in terms of the proportions of students who chose them were: Law (19.1%), SSS Teaching (4.6%), Personnel management (4.6%), Accountancy (3.9%), Economics (3.8%), Military service (3.3%), and Radio Broadcasting (3.0%).

The Science (General) students on their part frequently chose the following occupations: Medicine (36.9%), Engineering (21.3%), Pharmacy (15.1%), Nursing (8.6%), Computer programming (3.7%), Scientific researcher (1.9%), Aviation (Piloting) (1.4%), Military service (1.2%) and Personnel management (1.2%).

Among the vocational-technical students, the Visual Arts students frequently mentioned Fashion designing (34.0%), Architecture (17.0%), Drawing/Painting (5.3%), Nursing (3.9%), JSS Teaching (3.9%), Merchandizing/Business (2.9%), Computer programming (1.9%), Engineering (1.9%) and Military service (1.9%). The Home Economics students who also formed part of the vocational-technical group, declared frequently that they wish to do the following work after their education: Nursing (27.9%), Catering (School Matron)(10.1%), Fashion (9.3%), Hotel management (7.0%), JSS Teaching (7.0%), Air Hosting (5.8%), SSS Teaching (3.1%), University Lecturing (2.3%) and Scientific research (1.9%).

On their part, students offering Technical programmes frequently selected the following occupations: Engineering (47.7%), Architecture (11.4%), SSS Teaching (9.1%), JSS Teaching (6.8%), Nursing (4.5%), Administrative work (4.5%), Scientific Research (2.3%) and Law (2.3%).

The Agricultural Science students in the study indicated their interest in the following occupations and frequently chose them as the work they would like to do after their education: Agricultural services (35.5%), Nursing (19.4%), Engineering (9.7%), Farming (8.1%), Medicine (6.5%), Pharmacy (4.8%), and JSS Teaching (6.5%).

An examination of the occupational choices of the students in the various academic programmes reveals some questionable choices that deserve some comments. A substantial proportion of Agricultural science students (19.4%) intend to enter the nursing profession. Also 6.5% and 4.8% of the Agricultural science students want to work as medical officers and pharmacists respectively. It is quite strange why such choices were made when one considers the fact that there is virtually no linkage between the Agricultural science programme and the preparation needed for those professions. Students in other academic programme areas demonstrated similar inappropriate career aspirations. For example, 29(6.2%) of Business students want to work as Nurses after school. Similarly, 13.3% of Arts students want to be nurses, 10(1.1%) of them want to be Engineers whilst 0.5% want to work as Doctors (Medical Officers). Also 3.9% of Visual Arts students want to work as Nurses and 1.9% as Engineers. Doubtlessly, such uninformed occupational choices by students have implications for career guidance and counselling in schools.

**Table 46: Distribution of Students by the Work they Wish to do after their
Education and their Academic Programmes**

Occupation	Voc/Tech.		Business		Arts		Science	
	No	%	No	%	No	%	No	%
Clergyman (Pastor, Priest)	2	.4	-	-	8	.9	-	-
Soldier	7	1.4	5	1.1	29	3.3	5	1.2
Engineer(Electrical, etc)	25	5.0	-	-	10	1.1	92	21.3
Farmer	1	.2	1	.2	3	.3	2	.5
Businessman or merchant	6	1.2	7	1.5	3	.3	-	-
Lawyer	4	.8	4	.9	166	19.1	-	-
Policeman	-	-	-	-	1	.1	-	-
Actor	2	.4	-	-	3	.3	-	-
Office worker (Clerk, etc).	2	.4	3	.6	2	.2	-	-
University lecturer	7	1.4	-	-	10	1.1	2	.5
Sec. School Teacher	17	3.4	5	1.1	40	4.6	4	.9
Doctor	6	1.2	-	-	4	.5	159	36.9
Politician (MP)	1	.2	-	-	18	2.1	3	.7
Primary school teacher	3	.2	-	-	-	-	1	.2
Shop assistant	-	-	1	.2	-	-	-	-
Journalist	4	.8	1	.2	119	13.7	-	-
Jnr. Sec. Sch. Teacher	29	5.8	8	1.7	56	6.4	2	.5
Pharmacist			1	.2	1	1	65	15.1
Computer programmer	4	.8	5	1.1	6	7	16	3.7
Nurse	81	16.1	29	6.2	115	13.2	37	8.6
Steno Sec./Bilingual Sec.	-	-	6	1.3	15	1.7	-	-
Architect	41	8.1	1	.2	19	2.2	3	.7
Accountant	6	1.2	247	52.7	34	3.9	4	.9
Agric Officer/Engineer	1	.2	-	-	2	2	-	-
Economist	-	-	6	1.3	33	3.8	-	-
Bank Worker	1	.2	34	7.2	7	.8	1	.2

ble 46 continued

Occupation	Voc/Tech.		Business		Arts		Science	
	No	%	No	%	No	%	No	%
Pilot	1	.2	-	-	13	1.5	6	1.4
Radio/TV Broadcaster	1	.2	1	.2	26	3.0	1	.2
Surveyor	2	.4	-	-	7	.8	1	.2
Statistician	1	.2	-	-	3	.3	-	-
Tourist guide	-	-	-	-	7	.8	-	-
Auditor	-	-	12	2.6	-	-	-	-
Commodity Trader	3	.6	1	.2	4	.5	2	.5
Real Estate Developer	-	-	-	-	4	.5	-	-
Hotelier	18	3.6	-	-	1	.1	-	-
Musician	1	.2	1	.2	4	.5	1	.2
Footballer/Athlete Sportsman	1	.2	-	-	-	-	-	-
Electrician/Technician	-	-	-	-	-	-	1	.2
Restaurant Keeper	4	.8	-	-	-	-	-	-
Mason	-	-	-	-	1	.2	1	.2
Marketing Officer	3	.6	33	7.0	4	.5	-	-
Designer/Fashion, Graphics,	93	18	-	-	2	.2	-	-
Coach	-	-	-	-	2	.2	-	-
Social worker	-	-	-	-	1	.1	-	-
Cook/Matron/Baker	26	5.2	1	.2	2	.2	-	-
Manager (Personnel)	4	.8	53	11.3	40	4.6	5	1.2
Factor hand	4	.8	-	-	-	-	-	-
Information Technologist	1	.2	-	-	2	.2	-	-
Airhostesses	15	3.0	-	-	1	.1	-	-
Artist /Painter	11	2.2	-	-	-	-	-	-
Hairdresser	1	.2	-	-	-	-	-	-
Scientist	6	1.2	-	-	4	.5	8	1.9
Others	58	11.5	3	.6	38	4.4	9	2.1
Total	504	100	469	100	870	100	431	100

Table 47 shows the chi-square (χ^2) test result on the relationship between students' academic programmes and their occupational aspirations. The multiple categories of students' occupational preferences were combined into six occupational types for the purpose of this analysis. The result shows that there was a significant relationship between students' academic programmes and their occupational aspirations at the significance level of .05. This implies that significant variations exist in the occupational aspirations of students based on their academic programmes.

Table 47: Chi-Square (χ^2) Test Results on the Relationship between Academic Programmes and Students' Occupational Aspirations

Occupational Type	Programme				Total
	Business	Arts	Sci/Agric.	Voc/Tec.	
Professional	409 (370.7)	746 (685.7)	424 (385.7)	259 (395.9)	1838 (1838.0)
Clerical	11 (11.1)	23 (20.5)	16 (11.5)	5 (11.8)	55 (55.0)
Sales	42 (14.3)	15 (26.5)	2 (14.9)	12 (15.3)	71 (71.0)
Service	6 (25.0)	42 (46.3)	6 (26.0)	70 (26.7)	124 (124.0)
Agricultural	1 (7.5)	5 (13.8)	29 (7.8)	2 (8.0)	37 (37.0)
Production	0 (21.0)	3 (38.8)	3 (21.8)	98 (22.4)	104 (104.0)
Others	3 (22.4)	39 (41.4)	11 (23.3)	58 (23.9)	111 (111.0)
Total	472	873	491	504	2340

$\chi^2 (18, N = 234.0) = 708.338, p = .000$

School Settings and Occupational Aspirations

Respondents were categorized according to their school settings (urban, small town, rural) and their occupational aspirations examined. Table 48 presents the frequency and percentage distribution of the occupational choices students made.

The students from urban schools most frequently chose the following occupations: Accountancy (13.6%), Nursing (8.5%), Medicine (8.15%), Law (7.9%), Engineering (6.5%), Fashion Designing (5.9%) Personnel Management (5.2%), Journalism (5.0%), Architecture (3.9%) and Pharmacy (3.6%).

Students from small town schools also chose the following occupations most frequently; Nursing (14.5%), Accountancy (11.4%), Law (7.5%), Medicine (6.6%), Journalism (6.6%), Engineering (5.5%), Junior Secondary School teaching (4.9%), Senior Secondary School teaching (4.0%), Military service (3.0%) and Agricultural services (3.0%).

The occupation most frequently mentioned by students from the rural schools were; Nursing (21%), Junior Secondary School teaching (12.4%), Accountancy (9.3%), Medicine (5.8%), Law (5.5%), Military Service (4.5%), Journalism (3.8%), Secondary School teaching (3.8%), Personnel Management (3.8%) and Catering (school matron) (2.4%).

An examination of the occupational aspirations of the students reveals that a higher proportion of urban students, as compared to the small town and rural students, showed interest in Medicine, Law, Engineering, Accountancy, Fashion Designing, Pharmacy, Architecture, Computer Programming, Banking and

Auditing. With these occupations, the proportion of students who chose them decreased from urban setting through small town to rural setting.

The students from small town also dominated their urban and rural counterparts, in terms of proportions, in demonstrating interest in the following occupations: Journalism, Senior Secondary school teaching, Agricultural services, Politics, Radio Broadcasting, Marketing, and Acting.

The proportions of students who indicated their desire to be in the following professions were highest among rural students and decreased through small town to urban settings: Nursing, JSS Teaching, Military Service, School matron/restaurant keeping, secretaryship, farming and priesthood.

Table 48: Distribution of Students by the Work they Wish to do after their Education and their School Settings

Occupation	School Settings							
	Urban		Small town		Rural		Total	
	No	%	No	%	No	%	No	%
Clergyman (Pastor, Priest)	1	.1	6	.9	3	1.0	10	.4
Soldier	14	1.0	20	3.0	13	4.5	47	2.0
Engineer (Electr, Mech,)	91	6.5	36	5.5	6	2.1	133	5.7
Farmer	4	.3	4	.6	4	1.4	12	.5
Businessman or merchant	4	.3	4	.6	4	1.4	16	.7
Lawyer	110	7.9	49	7.5	16	5.5	175	7.5
Agric. Officer/Engineer	1	.1	20	3.0	4	1.4	25	1.1
Economist	31	2.2	4	.6	4	1.4	39	1.7
Bank Worker	32	2.3	10	1.5	1	.3	43	1.8
Policeman	1	.1	-	-	-	-	1	.0
Actor	2	.1	.3	.5	-	-	5	.2

Table 48 continued

Occupation	School Settings							
	Urban		Small town		Rural		Total	
	No	%	No	%	No	%	No	%
Office worker (clerk etc.)	5	.4	2	.3	-	-	5	.2
University lecturer	9	.6	5	.8	5	1.7	19	.8
Pr. Sec. School Teacher	29	2.1	26	4.0	11	3.8	66	2.8
Doctor	113	8.1	43	6.6	17	5.8	173	7.4
Politician (MP)	12	.9	8	1.2	2	.7	22	.9
Primary School Teacher	1	.1	3	.5	-	-	4	.2
Hop Assistant	70	5.0	43	6.6	11	3.8	124	5.3
Journalist	70	5.0	43	6.6	11	3.8	124	5.3
Junior Sec. School Teacher	31	2.2	32	4.9	36	12.4	99	4.2
Pharmacist	50	3.6	15	2.3	5	1.7	70	3.0
Computer programmer	24	1.7	6	.9	1	.3	31	1.3
Nurse	119	8.5	95	14.5	61	21.0	275	11.8
Iteno. Sec./Bilingual Sec.	7	.5	9	1.4	5	1.7	21	.9
Architect	54	3.9	9	1.4	2	.7	65	2.8
Accountant	190	13.6	75	11.4	27	9.3	292	12.5
Bank Worker	32	2.3	10	1.5	1	.3	43	1.8
Pilot	15	1.1	2	.3	3	1.0	20	.9
Radio/Broadcaster	13	.9	12	1.8	4	1.4	29	1.2
Surveyor	7	.5	1	.2	2	.7	10	.4
Statistician	4	.3	-	-	-	-	4	.2
Tourist guide	5	.4	-	-	2	.7	7	.3
Auditor	9	.6	3	.5	-	-	12	.5
Petty trader	6	.4	4	.6	-	-	10	.4
Real Estate Developer	4	.3	-	-	-	-	4	.2
Hotelier	9	.6	8	1.2	2	.7	19	.8
Musician	4	.3	1	.2	2	.7	7	.3
Footballer/Athlete	1	.1	-	-	-	-	1	.0

Table 48 continued

Occupation	School Settings							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Electrician/Technician	-	-	1	.2	-	-	1	.0
Restaurant Keeper	1	.1	1	.2	2	.7	4	.2
Mason	1	.1	1	.2	-	-	2	.1
Marketing officer	23	1.7	12	1.8	5	1.7	40	1.7
Designer (fashion, graphics)	82	5.9	13	2.0	1	.3	96	4.1
Coach	1	.1	-	-	1	.3	2	.1
Social Worker	1	.1	-	-	-	-	1	.0
Cook/Matron/Baker	10	.7	12	1.8	7	2.4	29	1.2
Manager (Personnel)	73	5.2	19	2.9	11	3.8	103	4.4
Factory hand	2	.1	2	.3	-	-	4	.2
Information technologist	3	.2	-	-	-	-	3	.1
Airhostess	10	.7	6	.9	-	-	16	.7
Artist /Painter	10	.7	1	.2	-	-	11	.5
Hairdresser	1	.1	-	-	-	-	1	.0
Scientist	14	1.0	2	.3	2	.7	18	.8
Others	69	5.0	29	4.4	12	4.5	111	4.7
Total	1393	100	656	100	291	100	2340	100

Table 49 presents chi-square (χ^2) results on the relationship between school setting and students' occupational aspirations. This was the result obtained from the combination of the multiple categories of students' occupational choices into six occupational types as identified by the Ghana Statistical Services (1984).

As can be seen from the result a significant relationship existed between students' occupational aspirations and their school setting at alpha level of .05.

Table 49: Chi-Square (χ^2) Test Results on the Relationship between School Setting and Students' Occupational Aspirations

Occupational type	School setting			Total
	Urban	Small town	Rural	
Professional	1101 (1094.2)	505 (515.3)	322 (228.6)	1838 (1838.0)
Clerical	34 (32.7)	15 (15.4)	6 (6.8)	55 (55.0)
Sales	47 (42.3)	19 (19.9)	5 (8.8)	71 (71.0)
Service	51 (73.8)	47 (34.8)	26 (15.4)	124 (124.0)
Agric.	5 (22.0)	24 (10.4)	8 (4.6)	37 (37.0)
Production	86 (61.9)	17 (29.2)	1 (12.9)	104 (104.0)
Others	69 (66.1)	29 (31.1)	13 (13.8)	111 (111.0)
Total	1393 (1393.0)	656 (656.0)	291 (291.0)	2340 (2340.0)

$\chi^2 (12, N = 2340) = 80.659, p = .000$

School Type and Occupational Aspirations

The frequency and percentage distribution of students' responses on the work they wish to do after their schooling organized on the basis of their school type is shown in Table 50. As could be seen in the Table students from the mixed schools most frequently chose the following occupations: Nursing (13.9%), Accountancy (11.8%), Law (7.2%), Engineering (6.3%), Medicine (6.0%), Journalism (5.0%), Secondary school teaching (3.8%), Fashion designing (3.7%), Personnel management (3.5%) and Military service (2.3%).

In the boys' schools, the popular occupations based on the proportion of students who selected them were Accountancy (22.5%), Medicine (11.1%), Personnel Management (9.0%), Engineering (7.3%), Architecture (6.2%), Banking (4.2%), Law (5.5%), Pharmacy (3.8%), Economics (3.5%) and Fashion designing (3.1%).

In the girls schools the most frequently chosen occupations were Nursing (10.9%), Law (10.0%), Medicine (10.1%), Journalism (9.3%), Accountancy (8.1%), Fashion designing (6.3%), Pharmacy (5.1%), Personnel management (4.9%), and Architecture (4.7%).

In terms of relative proportions, the following occupations were found to be more popular with students in the girls' schools than those in either the boys' or the mixed schools: Law, Journalism, Pharmacy and Fashion designing. Students in the boys' schools also dominated, in relative proportions, in showing interest in Accountancy, Medicine, Architecture, Engineering, Personnel management, Military service, Banking, and Economics. The proportion of students from mixed schools who chose the following occupations were highest,

as compared to those from boys or girls schools: Nursing, JSS teaching, Marketing, Agricultural services, Politics, farming and priesthood. It is interesting to note that no student from the boys' schools showed interest in nursing. Also no student from the single sex schools chose agriculture as their future career.

Table 50: Distribution of Students by the Work they Wish to do after their Education and their School Type

Occupation	School Type							
	Mixed		Boys		Girls		Total	
	No.	%	No.	%	No.	%	No.	%
Clergyman (Pastor, Priest)	10	.6	-	-	-	-	10	.4
Soldier	38	2.3	7	2.4	2	.5	47	2.0
Engineer (Elec. Mech. Etc))	103	6.3	21	7.3	10	2.3	133	5.7
Farmer	11	.7	1	.3	-	-	12	.5
Businessman or merchant	12	.7	2	.7	2	.5	16	.7
Lawyer	116	7.2	16	5.5	43	10.0	175	7.5
Policeman	1	.1	-	-	-	-	1	.0
Actor	5	.3	-	-	-	-	5	.2
Office worker (clerk, etc)	3	.2	2	.7	2	.5	7	.3
University lecturer	15	.9	1	.3	3	.7	19	.8
Snr. Sec. School Teacher	62	3.8	2	.7	2	.5	66	2.8
Doctor	98	6.0	32	11.1	43	10.1	173	7.4
Politician (MP)	18	1.1	2	.7	2	.5	22	.9
Primary School Teacher	3	.2	-	-	1	.2	4	.2
Shop Assistant	1	.1	-	-	-	-	1	.0
Journalist	81	5.0	3	1.0	40	9.3	124	5.3
Jnr. Sec. School Teacher	91	5.6	5	1.7	3	.7	99	4.2
Pharmacist	37	2.3	11	3.8	22	5.11	70	3.0

Table 50 continued

Occupation	School Type							
	Mixed		Boys		Girls		Total	
	No.	%	No.	%	No.	%	No.	%
Computer programmer	18	1.1	8	2.8	5	.2	31	1.3
Nurse	226	13.9	-	-	47	10.9	275	11.8
Steno./Bilingual sec.	15	.9	-	-	6	1.4	21	.9
Architect	27	1.7	18	6.2	20	4.7	65	2.8
Accountant	192	11.8	65	22.5	35	8.1	292	12.5
Agric. Officer/Engineer	25	1.5	-	-	-	-	25	1.1
Economist	19	1.2	10	3.5	10	2.3	39	1.7
Bank Worker	23	1.4	12	4.2	8	1.9	43	1.8
Pilot	9	.6	6	2.1	5	1.2	20	.9
Radio/Broadcaster	20	1.2	1	.3	8	1.9	29	1.2
Surveyor	6	.4	1	.3	3	.7	10	.4
Statistician	2	.1	-	-	2	.5	4	.2
Tourist guide	5	.3	-	-	2	.5	7	.3
Auditor	10	.6	1	.3	1	.2	12	.5
Petty trader	10	.6	-	-	-	-	10	.4
Real Estate Developer	2	.1	1	.3	1	.2	4	.2
Hotelier	14	.9	-	-	5	1.2	19	.8
Musician	5	.3	1	.3	1	.2	7	.3
Footballer/Athlete/Sportsman	1	.1	-	-	-	-	1	.0
Electrician/Technician	1	.1	-	-	-	-	1	.0
Restaurant keeper	3	.2	-	-	1	.2	4	.2
Mason	1	.1	-	-	1	.2	2	.1
Marketing Officer	32	2.0	4	1.4	4	.9	40	1.7
Designer (fashion, graphics)	60	3.7	9	3.1	27	6.3	96	4.1

Table 50 continued

Occupation	School Type							
	Mixed		Boys		Girls		Total	
	No.	%	No.	%	No.	%	No.	%
Coach	2	.1	-	-	-	-	2	.1
Social Worker	-	-	-	-	1	.2	1	.0
Cook/Matron/Baker	24	1.5	-	-	5	1.2	29	1.2
Manager (Personnel)	56	3.5	26	9.0	21	4.9	103	4.4
Factory hand	2	.1	2	.7	-	-	4	.2
Information technologist	-	-	3	1.0	-	-	3	.1
Airhostess	13	.8	-	-	3	.7	16	.7
Artist/Painter	7	.4	3	1.0	1	.2	11	.5
Hairdresser	1	.1	-	-	-	-	1	.0
Scientist	7	.4	2	.7	9	2.1	18	.8
Others	79	4.9	9	3.1	23	5.3	111	4.7
Total	1621	100	289	100	430	100	2340	100

In Table 51 is shown the chi-square (χ^2) computation on the relationship between students' occupational aspirations and their school types. This was obtained by combining the multiple categories of students' occupational choices into six occupational types. The result revealed that significant relationship existed between school type and students' occupational aspirations at the alpha level of .05.

Table 51: Chi-Square (χ^2) Test Result on the Relationship between School-Type and Students' Occupational Aspirations

Occupational type	School setting			Total
	Urban	Small town	Rural	
Professional	1264 (1283.5)	224 (108.9)	350 (345.6)	1838 (1838.0)
Clerical	33 (38.4)	11 (6.3)	11 (10.3)	55 (55.0)
Sales	57 (49.6)	7 (8.1)	7 (13.4)	71 (71.0)
Service	99 (86.6)	7 (14.1)	18 (23.3)	124 (124.0)
Agric.	37 (25.8)	0 (4.2)	0 (7.0)	37 (37.0)
Production	65 (72.6)	10 (11.8)	29 (19.8)	104 (104.0)
Others	79 (77.5)	7 (12.6)	25 (20.9)	111 (111.0)
Total	1634 (1634.0)	266 (266.0)	440 (440.0)	2340 (2340.0)

$\chi^2 (12, N = 2340) = 41.658, P = .000$

Residential Status and Career Aspirations

Table 52 presents the frequency and percentage distribution of the responses of the participants (n=2340) by their residential status on the question of the work they would like to do after their education. The non-residential (day) students most frequently mentioned the following occupations: Nursing (17.0%), JSS teaching (11.5%), Accountancy (11.3%), Journalism (6.8%), Law (6.0%), Fashion designing (4.3), Military service (3.9%), Senior Secondary School Teaching (3.5%), Personnel Management (2.9%) and Medicine (2.7%).

The residential students on the other hand, were more interested in Accountancy (12.8%), Nursing (10.4%), Medicine (8.6%), Personnel Management (4.8%), Fashion designing (4.0%), Pharmacy (3.3%) and Architecture (3.3%).

In comparing the occupational aspirations of the residential students with that of the non-residential students, the non-residential students had higher proportions amongst them selecting the following occupations: Nursing, JSS teaching, Journalism, Military service, SS teaching, Marketing/Merchandising and Fashion designing. The residential students also predominated, in relative proportions, in choosing the following occupations: Medicine, Law, Engineering, Pharmacy, Personnel management, Computer programming, Architecture, Accountancy and Catering (school matron).

Table 52: Distribution of Students by the Work they Wish to do after their Education and their Residential Status

Occupation	Residential Status					
	Day		Boarding		Total	
	No.	%	No.	%	No.	%
Clergyman (Pastor, Priest, etc)	3	.6	7	.8	10	.4
Soldier	19	3.9	28	1.5	47	2.0
Engineer (electrical, Mech,Civil)	11	2.3	122	6.6	133	5.7
Farmer	5	1.0	7	.4	12	.5
Businessman or merchant	5	1.0	11	.6	16	.7
Lawyer	29	6.0	146	7.9	175	7.5
Policeman	-	-	1	.1	1	.0
Actor	2	.4	3	.2	5	.2
Office worker (clerk etc.)	-	-	7	.4	7	.3
University lecturer	5	1.0	14	.8	19	.8
Secondary School Teacher	17	3.5	49	2.6	66	2.8
Doctor	13	2.7	160	8.6	173	7.4
Politician (MP)	5	1.0	17	.9	22	.9
Primary School Teacher	-	-	4	.2	4	.2
Shop Assistant	-	-	1	.1	1	.0
Journalist	33	6.8	91	4.9	124	5.3
Junior Secondary School Teach.	56	11.5	43	2.3	99	4.2
Pharmacist	9	1.8	61	3.3	70	3.0
Computer programming	2	.4	29	1.6	31	1.3
Nurse	83	17.0	192	10.4	275	11.8
Steno. Secretary/Bilingual Sec.	4	.8	17	.9	21	.9
Architect	3	.6	62	3.3	65	2.8
Accountant	55	11.3	237	12.8	292	12.5
Agric. Officer/Engineer	7	1.4	18	1.0	25	1.1
Economist	9	1.8	30	1.6	39	1.7
Bank Worker	7	1.4	36	1.9	43	1.8

Table 52 continued

Occupation	Residential Status					
	Day		Boarding		Total	
	No.	%	No.	%	No.	%
Pilot	1	.2	19	1.0	20	.9
Radio/Broadcaster	6	1.2	23	1.2	29	1.2
Surveyor	4	.8	6	.3	10	.4
Statistician	1	.2	3	.2	4	.2
Tourist guide	2	.4	5	.3	7	.3
Auditor	4	.8	8	.4	12	.5
Petty trader	2	.4	8	.4	10	.4
Real Estate Developer	1	.2	3	.2	4	.2
Hotelier	-	-	19	1.0	19	.8
Musician	3	.6	4	.2	7	.3
Footballer/Athlete/Sportsman	-	-	1	.1	1	.3
Electrician/Technician	-	-	1	.1	1	.0
Restaurant keeper	-	-	4	.2	4	.2
Mason	-	-	2	.1	2	.1
Marketing Officer	11	2.3	29	1.6	40	1.7
Designer (fashion,graphics)	21	4.3	75	4.0	96	4.1
Coach	1	.2	1	.1	2	.1
Social Worker	-	-	1	.1	1	.0
Cook/Matron/Baker	4	.8	25	1.3	29	1.2
Manager (Personnel)	14	2.9	89	4.8	103	4.4
Factory hand	-	-	4	.2	4	.2
Information technologist	-	-	3	.2	3	.1
Airhostess	5	1.0	11	.6	16	.7
Drawing/Painting	2	.4	9	.5	11	.5
Hairdresser	-	-	1	.1	1	.0
Scientist	2	.4	16	.9	18	.8
Others	21	4.3	90	4.9	111	4.7
Total	487	100	1853	100	2340	100

Table 53 presents the chi-square (χ^2) result on the relationship between students' occupational aspirations and their residential status. The data was obtained through the combination of the multiple categories of students' occupational choices into six occupational types. Chi-square (χ^2) test revealed no significant relationship between students' career aspirations and residential status, χ^2 ((6, N =2340) = 9.108, p = .168. This shows that the variations in the occupational aspirations of the day and boarding students were not significant.

Table 53: Chi-Square (χ^2) Test Result on the Relationship between Residential Status and Students' Occupational Aspirations

Occupational Type	Residential Status		Total
	Day	Boarding	
Professional	378 (382.5)	1460 (1455.5)	1838 (1838.0)
Clerical	6 (11.4)	49 (43.6)	55 (55.0)
Sales	19 (14.8)	52 (56.2)	71 (71.0)
Service	30 (25.8)	94 (98.2)	124 (124.0)
Agricultural	12 (7.7)	25 (29.3)	37 (37.0)
Production	21 (21.6)	83 (82.4)	104 (104.0)
Others	21 (23.1)	90 (87.9)	111 (111.0)
Total	487 (487.0)	1853 (1853.0)	2340 (2340.0)

χ^2 (6, N = 2340) = 9.022, p = .172

Students' Usual Place of Residence and Occupational Aspirations

Table 54 presents the frequency distribution of students' occupational aspirations based on the places they usually reside. The students who usually resided in urban areas most frequently selected the following occupations: Accountancy (14.5%), Nursing (9.2%), Law (7.6%), Medicine (6.2%), Fashion designing (6.0%), Engineering (5.4%), Personnel management (5.1%), Journalism (4.9%), Architecture (3.6%) and Pharmacy (2.9%).

Residents in small towns also frequently selected the following occupations: Nursing (12.6%), Accountancy (10.8%), Medicine (9.0%), Law (7.8%), Journalism (5.8%), Engineering (5.2%), Personnel Management (4.5%), JSS teaching (4.0%), Fashion designing (3.5%) and Pharmacy (3.4%).

Students who usually resided in rural areas frequently had attraction to the following occupations: Nursing (14.3%), Accountancy (12.1%), JSS teaching (7.6%), Engineering (7.1%), Medicine (6.7%), Law (6.7%), Secondary School Teaching (5.6%), Journalism (5.1%), Personnel Management (3.1%) and Pharmacy (2.5%).

In relative terms, students who usually resided in urban centers dominated in showing interest in Accountancy, Fashion designing, Personnel management, Banking, Architecture, Computer programming, Business /Merchandising, Secretaryship, Aviation (Piloting), Auditing and Hotel management. Students who usually resided in small towns were also in the lead in choosing Medicine, Law, Journalism, Pharmacy, Economics, Military service, University lecturing, Politics and Radio broadcasting. Students who usually resided in the rural areas also dominated in expressing interest in Nursing, JSS teaching, Engineering,

Secondary school teaching, Marketing, Primary school teaching, farming and Priesthood.

Table 54: Distribution of Students by the Work they Wish to do after their Education and the Places they Usually Reside

Occupation	Usually Reside							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Clergyman (Pastor, Priest)	2	.2	4	.3	5	.9	10	.4
Soldier	17	1.9	19	2.1	11	2.0	47	2.0
Engineer (elec./civil etc.)	47	5.4	47	5.2	39	7.1	133	5.7
Farmer	-	-	6	.7	6	1.1	12	.5
Businessman or merchant	12	1.4	3	.3	1	.2	16	.7
Lawyer	67	7.6	71	7.8	37	6.7	175	7.5
Policeman	1	.1	-	-	-	-	1	.0
Actor	1	.1	4	.4	-	-	5	.2
Office worker etc	3	.3	1	.1	3	.5	7	.3
University lecturer	3	.3	12	1.3	4	.7	19	.8
Secondary School Teacher	9	1.0	26	2.9	31	5.6	66	2.8
Doctor	54	6.2	82	9.0	37	6.7	173	7.4
Politician (MP)	9	1.0	11	1.2	2	.4	22	.9
Primary School Teacher	-	-	2	.2	2	.4	4	.2
Shop Assistant	-	-	1	.1	-	-	1	.0
Journalist	43	4.9	53	5.8	28	5.1	124	5.3
Junior Sec. Sch. Teacher	21	2.4	36	4.0	42	7.6	99	4.2
Pharmacist	25	2.9	31	3.4	14	2.5	70	3.0
Computer programmer	19	2.2	8	.9	4	.7	31	1.3
Nurse	81	9.2	115	12.6	79	14.3	275	11.8

Table 54 continued

Occupation	Usually Reside							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Steno./ Bilingual Sec.	10	1.1	6	.7	5	.9	21	.9
Accountant	127	14.5	98	10.8	67	12.1	292	12.5
Agric. Officer/Engineer	2	.2	15	1.6	8	1.4	25	1.1
Economist	14	1.6	19	2.1	6	1.1	39	1.7
Bank Worker	22	2.5	11	1.2	10	1.8	43	1.8
Pilot	9	1.0	8	.9	3	.5	20	.9
Radio/TV Broadcaster	10	1.1	14	1.5	5	.9	29	1.2
Surveyor	4	.5	2	.2	4	.7	10	.4
Statistician	2	.2	1	.1	1	.2	4	.2
Tourist guide	5	.6	-	-	2	.4	7	.3
Auditor	9	1.0	2	.2	1	.2	12	.5
Petty trader	3	.3	6	.7	1	.2	10	.4
Real Estate Developer	2	.2	2	.2	-	-	4	.2
Hotelier	10	1.1	9	1.0	-	-	19	.8
Musician	1	.1	3	.3	3	.5	7	.3
Footballer/Athlete	-	-	1	.1	-	-	1	.0
Electrician/Technician	-	-	-	-	1	.2	1	.0
Restaurant keeper	3	.3	1	.1	-	-	4	.2
Mason	-	-	1	.1	1	.2	2	.1
Marketing Officer	15	1.7	14	1.5	11	2.0	40	1.7

Table 54 continued

Occupation	Usually Reside							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Designer (fashion, graphics)	52	6.0	32	3.5	11	2.0	96	4.1
Coach	1	.1	-	-	1	.2	2	.1
Social Worker	1	.1	-	-	-	-	1	.0
Cook/Matron/Baker	11	1.3	11	1.2	7	1.3	29	1.2
Manager (Personnel)	45	5.1	41	4.5	17	3.1	103	4.4
Factory hand	2	.2	1	.1	1	.2	4	.2
Information technologist	1	.1	1	.1	1	.2	3	.1
Airhostess	8	.9	7	.8	1	.2	16	.7
Artist/Painter	9	1.0	2	.2	-	-	11	.5
Hairdresser	1	.1	-	-	-	-	1	.0
Scientist	8	.9	7	.8	3	.5	18	.8
Others	43	4.9	43	4.7	25	4.5	111	4.7
Total	877	100	911	100	552	100	2340	100

Table 55 presents the chi-square (χ^2) test result on the relationship between students' occupational aspirations and their usual places of residence. The various occupations chosen by students were combined into six occupational types for the purposes of this analysis. The result indicated that there was a significant relationship between students' career aspirations and their usual places of residence at the alpha level of .05. This implies that there exist some

significant differences in the occupational aspirations of students with respect to where they usually reside.

Table 55: Chi-Square (χ^2) Test Result on the Relationship between Students' Usual Place of Residence and their Occupational Aspirations

Occupational type	Usually Reside			Total
	Urban	Small town	Rural	
Professional	658 (688.9)	725 (715.6)	455 (433.6)	1838 (1838.0)
Clerical	30 (20.6)	15 (21.4)	10 (13.0)	55 (55.0)
Sales	32 (26.6)	26 (27.6)	13 (16.7)	71 (71.0)
Service	56 (46.5)	47 (48.3)	21 (29.3)	124 (124.0)
Agric.	2 (13.9)	21 (14.4)	14 (8.7)	37 (37.0)
Production	56 (39.0)	34 (40.5)	14 (24.5)	104 (104.0)
Others	43 (41.6)	43 (43.2)	25 (26.2)	111 (111.0)
Total	877 (877.0)	911 (911.0)	552 (552.0)	2340 (2340.0)

$\chi^2 (12, N = 2340) = 41.658, P = .000$

Age and Occupational Aspirations

Table 56 presents the occupational aspirations of students organized on the basis of their ages. The students aged 17 and below expressed their interest frequently in the following occupations: Accountancy (11.8%), Nursing (11.6%), Medicine (9.5%), Law (8.1%), Fashion designing (5.9%), Journalism (5.5%), Engineering (4.5%), Personnel management (3.8%), JSS teaching (3.1%) and Architecture (3.3%).

Participants in the study who were 18 years old, in order of popularity chose the following occupations: Accountancy (12.7%), Nursing (11.7%), Law (9.0%), Medicine (8.0%), Journalism (5.8%), Engineering (5.0%), Personnel management (4.7%), Pharmacy (4.2%), Fashion designing (3.4%) and JSS teaching (2.9%).

The students aged 19 years, on their part, most frequently indicated their desire to do the following work after their education: Nursing (13.4%), Accountancy (12.8%), Engineering (7.0%), JSS teaching (5.6%), Journalism (5.4%), Medicine (5.2%), Personnel management (5.0%), Law (4.6%), Fashion designing (4.0%) and SS teaching (3.6%).

The students who were 20 years and above most frequently found favour with the following occupations and chose them as the work they would like to do after their education: Accountancy (18.4%), JSS teaching (14.6%), Nursing (14.6%), Engineering (8.4%), Law (5.8%), SSS teaching (6.9%), Medicine (4.6%), Agriculture (3.8%), Fashion designing (3.1%) and Personnel management (3.4%).

Table 56: Distribution of Students by the Work they Wish to do after their**Education and Age**

Occupation	Age Record							
	17.00 and below		18.00		19.00		20.00 and above	
	No.	%	No.	%	No.	%	3	1.2
Clergyman (Pastor, Priest, etc)	1	.2	3	.3	3	.6	8	3.1
Soldier	10	1.7	14	1.4	15	3.0	22	8.4
Engineer (elect., Mech, Civil)	26	4.5	50	5.0	35	7.0	3	1.2
Farmer	1	.2	5	.5	3	.6	6	2.3
Businessman or merchant	5	.9	4	.4	1	.2	15	5.8
Lawyer	47	8.1	90	9.0	23	4.6	-	-
Policeman	-	-	-	-	1	.2	-	-
Actor	2	.4	3	.3	-	-	-	-
Office worker (clerk, Admin.)	2	.3	2	.2	2	.4	-	-
University lecturer	3	.5	7	.7	5	1.0	4	1.6
Secondary School Teacher	11	1.9	19	1.9	18	3.6	18	6.9
Doctor	55	9.5	80	8.0	26	5.2	12	4.6
Politician (MP)	3	.5	8	.8	5	1.0	6	2.3
Primary School Teacher	-	-	1	.1	1	.2	2	.8
Shop Assistant	-	-	-	-	1	.2	-	-
Journalist	32	5.5	58	5.8	27	5.4	6	2.3
Junior Sec. Sch. Teacher	18	3.1	29	2.9	28	5.6	38	14.6
Pharmacist	12	2.1	42	4.2	13	2.6	4	1.6
Computer programmer	12	2.1	15	1.5	1	.2	4	1.6
Nurse	67	11.6	117	11.7	67	13.4	38	14.6
Steno. Secretary/Bilingual Sec.	8	1.4	10	1.0	1	.2	4	1.6
Architect	19	3.8	25	2.5	17	3.4	8	3.1
Accountant	68	11.8	127	12.7	64	12.8	48	18.4
Agric. Officer/Engineer	3	.5	7	.7	4	.8	10	3.8

Table 56 continued

Occupation	Age Record							
	17.00 and below		18.00		19.00		20.00 and above	
	No.	%	No.	%	No.	%	No.	%
Economist	8	1.4	15	1.5	10	2.0	6	2.3
Bank Worker	9	1.6	19	1.9	9	1.8	3	1.2
Pilot	4	.7	9	.9	6	1.2	-	-
Radio/Broadcaster	9	1.6	15	1.5	5	1.0	2	1.8
Surveyor	2	.4	6	.6	2	.4	1	.4
Statistician	3	.5	1	.1	-	-	-	-
Tourist guide	1	.2	4	.4	2	.4	-	-
Auditor	8	1.4	4	.4	-	-	-	-
Petty trader	1	.2	3	.3	4	.8	-	-
Real Estate Developer	1	.2	2	.2	-	-	-	-
Hotelier	7	1.2	8	.8	4	.8	-	-
Musician	2	.4	4	.4	1	.2	5	1.9
Footballer/Athlete	-	-	1	.1	-	-	8	3.1
Electrician/Technician	-	-	1	.1	-	-	1	.4
Restaurant keeper	2	.4	2	.2	-	-	-	-
Mason	-	-	1	.1	1	.2	3	1.2
Marketing Officer	9	1.6	19	1.9	7	1.4	9	3.4
Designer (fashion, graphics)	34	5.9	34	3.4	20	4.0	-	-
Coach	-	-	-	-	1	.2	-	-

Table 56 continued

Occupation	Age Record							
	<17.00		18.00		19.00		20.00 +	
	No.	%	No.	%	No.	%	No.	%
Social Worker	-	-	1	.1	-	-	-	-
Cook/Matron/Baker	1	.2	12	1.2	12	2.4	3	12
Manager (Personnel)	22	3.8	47	4.7	25	5.0	9	3.4
Factory hand	2	.4	1	.1	1	.2	-	-
Information technologist	3	.5	-	-	-	-	-	-
Airhostess	4	.7	8	.8	4	.8	-	-
Artist/Painter	3	.5	6	.6	1	.2	1	.4
Hairdresser	-	-	1	.1	-	-	-	-
Scientist	4	.7	9	.9	5	1.0	-	-
Others	33	5.7	51	5.1	20	4.0	7	2.7
Total	578	100	1000	100	501	100	261	100

The chi-square (χ^2) test result on the relationship between students' occupational aspirations and their ages is presented in Table 57. The data for the analysis was obtained from a combination of the multiple categories of students' occupational choices into the six occupational types identified by the Ghana Statistical Service (2002). As can be seen from Table 57, the result indicated that there was a significant relationship between the age of students and their occupational aspirations at the significance level of .05.

Table 57: Chi-Square (χ^2) Test Result on the Relationship between Students'**Age and their Occupational Aspirations**

Occupational type	Age				Total
	≤17.00	18.00	19.00	20.00+	
Professional	440	797	399	202	1838
	(454.0)	(785.5)	(393.5)	(205.9)	(1838.0)
Clerical	23	25	2	5	55
	(13.6)	(23.5)	(11.8)	(6.1)	(55.0)
Sales	16	28	13	14	71
	(17.5)	(30.3)	(15.2)	(7.9)	(71.0)
Service	26	49	38	11	124
	(30.6)	(53.0)	(26.5)	(13.8)	124.0
Agric.	4	12	7	14	37
	(8.1)	(15.8)	(7.9)	(4.1)	(37.0)
Production	36	38	22	8	104
	(25.7)	(44.4)	(22.3)	(11.6)	(104.0)
Others	33	51	20	7	111
	(27.4)	(47.4)	(23.8)	(12.4)	(111.0)
Total	578	1000	501	261	2340
	(578.0)	(1000.0)	(501.0)	(261.0)	(2340.0)

$\chi^2 (18, N = 2340) = 42.531, P = .000.$

Table 57: Chi-Square (χ^2) Test Result on the Relationship between Students'**Age and their Occupational Aspirations**

Occupational type	Age				Total
	≤17.00	18.00	19.00	20.00+	
Professional	440	797	399	202	1838
	(454.0)	(785.5)	(393.5)	(205.9)	(1838.0)
Clerical	23	25	2	5	55
	(13.6)	(23.5)	(11.8)	(6.1)	(55.0)
Sales	16	28	13	14	71
	(17.5)	(30.3)	(15.2)	(7.9)	(71.0)
Service	26	49	38	11	124
	(30.6)	(53.0)	(26.5)	(13.8)	124.0
Agric.	4	12	7	14	37
	(8.1)	(15.8)	(7.9)	(4.1)	(37.0)
Production	36	38	22	8	104
	(25.7)	(44.4)	(22.3)	(11.6)	(104.0)
Others	33	51	20	7	111
	(27.4)	(47.4)	(23.8)	(12.4)	(111.0)
Total	578	1000	501	261	2340
	(578.0)	(1000.0)	(501.0)	(261.0)	(2340.0)

$\chi^2 (18, N = 2340) = 42.531, P = .000.$

Discussion and Implications

Students nominated over 70 occupations as their career aspiration targets. It is significant, however, to note that most of the occupations mentioned are traditional occupations that students may have heard about or seen and possibly interacted with some practitioners in those occupations. Although the nominated occupations reflected the manpower needs of Ghana to some extent, they did not cover several other critical areas. This could be an indication of students' lack of awareness of labour demand trend in Ghana. It may also signify career immaturity among the students reflected specifically in limited knowledge about career options and inadequate career decision-making skills (Gibson and Mictchell, 1990).

It is notable that of the list of over 70 common students' career aspirations indicated in the survey, the vast majority of occupations require some form of post-secondary school education or training. This was consistent with the overwhelming interest shown by the respondents for further schooling after their SSS programme. This result of the study is similar to what was reported by the Quarterly Labour Market Report (2001) of South Australia.

Significant difference was observed between the occupational aspirations of the female and male students. The female students frequently chose Nursing, Journalism, Fashion Designing, Law, Catering, Air Hosting and Secretaryship as their dream occupations while the male students frequently chose Accountancy, Engineering, Medicine, Military Service, Personnel Management and Agriculture.

The aforementioned findings are consistent with the general finding in the literature concerning females' persistent aspiration to and choice of careers that

are female dominated (Arbona, 1989; Arbona and Novy, 1991; Morrison et al, 1994; Sandberg et al 1986; U.S. Bureau of the Census, 1994). The male students also demonstrated interest in traditionally male dominated occupations. Although female participation in the global labour force seems to have increased steadily over the years and women have evidenced a growing preference for careers traditionally dominated by men, the sex distribution of jobs remains vastly disproportionate (Eccles, 1994; Morrison, Bell, Morrison, Murray, and O'connor, 1994). Women continue to be over represented in jobs that are traditionally occupied by females and under represented in many high-status and high-paying occupations even in the industrial western countries (US Bureau of Census, 1994). Although there is evidence that barriers exist that impede women's access to more male-dominated jobs, researchers have also found that many women are simply continuing to choose female-dominated occupations (Church, Teresa, Rosebrook, and Szendre, 1992; Eccles, 1994; Gerstein, Lichtman, and Barokas, 1988).

Without prejudice to the above observations, it is noteworthy that a significant proportion of female students indicated their aspirations to enter the traditionally male dominated professions for example Engineering, Law, Army, Medicine and Surveying. A possible explanation for the observed interest in male-dominated career aspirations among some female students in the sample may be the influence of the women's movement and its impact on women's vocational and career aspirations and expectations. This explanation is consistent with the observation made by Gerstein et al (1988).

The finding that there were variations in the career aspirations of the students in the different academic programmes was expected. What deserves closer attention is the phenomenon of students declaring career aspirations that were completely unrelated to their academic programmes. Interestingly, this finding is consistent with the results of some earlier studies (Peterson et al, 1999; McGannon and Lee, 2003). What needs to be noted is that such unrealistic aspirations among students could be a reflection of the inadequate career guidance facilities in the secondary schools. Such aspirations could nurture frustration in the students as presented in the conceptual framework of this study (Fig. 1).

Differences in career aspirations among students in the different school settings (urban, small town and rural) found in this study are consistent with the finding of Forster (1971) and Sewell and Orenstein (cited by Rice 1984). The Urban students tended to be more interested in high-status and high paying occupations such as Medicine, Law, Engineering, Accountancy, Pharmacy and Architecture. The aspirations of the rural students towards professions like Nursing, Basic School Teaching, Farming and Priesthood may have been conditioned by their familiarity with those jobs and the perception that they could readily access them. This difference could also be the result of the variations in the socio-economic background of the students. It appears that, generally, urban students tend to have higher socio-economic background than rural students. Research by Crockett and Bingham, (2000); Mau and Bikos, (2000); Teachman and Paash, (1998) suggest that both parent's education and income influence career aspirations and that children from higher socio-economic background tend to aspire to high status professions and vice versa. The urban students could also

have a higher sense of self-confidence that could, in turn, evoke higher ambition in them than their rural counterparts.

The study further revealed that a significant relationship existed between school type (boys only, girls only and mixed) and occupational aspiration. Some earlier studies by Monaco and Gaier (1992) and O'Brien and Fassinger (1993) had similar findings. According to Monaco and Gaier (1992), single sex schools provide adolescent girls with an enriched moratorium period with respect to vocational development. These authors observed that in single-sex schools, high-achieving girls are encouraged to achieve beyond the stereotypical roles of women, are exposed to more leadership opportunities, observe women of higher status and female role models, and demonstrate higher self-confidence and higher levels of career inspiration (Monaco and Gaier, 1992). Lawrie and Brown (1992) found that although there were no differences in career choices of boys based on school environment, girls from single-sex school chose more high prestige careers than girls from a co-educational environment. The finding in this current study and those cited above on the effect of school environment on the career aspirations of students must alert school Guidance Coordinators on the need to factor into the planning of their career guidance programmes the type of school environment in which they operate.

The study revealed that age relates to the occupational aspirations of students. Although the pattern is not very clear from the analysis, generally the older students appeared less ambitious than their younger counterparts did. For example, the proportions of the various age groups who aspire to be SSS Teachers (rated quite low in prestige. Refer Table A-127) is very revealing: 16 years –

1.8%; 17 years – 1.9%; 18 years – 1.9%; 19 years – 3.6%; 20 years – 5.5% and 21 year and above – 10.1%. Similar patterns can be seen in the distribution of students who aspire to less prestigious occupations like JSS Teaching and Primary School Teaching. Watson, Quatman and Edler (2002) have observed that age or maturity in adolescence is clearly an influential factor in any examination of career development. Cazzy (2002) reported that age does not affect career aspirations. Leung, Conoley and Scheel (1994), however, found that high-achieving female adolescents (like their high achieving male peers) are affected uniquely by the coming of age and maturity with respect to career aspirations. The normal pattern in adolescence, according to Gottfredson (1981), is that career choices are narrowed as one's sense of what is realistically available as a future career becomes more "accurate" with age. Shapiro and Crowley (1982) also affirm this view. Over the course of adolescence, young persons' "ideal" career choices gradually yield to the forces of reality; they resign themselves to more "realistic" career choices, which reflect the adolescent's degree of personal uncertainty as well as his or her perception of barriers to career choices (Sandberg, Ehrhardt, Ince, and Meyer Bahlbrg, 1991). That the older respondents in this study were less ambitious than their younger counterparts is consistent with the findings stated above. The more matured adolescents have a better idea of what are "realistic" future options for them, and are thus more likely to attenuate their aspirations in a rational direction. Career counsellors may have to consider the age of students to enable them provide appropriate career development assistance to all categories of student clients.

CHAPTER SIX

CORRELATES OF STUDENTS' CAREER ASPIRATIONS

Introduction

This chapter examines the correlates of career aspirations of secondary school students. It presents the results on the extent to which some selected demographic and socio-cultural variables are systematically related to students' occupational aspirations/choices. Research question three was formulated to direct this investigation.

Career Correlates

In this presentation, the factors that were speculated to have some relationship with students' career aspirations were categorized into two groups to facilitate the analysis. These were the psychosocial and the bio-cultural factors. The psychosocial factors consisted of student's occupational expectation, best friend's occupational aspiration, student's occupational aspiration before entering SSS, father's occupation and mother's occupation. The bio-cultural factors involved student's gender, age, school type, residential status, academic programme, ethnic group, school setting and student's usual place of residence.

Psychosocial Correlates

Table 58 presents the distribution of students by their current career aspirations, pre-senior secondary school career aspirations, career expectations, best friend's career aspiration, fathers' careers as well as mothers' careers. The categorization was based on the career fields identified by Essuman (1988).

Table 59 also presents the relationship between students' career aspirations and their psychosocial characteristics denoted by the computed contingency coefficients.

Table 58: Percentage Distribution of Students by the Fields of their Career

Aspirations and their Psychosocial Correlates

Career Field	Student's Current Asp.(%)	Pre- SSS Asp. (%)	Career Exp. (%)	Best Friend's Asp.(%)	Father's Occup. (%)	Mother's Occup. (%)
Mechanical- Technological	11.3	10.2	7.4	10.7	12.6	.4
Mathematical- Computational	16.7	10.9	10.4	12.6	7.1	.9
Managerial-clerical	5.6	3.4	4.1	4.7	5.4	3.2
Science-Research	1.6	.9	1.3	.8	.9	.2
Persuasive- Enterprising	11.6	11.2	10.7	11.3	17.9	53.6
Fine Art	4.6	3.9	4.2	3.5	1.1	4.1
Musical-Entertaining	.4	.8	.4	.5	.3	-
Welfare-Service	10.9	13.0	27.9	13.6	15.5	13.9
Health-Service	22.1	28.8	17.4	26.5	4.0	7.4
Protective-Law Enforcement	2.1	2.2	2.1	2.0	3.5	.6
Writing- Communication	6.8	8.2	5.6	6.6	.7	.5
Agriculture	1.6	2.4	1.8	1.7	20.5	9.7
Others	4.7	4.0	6.6	5.4	10.6	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

The contingency coefficients were obtained by using the SPSS 10.0 version to compute the symmetric measures, on a nominal by nominal basis, the degree or the size of the relationship between students' current career aspirations and the psychosocial variables. The contingency coefficients were derived from the computed chi-square (χ^2) values between students' current career choices and the aforementioned psychosocial variables.

Table 59: Relationship of Students' Career Aspirations to their Psychosocial

Characteristics	
Psychosocial Characteristic	Contingency Coefficient
Pres-SSS Career aspiration	.86
Career Expectation	.88
Best friend's career aspiration	.52
Father's Career	.36
Mother's Career	.27

The relationship between students' current career aspirations and their pre-Senior Secondary School (SSS) career aspirations present some interesting patterns. As can be seen in Table 58 while the proportion of students who aspire to some of the career fields increased from their pre-SSS aspiration to the current aspiration, others also decreased.

The proportion of students aspiring to the mathematical computational field increased from 10.9% at the pre-SSS stage to 16.7% at the current stage. Reference to the details of students' occupational aspiration in Table 60 shows that this change could be accounted for partly by the substantial proportional

changes in students' occupational aspiration in Accountancy (8.4% to 12.5%) and Banking (1.6% to 1.8%). Aspiration in Science Research also increased from .9% at the pre-SSS stage to 1.6% at the current level.

The career fields that recorded some marked decreases from the pre-SSS stage to the current stage included Health-Service (28.8% to 22.1%), Welfare-Service (13.0% to 10.9%) and Writing communication (8.2% to 6.8%). With respect to the Health Service while 16.1% of the respondents aspired to be Medical Doctors at the pre-SSS level only 7.4% of them still maintained that aspiration at the SSS (Table 60). Also in the case of Welfare-Service while 6.0% wanted to be JSS Teachers at the pre-SSS time only 4.2% still have that aspiration currently. In spite of the changes, the contingency coefficient between students' current and pre-SSS career aspirations was computed to be .86 (Table 59). This indicates a strong relationship between the two levels of students' career aspiration.

Table 60: Percentage Distribution of Students' Occupational Aspirations and their Psychosocial Correlates

Occupation	Current Aspiration (%)	Pre-SSS Aspiration (%)	Career Expect (%)	Best friends aspirations (%)	Father's Occup. (%)	Mother Occup. (%)
Clergyman	.4	.7	.6	.7	2.6	.3
Soldier	2.0	2.1	2.1	1.8	2.6	.3
Engineer(elec.)	5.7	4.8	2.9	6.0	4.3	.1
Farmer	.5	1.1	.9	1.0	18.9	9.4
Businessman	.7	1.2	1.9	1.2	7.1	4.4

Table 60 continued

Occupation	Current Aspiration (%)	Pre-SSS Aspiration (%)	Career Expect (%)	Best friends aspirations (%)	Father's Occup. (%)	Mother's Occup. (%)
Lawyer	7.5	8.4	3.6	7.9	.7	.1
Policeman	.0	.8	.0	.0	.5	.2
Actor	.2	.5	.6	.4		.0
Carpenter		.2	.0		.4	
Author			.0	.	.0	
Office worker (clerk)	.3	.2	.5	.5	1.8	.9
University lecturer		.4	.7	.4	.7	.2
Motor Car Fitter		.0		.0	.8	
Street Cleaner		3.0	7.3	.0		.1
Sec. Sch. Teacher	2.8	16.1	4.5	3.0	5.5	1.5
Doctor (medical)	7.4	16.1	4.5	13.9	2.2	.4
Politician (MP)	.9	.6	.4	.5	.2	
Farm labourer		.0			.0	
Primary Sch. Teacher	.2	.1	.8	.0	.1	.3
Shop Assistant	.8	.0	1.2	.2	.4	.2
Journalist	5.3	5.6	3.3	4.9	.4	.1
Junior Sec. Sch. Teacher	4.2	6.0	16.1	7.5	6.7	7.6
Pharmacist	3.0	1.7	1.8	2.6	1.0	.4
Computer programmer	1.3	.4	1.2	.4	.3	.1
Nurse	11.8	11.0	11.1	10.0	.8	6.6
Stenographer Sec.	.9	.9	.9	1.3	.6	1.8

Table 60 continued

Occupation	Current Aspiration (%)	Pre-SSS Aspiration (%)	Career Expect (%)	Best friends aspirations (%)	Father's Occup. (%)	Mother's Occup. (%)
Architect	2.8	2.1	1.9	2.2	.2	.4
Accountant	12.5	8.4	7.6	9.6	5.0	.4
Agric. Officer	1.1	1.3	.9	.7	1.5	.4
Economist	1.7	.6	1.3	1.5	.3	.0
Bank Worker	1.8	1.6	1.1	1.2	.9	.4
Pilot	.9	2.3	.5	1.2	.0	.0
Radio broadcaster	1.2	2.1	1.3	1.1	.1	.0
Surveyor	.4	.1	.2	.3	.3	
Statistician	.2	.1	.1	.0	.1	.0
Typist				.1	.1	.2
Tourist guide	.3	.1	.1	.0	.0	
Auditor	.5	.2	.3	.3	.7	.0
Petty trader	.4	.5	2.2	.6	8.7	48.7
Estate developer	.2	.1	.1	.1	.1	.0
Hotelier	.8	.4	.9	.5	.0	.3
Musician	.3	.5	.3	.3	.1	
Head Sec. Sch.			.0		.1	.2
Electrician	.0	.3	.3	.3	1.3	.0
Insurance Agent					.1	.3
Plumber					1	.1
Army Captain		.1		.1	.0	.0
Restaurant Keeper	.2		.3	.1	.1	.3
Mason	.1	.0	.1	.0	1.4	

Table 60 continued

Occupation	Current Aspiration (%)	Pre-SSS Aspiration (%)	Career Expect (%)	Best friends Aspirations (%)	Father's Occup. (%)	Mother's Occup. (%)
Marketing Officer	1.7	.4	1.2	.8	.4	
Driver		.2	.2	.1	3.9	
Fire Service					.2	.1
Designer (fashion)	4.1	3.2	3.6	2.9	.4	3.0
Coach	.1		.0	.0	.1	.3
Telephonist		.8	.4	.2	.2	.3
Social worker	.0		.1	.1	.2	.2
Cook/Matron/barker	1.2	1.2	1.5	.7	.2	3.3
Superintendent			.0		.5	.0
Manager (Personnel)	4.4	2.2	2.5	2.9	2.4	.2
Factory hand	.2		.1		.2	.0
Info. Technologist	.1		.1	.2	.0	
Artist/Painter	.5	.5	.5	.5	.2	.1
Hairdresser	.0	.2	.1	.1	.0	1.0
Security/watchman					.3	.0
Scientist	.8	.4	.6	.3	.1	
Professional Athlete	.0	.3	.1	.1		
Air Hostess	.7	1.5	.3	.8		
Others	4.7	4.0	6.6	5.4	10.6	5.5
Total	100	100	100	100	100	100

The relationship between students' current career aspirations and their career expectations also presented some striking patterns. The proportions of

students aspiring to almost all the career fields, except Welfare-Service and Agriculture, were less than the proportions who expected to eventually enter those fields (Table 58). The reduction in the figures on the Mathematical – Computational field (aspiration was 16.7% while expectation was 10.4%) and the Mechanical-Technological field (11.3% were aspiring as against 7.4% who were expecting) were particularly remarkable.

The proportions of student who realistically expected to enter the Welfare-Service career fields (27.9%) far exceeded the proportion who had the current aspiration to be in that field (10.9%) (Table 58). Changes in the proportions of students who had the aspiration to be teachers and those who expected to be in the teaching profession largely accounted for the variations in the figures with respect to the Welfare Service career field. A look at Table 60 reveals that the proportions of students who aspired to be teachers at the JSS, SSS and primary schools were 4.2%, 2.8% and .2% respectively whilst those who expected to settle in those professions were 16.1%, 7.3% and .8% respectively. The proportion of students who aspired to be in Agricultural careers (1.6%) was slightly lower than those who expected to enter those fields (1.8%). The proportions of students who aspired to enter the Musical-Entertaining professions (.4%) and the Protective-Law Enforcement professions (2.1%) were the same as the proportions who expected to be in those fields. Symmetric measure between students' career aspirations and career expectations produced a contingency coefficient of .88 that indicated a strong relationship between the two variables (Table 59).

Table 58 further presents data on the comparison between students' career aspirations and the aspirations of their best friends. The data show some

variations in the proportions of students and their best friends who aspire to work in virtually all the career fields presented in Table 58. The differences in most cases were, however, not too great. For instance, while 11.3% of students aspire to the Mechanical-Technological career fields, 10.7% of their best friends also have that aspiration. Similarly, while 11.6% of students wish to be in Persuasive-Enterprising jobs, 11.3 percent of their best friends also wish to be in those areas. A detailed comparison between the occupational aspirations of students and that of their best friends is seen in Table 60. Apparently, some variability between students' occupational aspirations and that of their best friends are seen in Table 60. What is clear, however, is that the differences were not too great in most cases. For example, 7.5 percent of students want to be lawyers as compare to 7.9 percent of their best friends who also want to be in that occupation. Again 5.7 percent of students as compared to 6.0 percent of their best friends wish to be engineers; 11.8 percent want to be nurses while 11.1 percent of their friends also want to be in the same profession; and 5.3 percent of student as against 4.9 percent of their best friends want to be Journalists.

Computation of the symmetric measure between students' career aspirations and that of their best friends yielded a contingency coefficient of 52. This shows that the relationship between the two variables was moderate.

A comparison of students' career aspirations and their fathers' careers reveal some striking statistics. Table 58 shows that while 20.5 percent of fathers were in Agricultural careers only 1.6 percent of their children (respondents) had the aspiration to enter that field. On the other hand, while only .7 percent of fathers were in Writing Communication careers, as much as 6.7 percent of their

wards wished to be in that field. In addition, while only 4.0 percent of fathers were returned as working in the Health-Service as much as 22.1 percent of their children aspire to be in that career field. Furthermore, while just 7.1 percent of fathers were in the Mathematical-Computational careers, 16.7 percent of their wards wish to work in those careers. A detailed comparison of students' and their fathers' career aspirations is presented in Table 60.

Computation of the symmetric measure between the career aspirations of students and that of their fathers produced a contingency coefficient of .36 (Table 59). This was an indication of a low relationship between career aspirations of students and that of their fathers.

A comparative analysis of the career aspirations of students and the career fields of their mothers is also found in Table 58. The figures are very revealing. A large proportion of mothers (53.6%) were returned as workers in the Persuasive-Enterprising career field while only 11.6% of their children wished to be in that field. Table 54 shows that most of the mothers (48.7%) were in petty trading which is a job in the enterprising field. Table 58 further revealed that while 9.7 percent of mothers were in the field of Agriculture only 1.6 percent of their children wish to be in that field. On the other hand, while 11.3 percent, 16.7 percent and 6.8 percent of students expressed interest to be in the Mechanical Technological, mathematical – Computational and Writing Communication fields respectively the corresponding proportions of mothers returned as working in those fields were .4 percent, .9 percent and .5 percent respectively.

The symmetric measure computation between students' career aspirations and the career fields of their mothers produced a contingency

coefficient of .27. This signified a very weak association between the two variables.

Bio-Cultural Correlates of Students' Career Aspirations

Table 61 presents the results of the symmetric measures between students' career aspirations and their bio-cultural characteristics. The contingency coefficients were obtained by using the Statistical Package of Social Sciences (SPSS) version 10.0 to compute the degree or the size of the relationship, on a nominal by nominal basis, between students' career aspirations and their gender, age, school type, residential status, academic programmes, ethnic group, the places they usually resided and their school settings. The contingency coefficients were derived from the computed chi-square (χ^2) values between students' career aspirations and the aforementioned bio-cultural characteristics.

Table 61: Relationship between Students' Career Aspirations and Bio-Cultural Correlates

Bio-Cultural Characteristic	Contingency Coefficient
Gender	.34
Age	.23
School Type	.27
Residential status	.18
Programme	.78
Ethnic group	.28
Usual place of residence	.20
School setting	.28

The relationship between students' career aspiration and gender produced a contingency coefficient of .34 that was a low correlation (Table 61). The figure indicated that even though there was a definite relationship between gender and career aspirations, this relationship was very small.

The contingency coefficient between students' career aspirations and their age, school-type, ethnic group and school settings were computed to be .23, .27, .28 and .28 respectively. These were all indications of low correlations that also indicated weak relationships between students' career aspirations and those personal and cultural characteristics. The relationship between students' career aspirations and their residential status and usual place of residence yielded very low correlations of .18 and .20 respectively. These coefficients indicated almost negligible association.

The only item classified under bio-cultural characteristics of students that produced a high contingency coefficient with their career aspirations was their academic programmes. As can be seen in Table 61 the contingency coefficient was .78 indicating a fairly high association.

Discussion and Implications

The study found that a strong relationship existed between students' current career aspirations and their pre-SSS career aspirations. This implies that career aspirations of students remain quite stable over a period of time and through grade levels. This finding is similar to that of Cazzy (2002). It, however, contradicts that of Gassin et al (1993) who found a drop in students' career aspirations in the 10th grade. Gassin, however, focused only on girls and he did

not report on the strength of the relationship between students' career aspirations at an earlier grade level and the 10th grade. The limitation on the current finding in this study is that respondents were made to rely on their memories to recall what their career aspirations were when they were in the Junior Secondary School and to compare that with their current aspirations. A longitudinal study on a cohort of students may yield a more dependable result. A tentative conclusion can, however, be drawn from the current finding. If students' career aspirations remain fairly stable from JSS to SSS then it may be appropriate to vigorously implement career guidance programmes that aim at directing students' career interest into skills and professions that are of relevance to the economy of the country right from the JSS.

The study also found a fairly strong relationship between students' career aspirations and their career expectations. In other words, a large number of respondents in the study were optimistic that they would in future, surely settle in the occupations of their current aspirations. These hopes and expectations of the students are by no means realistic. If one considers professions like Accountancy, Medicine and Engineering that had strong attraction for many students, one realizes that in practice only a small proportion of specific cohorts of students eventually gain access into such professions. It appears then that students' career expectations do not reflect accurately the actual possibilities open to them. The parallel responses students gave to the questions that inquired about their career aspirations and expectations could also be the result of confusions in their minds or their inability to distinguish between the demands of the two questions. It is interesting to note, however, that the teaching profession recorded a larger

proportion of students who expect to settle in it than the proportion who wish to be in it. This further confirms the finding that the teaching profession is considered by many Ghanaian educated youth as an easier career option to obtain and therefore seen as a last resort (Ocansey, 2001).

The study further revealed that the relationship between students' career aspirations and their academic programmes was quiet strong. This means that many students are aware of the relevant career fields accessible to them by virtue of their academic programmes. Nevertheless, as has been noted elsewhere in this report, a substantial proportion of students appear not to be aware of the career prospects of their academic programmes. This calls for the attention of teachers and guidance coordinators.

The relationship between students' career aspirations and that of their best friends was found to be moderately strong. This is consistent with the findings of some earlier studies (Flaxman, Guerrero and Gretchen, 1999; Alexander and Eckland, 1975; Clasen and Brown, cited in Flaxman et al 1999; Delgado – Gaitan, cited in Flaxman et al 1999; Johnson, cited in Flaxman et al 1999; Santrock, 1998).

Gandara (2004), however, report that adolescents easily dismiss the influence of peer norms on their beliefs and aspirations. Other studies have also indicated that peers were not very influential in the direct career decision making process of female students (Armstrong; Howe; cited in Bender, 2004).

Notwithstanding these contrary finding, the result from this study and those aforementioned in this section bring to the fore the need to consider peer influence when examining the career aspirations of the youth. The result of the

correlation matrix by Joreskog and Sorbom (1988) in their combined measurement structural model, which was focused on the career aspirations of high school students and how close friends affect these aspirations, corroborates this position.

The study revealed a low or weak relationship between students' occupational aspirations and the occupations of both their fathers and mothers. This fails to confirm the findings of Rice (1984). The present results could be explained as an expression of students' desire to be abreast with modern trends in employment and to break away from the traditional life patterns of their parents in order to make life better for themselves.

Olusegun (1994) speculates that the residential status and the size of the community where students usually resided could correlate with the career aspirations of students. The study could not confirm this speculation. The relationship found was almost negligible. Further studies may be required in this area.

It is interesting to note that low correlations were found between students' career aspirations and their ethnic groups as well as their school setting. It must be noted, however, that although the correlations were low they were significant. This lends credence to the model by Carter and Cook (1992) which suggested that psychological differences within cultural and ethnic groups produce differences in career paths. With respect to the impact of the school setting on career aspiration, the literature reports that rural youth have lower educational and career aspirations than their urban peers (Breen & Quaglia, 1991; Cobb, Malntire, and Pratt, 1989; Elliott, 1987; McCracken, Barcinas, & Wims, 1991; Schonert-Reichl,

Elliott, & Bill, 1993). Breen and Quaglia (1991) reported that rural students "...aspire to lower levels of higher education, express lower levels of self-confidence in completing the degree requirements, and expect to pursue higher education for a shorter time than urban students" (p.223). Haller and Virkler (1993) found that the difference between aspirations of rural youth and non-rural youth existed because of the lower socioeconomic status of many rural families. Youth aspire to what they know or can imagine. Due to the lack of role models and career diversity, the aspirations of rural youth are limited by the geographical and cultural contact of their communities (Haller & Virkler, 1993). This finding is also consistent with the conceptual framework which forms the theoretical basis of this study (Figure 1). The result suggest that in providing career counselling and guidance to students, teachers and counsellors need to take cognizance of the biological and cultural characteristics of the students including their ethnic background and school setting.

CHAPTER SEVEN

RELEVANCE OF SECONDARY SCHOOL STUDENTS' CAREER ASPIRATIONS TO THE ECONOMY OF GHANA

Introduction

A major concern of this study was to examine how the career aspirations of secondary school students in Ghana relate to the economy of the country. One aspect of this investigation was to determine the proportions and the characteristics of students who aspire to the various sectors of the economy (see Research question four). The sectors identified were government sector employment, private sector employment, Non-Governmental Organization, self-employment or entrepreneurship and other sectors which did not fall into any of the aforementioned categories such as Trade Union and chieftaincy positions. The study further examined the relationship between the proportions of students who aspire towards the critical professions and the proportions of manpower required by the nation in those professions (see Research question five).

Sectors of the Economy and Students' Career Aspirations

Table 62 shows that government sector employment attracted the highest proportion (51.4%) of the respondents. This was followed by the private sector which had attraction for 29.2 percent of the respondents. Employment in Non-Governmental Organizations (NGOs) was favoured by a substantial proportion (7.0%) of the respondents.

**Table 62: Distribution of Respondents by the Sectors of the Economy they
Aspire to Work In**

Sector of Economy	Frequency	Percent
Government	1230	51.4
Private	683	29.2
NGO	163	7.0
Self-employment	222	9.5
Other sectors	69	2.9
Total	2340	100

Table 63 presents a comparison of the sectors of the economy where students wish to work in future and the sectors where their fathers work.

**Table 63: Comparison of the Sectors of the Economy Students Aspire to
Work In and Sectors their Fathers are Employed**

Sector	Student's aspiration		Father's employer	
	No.	%	No.	%
Government	1230	51.4	926	39.6
Private	683	29.2	339	14.5
NGO	163	7.0	27	1.2
Self-employment	222	9.5	979	41.8
Other sectors	69	2.9	69	21.9
Total	2340	100	2340	100

The majority (51.4%) of students aspire to work in the government sector whilst the bulk (41.8%) of their fathers was in self-employment. Chi-square (χ^2) test of independence computation revealed that the relationship between the sectors of the economy where students wish to work and where their fathers were working was significant at the .05 level, $\chi^2 (16, N = 2340) = 75.313, p=.000$ (Table 64). A symmetric measure produced a contingency coefficient of .177 indicating just a slight relationship.

Table 65 shows the sectors of the economy students aspire to work in and the employment sectors of their mothers. While 69.8 percent of mothers were self-employed only 9.5 percent of their children desired to be self-employed.

Table 64: Cross Tabulation of Fathers' Employers with Sectors Students

Aspire to Work In

Father's employer	Sector students wish to work									
	Government		Private		NGO		Self		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Government	500	21.4	252	10.8	67	2.9	80	3.4	27	1.2
Private	125	5.3	149	6.4	26	1.1	35	1.5	4	0.2
NGO	7	0.3	7	0.3	4	0.2	5	0.2	4	0.2
Self Employ't	536	22.9	258	11.0	61	2.6	93	4.0	31	1.3
Other sectors	35	1.5	17	0.7	5	0.2	9	0.4	3	0.1
Total	1203	51.4	683	29.2	163	7.0	222	9.5	69	2.9

$\chi^2 (16, N = 2340) = 75.313, p=.000$

Table 65: Distribution of Students by the Sectors of the Economy they Wish to Work In and their Mothers' Employers

Sector	Student's Aspiration		Mother's Employer	
	No.	%	No.	%
Government	1230	51.4	508	21.7
Private	683	29.2	139	5.9
NGO	163	7.0	15	0.6
Self-employment	222	9.5	1633	69.8
Other sectors	69	2.9	45	1.9
Total	2340	100	2340	100

Table 66: Crosstabulation of Mothers' Employers with Sectors Students Aspire to Work In

Mother's employer	Sector students wish to work									
	Government		Private		NGO		Self		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Government	261	11.2	146	6.2	44	1.9	47	2.0	10	0.4
Private	60	2.6	50	2.1	8	0.3	17	0.7	4	0.2
NGO	6	0.3	3	0.1	3	0.1	2	0.1	1	0.1
Self employ	857	36.6	467	20.0	106	4.5	149	6.4	54	2.3
Other	19	0.8	17	0.7	2	0.1	7	0.3	-	-
Total	1203	51.4	683	29.2	163	7.0	222	9.5	69	2.9

$\chi^2(16, N=2340) = 22.036, p=.142$

Private sector employment and work with Non-Governmental Organizations (NGOs) were more popular with students than it was with their mothers. Computation of chi-square (χ^2) of independence between the sectors of the economy students wish to work in and the sectors their mothers were engaged in revealed that the relationship was not significant at the .05 level, χ^2 (16, n=2340) =22.036, p=.142 (Table 66). The calculation yielded a contingency coefficient of .097 indicating that the relationship was negligible.

The extent to which gender influences the aspirations of students towards the various sectors of the economy was investigated. Table 67 presents the descriptive statistics on the relationship between gender and the sectors of the economy where students aspire to work.

Table 67: Distribution of Respondents by Sex and the Sectors of the Economy they Aspire to Work In

Sector of the Economy	Sex					
	Female		Male		Total	
	No.	%	No.	%	No.	%
Government	647	51.1	556	51.7	1203	51.4
Private	383	30.3	300	27.9	683	29.2
NGO	77	6.1	86	8.0	163	7.0
Self-employment	120	9.5	102	9.5	222	9.5
Other sectors	38	3.0	31	2.9	96	2.9
Total	1265	100	1075	100	2340	100

χ^2 (4, N = 2340) = 4.809, P = 0.307

The proportions of male and female students who indicated their desire to work in the specified sectors of the economy were strikingly equivalent. Chi-square (χ^2) test indicated that there was no significant difference in the aspirations of the students on the basis of their gender, χ^2 (4, N=2340) = 4.809, p = 0.307. Thus the wish to work in the various sectors of the economy is not dependent on gender.

The influence of school setting on students' aspirations to work in the various sectors of the economy was also examined. Table 68 presents the result.

Table 68: Distribution of Respondents by School Setting and the Sectors of the Economy they Aspire to Work In

Sector of the Economy	School setting							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Government	587	42.1	409	62.3	207	71.1	1203	51.4
Private	486	34.9	147	22.4	50	17.2	683	29.2
NGO	102	7.3	49	7.5	12	4.1	163	7.0
Self-employment	169	12.1	36	5.5	17	5.8	222	9.5
Other sectors	49	3.5	15	2.3	5	1.7	69	2.9
Total	1393	100	656	100	291	100	2340	100

$$\chi^2 (8, N=2340) = 134.057, p = .000$$

As can be seen in Table 68 the proportion of students who had the desire to work in the government sector was highest among the rural students and decreased through students from small towns to urban students. On the other

hand, private sector employment attracted the highest proportion of students from the urban schools and this decreased through from students from small towns to rural students. Chi-square (χ^2) test computation showed that the differences in the proportions were significant at the .05 level, χ^2 (8, N=2340) =134.057, p=.000. This means that the desire to work in the various sectors of the economy varied by school setting. Employment in Non-Governmental Organizations (NGOs) which is a more recent development was more popular with the urban and small town students than the rural students.

The type of school students attend (boys, girls or mixed) appears to have some influence on their desire to work in specific sectors of the economy. The data on this is shown in Table 69.

Table 69: Distribution of Respondents by School-Type and the Sector of the Economy they Aspire to Work In

Sector of the Economy	School-Type							
	Mixed		Boys		Girls		Total	
	No.	%	No.	%	No.	%	No.	%
Government	943	58.2	105	36.3	155	36.0	1203	51.4
Private	404	24.9	118	40.8	161	37.4	683	29.2
NGO	104	6.4	17	5.9	42	9.8	163	7.0
Self-employment	130	8.0	33	11.4	59	13.7	222	9.5
Other sectors	40	2.5	16	5.5	13	3.0	69	2.9
Total	1621	100	289	100	430	100	2340	100

χ^2 (8, N=2340) =107.327, p=.000

As seen from Table 69 government sector employment was much favoured by students in mixed schools with 58.2 percent of them choosing that option. Students in 'boys only' schools most preferred private sector employment whilst students in 'girls only' schools relatively preferred NGO and self-employment. The difference in the proportion of students in the different school types as indicated by their desire to work in the different sectors of the economy was significant at the .05 level $\chi^2 (8, N = 2340) = 107.327, p=.000$ (Table 69).

Table 70 presents the frequency distribution of the respondents by their residential status and the sectors of the economy they would like to work.

Table 70: Distribution of Respondents by their Residential Status and the Sector of The Economy they Aspire to Work In

Sector of the Economy	Residential Status					
	Day		Boarding		Total	
	No.	%	No.	%	No.	%
Government	321	65.9	882	47.6	1203	51.4
Private	93	19.1	590	31.8	683	29.2
NGO	22	4.5	141	7.6	163	7.0
Self-employment	36	7.4	186	10.0	222	9.5
Other sectors	15	3.1	54	2.9	96	2.9
Total	487	100	1853	100	2340	100

$\chi^2 (4, N = 2340) = 54.794, p=.000$

As seen in Table 70 the majority (65.9%) of non-residential students aspire to work in the government sector. This by far exceeds the proportion of residential students who desire to work in the same sector. The proportions of

residential students who indicated their aspirations to work in the other sectors of the economy, especially the private sector, far exceeded the proportions of day students who wished to work in those sectors. The difference in the proportions of day and boarding students who aspire to work in the various sectors of the economy was significant at the .05 level, $\chi^2(4, N=2340) = 54.794, p=.000$ (Table 70).

Table 71 also depicts the frequency and percentage distribution of the preferences of the students categorized by the size of the settlements where they usually resided and sectors of the economy they wished to work. The majority (60.5%) of students who usually resided in rural areas preferred to work in the government sector and this proportion exceeded the proportions of students from either the small towns or the urban settlements who wished to work in the government sector.

Table 71: Distribution of Respondents by their Usual Places of Residence and the Sectors of the Economy they Aspire to Work In

Sector of the Economy	Usual Place of Residence							
	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Government	358	40.8	511	56.1	334	60.5	1203	51.4
Private	338	38.05	228	25.0	117	21.2	683	29.2
NGO	52	5.9	71	7.8	40	7.2	163	7.0
Self-employment	110	12.5	73	8.0	39	7.1	222	9.5
Other sectors	19	2.2	28	3.1	22	4.0	69	2.9
Total	877	100	911	100	552	100	2340	100

$\chi^2(8, N=2340) = 95.985, p=.000$

In proportionate terms, students who usually resided in the urban areas were more interested in private sector and self-employment than their counterparts in either the small town or the rural areas. Employment with NGOs was more popular with small town and rural students than it was with the urban residents. Aspiration to work in the various sectors of the economy varied by the places they usually resided, $\chi^2 (8, N=2340) = 95.985, p=0.000$.

In Table 72 is presented the frequency and percentage distribution of students by their academic programmes and the sectors of the economy they wish to work in.

Table 72: Distribution of Respondents by their Academic Programmes and the Sectors of the Economy they Aspire to Work In

Sector of the economy	Academic Programme							
	Voc/Tech		Business		Arts		Science/Agric	
	No.	%	No.	%	No.	%	No.	%
Government	215	42.7	236	50.0	505	58.0	247	50.3
Private	149	29.6	164	34.7	212	24.2	158	32.2
NGO	28	5.6	32	6.8	75	8.6	28	5.7
Self-employment	94	18.7	27	5.7	56	6.4	45	9.2
Other sectors	18	3.6	13	2.8	25	2.9	13	2.6
Total	504	100	472	100	870	100	491	100

$\chi^2 (12, N = 2340) = 95.762, P = .000$

By proportion, Arts (58.0%) students found government sector employment more favourable than students in the other programme areas did. Whereas government sector employment was the least popular with Vocational-

technical students, they found self-employment more attractive than students in the other programme areas did. Relatively, Business students had higher proportions from their group expressing interest in private sector employment than the other students. Chi-square (χ^2) computation revealed that aspiration to work in the various sectors of the economy differed by the academic programmes of students. $\chi^2 (12, N = 2340) = 95.762, P = .000$

Table 73 shows the frequency and percentage distribution of the respondents by their ethnic background and the sectors of the economy they aspire to work in.

Table 73: Distribution of Respondents by their Ethnic Groups and the Sectors of the Economy they Aspire to Work In

Sector of the economy	Ethnic Group							
	Fanti		Ashanti		Bulsa/Frafra		Others	
	No.	%	No.	%	No.	%	No.	%
Government	234	48.4	343	51.6	302	58.2	324	48.1
Private	156	32.3	207	31.1	95	18.3	225	33.4
NGO	30	6.2	30	4.5	68	13.1	35	5.2
Self-employment	51	10.6	76	11.4	27	5.2	68	10.1
Other sectors	12	2.5	9	1.4	27	5.2	21	3.1
Total	483	100	665	100	519	100	673	100

$\chi^2 (12, N=2340) = 100.390, p = .000$

As seen in Table 73, the proportion of students from the Bulsa/Frafra ethnic group interested in government sector and NGO employment were higher

than the proportions from any other ethnic groups. Government sector employment had the least attraction for Fantis, who rather dominated the other ethnic groups in expressing interest in private sector employment. Self-employment was more popular with Ashanti (11.4%) and Fanti (10.0%) students. Aspirations among the students towards specific sectors of the economy varied by their ethnic background, $\chi^2 (12, N=2340) = 100.390, p = .000$.

Occupational Aspiration and Work Environments in the Economy

The direction of students' occupational aspirations with reference to the six work environments postulated by Holland was investigated. Besides the general pattern of students' aspirations in the various work environments, three variables of interest on this theme were gender, the size of settlement where respondents usually resided and their ethnic background.

Table 74 shows the frequency and percentage distribution of students by the work environments they wish to work in after their education. Enterprising work environment had attraction for the largest proportion of respondents (32.5%). This was followed by the social (20.6%) and investigative (20.1%) work environments in order of popularity. The differences in students' preferences for the various work environments were significant at the .05 level.

Table 74: Distribution of Respondents by their Preferred Occupational Environments

Occupational Environment	Frequency	Percent
Realistic	187	8.0
Artistic	245	10.5
Enterprising	760	32.5
Investigative	471	20.1
Social	483	20.6
Conventional	83	3.5
Others	111	4.7
Total	2340	100

$\chi^2 (6, N=2340) = 1090.999, p = .000$

With reference to gender, female students had greater attraction to artistic and social work environment than their male counterparts (Table 75). The male students on the other hand favoured the enterprising, investigative and realistic work environment than the female students. Interest among the conventional work environment was almost at par. Chi-square (χ^2) test showed that attraction to the various work environments varied by gender, $\chi^2 (6, N = 2340) = 208.432, P = .000$.

Table 75: Distribution of Respondents by Gender and their Preferred**Occupational Environment**

Occupational Environment	Female		Male		Total	
	No.	%	No.	%	No.	%
Realistic	56	4.5	131	12.2	187	8.0
Artistic	179	13.5	71	6.9	245	10.5
Enterprising	416	30.5	396	34.8	760	32.5
Investigative	212	13.9	306	27.4	471	20.1
Social	355	28.1	128	11.9	483	20.6
Conventional	46	3.4	43	3.7	83	3.5
Total	1265	100	1075	100	2340	100

$$\chi^2 (6, N=2340) = 208.432, p=.000$$

The size of settlement where students usually resided also related significantly to their preferred work environment (Table 76). Relatively higher proportions of students who usually resided in urban areas showed more interest in enterprising, artistic and conventional work environments than their counterparts in the other two settlements. Students resident in small towns were slightly ahead of the urban and rural students, in relative proportions, in expressing interest in investigative work environment. Rural students, on the other hand, stood out among their other counterparts in indicating their desire to work in social and realistic work environments. Chi-square (χ^2) test revealed significant difference in the aspirations of students from the different settlements.

Table 76: Distribution of Respondents by the Size of the Settlement where they Usually Reside and their Preferred Occupational Environment

Occupational Environment	Urban		Small town		Rural		Total	
	No.	%	No.	%	No.	%	No.	%
Realistic	67	7.6	74	8.1	46	8.3	187	8.0
Artistic	108	12.3	95	10.4	42	7.6	245	10.5
Enterprising	322	36.7	289	31.7	149	27.0	760	32.5
Investigative	170	19.4	196	21.5	105	19.0	471	20.1
Social	123	14.0	194	21.3	166	30.1	483	20.6
Conventional	44	5.0	20	2.2	19	3.4	83	3.5
Total	877	100	911	100	552	100	2340	100

$\chi^2 (12, N=2340) = 71.704, p = .000$

Among the ethnic groups, there were significant variations in their aspirations to work in the various work environments. As could be seen in Table 77, the first ethnic group with the largest proportion showing interest in the various work environments was as follows: Realistic: Balsa/Frafra (8.9%); Artistic: Ashantis (12.6%); Enterprising: Ashantis (35.2%); Investigative: Ashanti (22.6%); Social: Balsa/Frafra (32.2%) and Conventional: Fantis (5.2%). Further analysis revealed that a higher proportion of Ga (38.5%) students than any other ethnic group were interested in enterprising work environment. This was also true of Ewe students in respect of realistic work environment. The variations in the aspirations of students in their ethnic groups were significant at the .05 level of significance.

Table 77: Distribution of Respondents by their Ethnic Groups and their Preferred Occupational Environment

Occupational environment	Ethnic Group							
	Fanti		Ashanti		Bulsa/Frafra		Other	
	No.	%	No.	%	No.	%	No.	%
Realistic	38	7.9	47	7.1	46	8.9	56	8.3
Artistic	55	11.4	84	12.6	51	9.8	55	8.2
Enterprising	168	34.8	234	35.2	127	24.5	231	34.3
Investigative	67	13.9	150	22.6	103	19.8	151	22.4
Social	102	21.1	98	14.7	167	32.2	116	17.2
Conventional	25	5.2	26	3.9	9	1.7	23	3.4
Others	28	5.8	26	3.9	16	3.1	41	6.1
Total	483	100	665	100	519	100	673	100

$\chi^2 (18, N = 2340) = 99.579, p = .000$

Students' Career Aspirations and Critical Manpower Needs of Ghana

An objective in this study was to determine how the career aspirations of Senior Secondary School students in Ghana relate to some selected critical manpower needs of the country. In this regard, the teaching and medical professions were selected for the analysis. Specifically, primary school teaching and medicine were used. These professions were chosen for two major reasons. First, they were typical of the skilled areas of high demand in the economy and yet in short supply. Secondly, unlike the other critical professions (see p.75) data

on their projected or estimated demand in the economy of Ghana for the period of interest in this study (2000 – 2010) were available to facilitate the analysis.

Table 78 presents a comparison of the labour force required in some selected critical professions and the proportion of student respondents who aspire to be in those professions.

Table 78: Comparison of the Proportion of Labour Force Required in some selected Critical Professions and the Proportion of Respondents who Aspire to those Professions

Critical Profession	**Estimated labour force required (N=15million)	Percentage of estimated labour force required	Number of respondents aspiring	Percentage of sample aspiring
Teaching (Primary school teachers)	120,000	0.80	4	0.16
Medicine (Doctors)	1,500	0.01	173	7.39

**Estimate for 2010(Source: Ghana RAPID)

The statistical projection by Ghana RAPID on the required labour force in the selected professions for the year 2010 was used for the analysis on the assumption that the student participants in the study would require a maximum of 7 years from the time of the study (2003) to be fully integrated into the labour force. This reasoning was further based on the assumption that before SSS3 students settle in the world of work they require between four to seven years tertiary education or job apprenticeship.

The labour force projection used in this study was based on the report produced by the population Impact Project at the University of Ghana. It was based on projections generated by the Ghana RAPID model which is a micro-computer base model for the analysis of population impacts on development.

As seen in Table 78 the proportion of the total labour force expected to be involved in primary school teaching in 2010 is 0.80%. This figure is about five times (500%) the proportion of the research sample (0.16%) who indicated their aspiration to work as primary school teachers. This means that there is a big gap between the proportion of the labour force expected to be in primary school teaching and students who aspire to work in that sector. If this was to be generalized for the entire labour force, an acute shortage of primary school teachers might be expected.

In Table 78, the proportion of the entire labour force expected to be engaged in the medical profession in 2010 is 0.01%. On the other hand, the proportion of the research sample who aspired to be in the medical profession was 7.3%. This implies that the proportion of students who wished to be doctors was about 739 times (or 739%) the labour force needed to be medical officers. Thus if all students who had the desire to be Doctors could have their aspirations met or materialized, there might be more Medical Officers than they were needed in the economy.

Discussion and Implications

Public sector employment has attraction for students more than any other sector. This is not surprising because as the literature revealed public sector

employment has been the career destination of a large proportion of the educated youth in African countries, including Ghana, for the past several years. The decision of majority of the respondents to choose the public sector as their most preferred career destination may well have been influenced by what they know about the employment scene in Ghana. Unfortunately, as stated elsewhere in the literature review, formal sector employment in Ghana has been declining steadily since 1976 (African Development report, 1994) due to the declining economy. The implication of this is that some of the youth could face frustration if they should maintain their aspiration of working in the public sector after their education.

The proportion of the respondents who had the aspiration to work in the private sector (29.2%) was substantial and quite encouraging. The current policy of the government of Ghana is to stimulate the expansion of the private sector to serve as the engine of growth to the economy. The indication that a substantial proportion of the potential labour force is interested in working with the private sector gives some hope for a successful government policy.

It is interesting to note that no relationship existed between the sectors of the economy where students aspire to work and where their parents were employed. This is consistent with a finding which has been discussed already in chapter 6 in respect of the relationship between students' occupational aspirations and their parents' occupations. It is also consistent with the findings of Forster (1971) and Roe and Lunneborg (1990). The study indicated that generally respondents hope to acquire education at a higher level than their parents. Thus

with better education than their parents, the respondents hope to break from their fathers careers and enter their own preferred sectors of the economy.

The study revealed no significant difference between the sectors of the economy the male and female students wished to work after their education. Even though the details of their occupational aspirations showed some differences this was not the case when they were asked to indicate the sectors of the economy they would like to work. Here, again, the apparent bridging of the traditional gap between the career interest of the male and female youth could probably be attributed to the influence of feminist movement and gender advocates who have been encouraging women to see themselves as equal to men in their educational and career pursuits.

The differences found between the sectors of the economy students wish to work on the basis of their school setting, school type, residential status, academic programmes, ethnic groups and the size of the settlement they usually resided are intriguing. These findings should be of interest to Counsellors, Guidance Coordinators and Educational Planners. Since there seems to be a dearth of information from other studies to support these findings, further research in these areas may be appropriate. Suffice to mention however that the reported variations in the sectors of the economy students' wish to work based on their school setting and the places they usually reside could be the result of different levels of their career maturity. The rural students appear to be less matured since they seem to lack adequate knowledge about the various employment positions even about NGOs that have large number of them operating in the rural areas.

The proportion (32.5%) of students aspiring to enterprising work environment was greater than those of all other work environments. This is contrary to the findings among African Americans most of who were found to be interested in realistic jobs (Miller, Springer and Well, 1988; Arbona, 1989). In Ghana, the current emphasis in the economic planning paradigm is the encouragement of entrepreneurship and private sector development. It is, perhaps, a good signal for the future of the economy that a large portion of the youth wishes to be in the enterprising work environment. The challenge to human resource development officers, school guidance coordinators and educational planners is to guide the aspirations of the youth into the private sector and to moderate their interest in public sector employment.

The interest of student respondents in social work environment was also quite high and attracted a proportion (20.6%) that came only next after enterprising work environment. This compares favourably with the pattern found among African-Americans (Miller, Springer and Well, 1988). The specific proportion of the African-American respondents interested in the social work environment was, however, not reported. In the current study, the investigative work environment attracted the next highest proportion (20.1%) of respondents. Agencies and professionals responsible for human resources development and planning in Ghana should be interested in the preferred work environments of the youth as these have implications for the future of the economy.

It is fascinating to note that students' preferences for work environment varied by gender, the size of the settlement where they usually resided, and their ethnic background. It will be interesting to investigate to adduce the factors that

account for these differences. Meanwhile, it may well be that the influence of some traditional stereotyping could account for some of the variations. As revealed in the study, the male students demonstrated greater interest in the enterprising and investigative work environments than their female counterparts while the opposite was true for social and artistic work environments. This is consistent with the trend in traditional gender work preferences found by earlier researchers like Foster (1970), Reis (1987), and Shapiro and Crowley (1982).

The greater interest shown by urban students in enterprising and artistic work environments than their other colleagues could also be the effect of environmental factors. The impact of the emerging industrialization and commercialization of the Ghanaian economy as well as the booming artistic industry (fashions, music, and entertainment) are more likely to be greatly felt by students in the urban centres than those in the rural areas. On the other hand, students from rural areas with low socio-economic background are more likely to be attracted to social work like teaching (especially at the basic school level) which commands some prestige in the rural areas.

Ashantis are generally perceived as traditionally enterprising; it is therefore not surprising that Ashanti students showed up strongly in demonstrating interest in enterprising work environment. Gas are predominantly urban dwellers, thus the commercial and industrial environment in Accra may have influenced the preferences of the Ga students to be interested in enterprising work.

It is noteworthy that Ashanti students indicated greater interest in Artistic work (Music, Acting, Fashion design) more than any other group. They were

followed closely by the Fantis who apparently have traditionally dominated the Artistic profession. Other striking results were the strong showing of the Balsa/Frafra students in realistic work and the Ashantis in investigative professions. Further studies are needed on these findings since there appears to be no earlier studies to corroborate these results.

The study revealed that a critical labour need in Ghana like primary school teaching has attraction to just a small proportion of SSS students and this falls far short of the proportion of labour force that would be needed in that area of employment in the country at the time these students would constitute the main labour corps. GIMPA (1995) has identified teaching as one of the critical manpower needs in serious short supply in the country. The result in this study indicates that if something radical is not done about it the problem may persist for a long time. This situation may well apply to other critical manpower needs of Ghana as identified by GIMPA (1995) including Financial Management Experts, Auditors, Policy Analysts, Management Information Specialists, Lecturers, Architects and Surveyors some of which attracted very small proportion of students or were not chosen by any of the respondents.

A relatively large proportion of the respondents have the aspiration to be Doctors (Medical Officers) – a proportion which is far greater than what will be required in the economy. The finding here is similar to an earlier finding by Foster (1971). As Foster rightly pointed out, Medicine has traditionally been a great profession in Ghana; thus it is not surprising that students should show extensive preference for it. An issue of concern here, however, is that in practice only a small proportion of each cohort of students actually gain access into the

Medical profession for a variety of reasons including limited training facilities and limitations imposed by students' own scholastic ability, aptitudes and socio-economic situations. It would appear then from this finding that students' hopes and career aspirations are by no means realistic when viewed against the actual job opportunities open to them. As presented in the conceptual framework (Fig. 1) such unrealistic career aspiration among students could lead to frustration and eventually, unemployment or misguided economic adventures in foreign countries.

CHAPTER EIGHT

RELATIONSHIP BETWEEN STUDENTS' CAREER ASPIRATIONS AND THEIR DESIRE TO EMIGRATE FROM GHANA

Introduction

An important dimension of career aspirations of the educated individuals is the places they aspire to work. Educated people who aspire to work in foreign countries and actually carry out their plans into effect deny their country of its manpower resources.

The problem of brain drain has been the bane of most African countries and Ghana is no exception. Even though this problem started several years ago, the momentum it has gained in recent years is unprecedented. Concerns expressed about the implications of this unfortunate phenomenon for the economy of Ghana has brought to the fore the need to find an effective and a lasting solution to the canker. One appropriate way to the solution of this problem is to find out what the youth, who are the prospective labour supply stock of the country, think and feel about the "brain drain" and how their career aspirations relate to the phenomenon. This will give a clue as to what ought to be done to stem the tide of the brain drain. Research question six was posed to direct this aspect of the study. Responses to questionnaire items 37-42 were used to answer the research question.

Career Aspirations of the Educated and their Geographical Mobility

The survey instrument required respondents to indicate in order of preference the places they wished to work after completing their education. Table 79 presents the results of students' expressed preferences.

Table 79: Distribution of Respondents by their Preferences of Places they Aspire to Work after Schooling

Place	Preferences						
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	No.	No.	No.	No.	No.	No.	No.
	%	%	%	%	%	%	%
Home town	536	223	261	331	604	303	82
	22.9	9.5	11.2	14.1	25.8	12.9	3.5
Accra	332	792	566	349	198	87	16
	14.2	33.8	24.2	14.9	8.5	3.7	0.7
Kumasi	211	463	765	496	256	120	29
	9.0	19.8	32.7	21.2	10.9	5.1	1.2
Any large town in Ghana	208	384	400	738	439	6.8	12
	8.9	16.4	17.1	31.5	18.8	159	0.5
Any rural area in Ghana	103	152	159	229	600	945	152
	4.4	6.5	6.8	9.8	25.6	40.3	6.5
Abroad (eg USA, UK)	942	336	187	166	184	456	69
	40.3	14.4	8.0	7.1	7.9	19.5	2.9
Other	36	32	27	39	84	198	1924
	1.5	1.4	1.2	1.7	3.6	8.5	82.2

A large proportion (40.3%) of students indicated that working outside Ghana is their first target of aspiration. This finding is consistent with the general observation people usually make that most people in Ghana have the desire to travel and live in Western countries. It is also consistent with the report of ISSER (2004) on the rate of brain drain in Ghana. Interestingly, 22.9 percent of the students preferred to work in their hometown above any other place. Casual interview with some of the students who were in that category revealed that they were those who wanted to appear patriotic. Indeed, the majority of those students chose working outside Ghana as the last (sixth position of the six areas given) preference.

Table 79 further indicates that the second most preferred place of work by the students was Accra (33.8%). This was followed by Kumasi (32.7%), any large town or city in Ghana (31.5%), the hometown of respondents (25.8%), with any rural area in Ghana (40.3%) trailing in the order of preferences. It is not surprising that Accra and Kumasi were chosen in the 2nd and 3rd positions by the students. This is because these are the two largest and most urbanized cities in Ghana which are also the most well endowed with social amenities including well equipped hospitals, schools, and communication facilities which most educated people would like to have access to. Working in the rural areas has always been the least preferred experience for the educated people in Ghana not only because these places are deprived of social amenities but also because of the stigma attached to it. It is no wonder that in this study, aspiring to work in the rural area turned out to be the least desired by students.

A total of 1362 (56.2%) of the student respondents indicated as first preference their aspiration to stay and work in Ghana after their schooling as against 942 (40.3%) who wish to leave Ghana and work abroad. Chi-square (χ^2) test revealed a significant difference in the variation of the students' preferences, $\chi^2 (1, N = 12304,) = 76.56, P = .05$. Thus the proportion of students who have the aspiration to stay and work in Ghana after their education is significantly higher than the proportion of students who wish to migrate to foreign countries. Notwithstanding this result, the indication that over 40 percent of the youth in school have the desire to leave the country to work abroad after school should be a cause of concern for manpower planners and Guidance and Counselling practitioner in Ghana.

Differences among Students in their Aspirations to Work Abroad/Overseas

Table A-8 presents the frequency and percentage distribution of students by their demographic characteristics and the order in which they expressed their preference to work in foreign countries (abroad) after their education in Ghana. Table 80 also shows the chi-square (χ^2) results on the frequency distribution of students' expressed order of preferences to work abroad with reference to their demographic characteristics.

Chi-square (χ^2) computation (Table 80) produced no significant result on the variable of gender. This implies that the preferences of students to work abroad were independent of their sex. The chi-square (χ^2) test results on the variables of age, school setting, ethnic group, the size of settlement students usually resided, academic programme and regions where schools were located,

however, produced significant results. Thus students' preferences to work abroad were dependent on the aforementioned variables.

With reference to the age of the respondents, the aspiration to work abroad was more prevalent among the younger students. The proportions of the students

Table 80: Chi-Square (χ^2) Test Results on Students' Expressed Order of Preferences to Work Abroad (Outside Ghana) on the Basis of their Demographic Characteristics

Variable	χ^2 value	DF	Sig. level	Contingency Coefficient
Gender	6.991	6	0.322	0.055
Age	53.190	30	0.000*	0.149
School setting	57.518	12	0.000*	0.155
Ethnic group	104.205	42	0.000*	0.206
Usual place of residence	50.417	12	0.000*	0.145
Academic programme	85.190	36	0.000*	0.187
School-type	22.022	12	0.037*	0.097

Significant at .05 level

who indicated working abroad as their first preference varied inversely with age (16 years: 53.6%; 17 years: 43.3%; 18 years; 41.1%; 19 years; 37.1%; 20 years: 34.6% and 21years and above; 32.9%). With respect to ethnic groupings among the respondents, Ewe students had the highest proportion (52.6%) amongst them choosing working abroad as their first preference with the Balsa/Frafra students presenting the lowest proportion (32.6%) with that aspiration. While only 6% of Ewe students ranked working abroad as their last (6th) preference, a significant

proportion of Balsa/Frafra students (31.0%) gave it such low ranking. Based on students' usual places of residence, the study revealed that the proportion of urban students (43.2%) who aspired to work in foreign countries as their first preference was greater than the proportions of students from small towns (35.8%) and rural (21.0%) students with the same aspiration. Students who usually resided in rural areas had the lowest proportion amongst them rating working abroad as their first preference.

A study of the distribution of the preferences of the students show that while majority of urban students want to travel abroad to work, their rural counterparts had the desire to migrate to work in the urban centres in Ghana especially Accra and Kumasi. Grouped in their academic programmes, Visual Arts students led all the other students in terms of the proportion (57.7%) who placed working abroad as their first preference; Agricultural science students (22.6%) showed the least interest in placing working abroad as their first preference.

With reference to the regional distribution of the respondents, students in the Central region had the highest proportion (43.5%) while Upper East students had the lowest proportion (31.1%) expressing first preference to work abroad after schooling.

Reasons for Students' Preferred Places of Work

Students were made to give reasons for the choices they made for their first preferred place of work in their career aspirations. Table 81 presents the frequency distribution of the reasons students gave for choosing working outside

Ghana as their first preference. Substantial proportion (44.5%) of them gave economic reasons. They would like to travel to work in countries where they could earn enough money to care for themselves and their families.

Table 81: Frequency Distribution of Students by the Factors that would Influence them to Migrate to work in Foreign Countries after their Education

Factor	Number	Percentage
Personal	205	21.8
Economic	419	44.5
Social	101	10.7
Educational	174	18.5
Interpersonal	29	3.1
Political	14	1.5
Total	942	100

In contrast to this, only 9.9 percent of students who chose working in their hometown as first preference gave economic reasons for their choice (Table 82). A large proportion (45.9%) of the respondents who wish to work in their hometowns gave personal reasons for their decisions. The personal reasons bordered mainly on expression of patriotism and the desire to assist in the development of their hometowns and local areas.

Table 82: Distribution of Students by Factors that Influenced their Desire to work in their Hometown after their Education as First Preference

Factor	Number	Percentage
Personal	246	45.9
Economic	53	9.9
Social	47	8.8
Educational	30	5.6
Interpersonal	109	20.3
Political	51	9.5
Total	536	100

Students' Perceptions on the Brain Drain from Ghana

Respondents were asked to indicate how they would describe the attitude of people who leave Ghana after schooling to work in foreign countries. The frequency distribution of their responses is shown in Table 83.

Table 83: Students' Perceptions about the Attitude of People who Leave Ghana to Work Abroad after Schooling

Responses	Frequency	Percent
Very appropriate	538	23.0
Appropriate	596	25.5
Inappropriate	461	19.7
Very inappropriate	339	16.6
Don't know	356	15.2
Total	2340	100

$\chi^2 (4, N = 2340) = 85.722, p = .000$

As seen in Table 83, 48.5 percent of the respondents perceived the emigration of the educated from Ghana as either very appropriate (23.0%) or appropriate (25.5%) as against 36.3 percent who saw it as inappropriate (19.7%) or very inappropriate (16.6%). The proportion of respondents who remained neutral in their views on the issue was rather too large (15.2%). It appears that even though participants were assured of anonymity, some of them saw this issue to be so sensitive that they preferred to remain neutral lest they would be seen as either unpatriotic or conservative. A more important concern about the findings on the issue at stake is the large proportion of students who think that leaving Ghana to work abroad, after obtaining one's education at the expense of the nation, is right. This is alarming because if the students who are the potential future labour force in Ghana should translate their views into action in future with respect to where they would like to work, the position of the manpower supply to the economy could be severely affected. Chi-square (χ^2) computation on the views of students produced a significant result at the .05 level, $\chi^2 (4, N= 2340) = 86.722$, $p = .000$. This indicates that the students generally consider the attitude of the educated who travel abroad to work as appropriate.

Table A-7 presents the frequency and percentage distribution of the responses of students on their evaluation of the attitude of the educated who migrate abroad with reference to their demographic characteristics or variables of interest in the study. In Tables 84 and 85 are shown the independent t-test and one-way ANOVA results respectively on the views expressed by the students on the basis of their demographic characteristics.

Table 84: Independent T-Test Results on Students' Perceptions about the Attitude of the Educated who Migrate from Ghana

Variable	Group	N	Mean	SD	DF	T	Sig.
Sex	Female	1265	3.2648	1.38	2338	.794	.427
	Male	1075	3.2195	1.38			
Residential Status	Day	487	3.4620	1.39	2338	3.944	.000
	Boarding	1853	3.1867	1.36			

Table 85: One-Way ANOVA Results on Students' Perceptions about the Attitude of the Educated who Migrate from Ghana

Variable	Source	SS	Df	MS	F	Sig
Age	Between	13.714	5	2.743	1.452	.202
	Within	4421.67	2334	1.889		
School type	Between	9.527	2	4.764	2.523	.080
	Within	4412.14	2337	1.888		
Programme	Between	28.179	6	4.697	2.494	.021*
	Within	4393.487	2333	1.883		
Ethnic Group	Between	69.674	7	9.948	5.330	.000*
	Within	4352.032	2332	1.866		
Usually Reside	Between	88.368	2	44.184	23.829	.000*
	Within	4333.298	2337	1.854		
Region	Between	107.322	2	53.661	29.067	.000*
	Within	4314.344	2337	1.846		
School Setting	Between	92.043	2	46.022	24.841	.000*
	Within	4329.623	2337	1.853		

*Significant at .05 level

Table 86 also presents the descriptive statistics on students' responses. Mean score of 3.1 and above indicated a view that emigration of the educated is appropriate and a mean score of 2.9 and below suggested a view that it was not appropriate. A mean score of 3.0 suggested a neutral position.

Independent t-test result shown in Table 84 indicates that there was no statistically significant difference between the views expressed by the male and female students at the alpha level of .05. Both the female (n = 1265, mean = 3.26) and male (n = 1075, mean = 3.22) were quite in agreement that it was appropriate for the educated to emigrate from Ghana.

The independent t-test result (Table 84), however shows that there was a statistically significant difference between the views expressed by the day and boarding students at the alpha level of .05. The day students (n = 489, mean = 3.46) presented a stronger view about the appropriateness of the emigration of the educated from Ghana than did the boarding students (n = 1853, mean = 3.19).

The one-way ANOVA results presented in Table 85 show that views expressed by students on the appropriateness of the brain drain were not statistically significant at the alpha level of .05 on the basis of their age and school-type. On the other hand, the views were statistically significant with respect to student's ethnic background, the size of the community where they usually resided, school setting and the geographical zones (region) where their schools were located. Post Hoc Tests of multiple comparisons using Tukey and Scheffe tests proved consistently that among the ethnic groups the actual differences were located between Fantis (n = 483, mean = 2.99) and Balsa/Frafra (n = 519, mean = 3.47) and also between Fantis and Ashantis (n = 665, mean =

3.30). Between Fantis and Balsa/Frafra students the mean difference was -.4783 significant at .000 (Tukey) and -.4783 significant at .000 (Scheffe). Also between Fantis and Ashantis the mean difference was -.4783 significant at .004 (Tukey).

It can be seen from the descriptive statistics in Table 80 that among the ethnic groups represented in the study only the Fantis (n = 483, mean = 2.9938) indicated that leaving Ghana to work abroad after schooling is inappropriate. The Balsa/Frafra students (n = 519, mean = 3.4721) came up strongly followed by Ashantis (n = 665, mean = 3.3038) and Brongs (n = 70, mean = 3.3000) in expressing the view that emigration of the educated from Ghana is appropriate.

The One - Way ANOVA result revealed that the views expressed by students in different school settings were statistically significant at the .05 level (Table 85). Post Hoc Tests of multiple comparison using Tukey and Scheffe tests proved consistently that the actual differences were between the views of urban and students from small towns (mean difference = - . 4543, significant at .000) and also between small town and rural students (mean difference = . 3128, significant at.003).

The descriptive statistics on students' view regarding emigration of the educated from Ghana is shown in Table 86.

**Table 86: Descriptive Statistics on Students' Perceptions about the Attitude
of the Educated who Migrate from Ghana**

Variable	Group	Number	Mean	Standard Deviation
Gender	Female	1265	3.2642	1.3778
	Male	1075	3.2203	1.3717
Age	16 years	56	2.9821	1.2862
	17	522	3.1961	1.3179
	18	1000	3.2140	1.3821
	19	501	3.3353	1.4069
	20	182	3.3791	1.4080
	21 and above	79	3.2658	1.4116
Residential	Day	489	3.4620	1.3930
Status	Boarding	1853	3.1869	1.3647
School Setting	Urban	1393	3.0991	1.3546
	Small towns	656	3.5534	1.2853
	Rural	291	3.2440	1.5460
Ethnic group	Fanti	483	2.9938	1.4061
	Ashanti	665	3.3038	1.3492
	Ewe	114	3.1053	1.3328
	Ga	91	3.1319	1.3351
	Brong Ahafo	70	3.3000	1.3116
	Other Akans	266	3.1203	1.4197
	Bulsa/Frafra	519	3.4721	1.3452
	Others	132	3.3788	1.3509

Table 86 continued

Variable	Group	Number	Mean	Standard Deviation
Usual place of residence	Urban	877	3.0932	1.3757
	Small towns	911	3.4007	1.3379
	Rural	552	3.3841	1.3782
Academic programmes	Agric.	62	3.5968	1.3485
	Business	469	3.2537	1.2917
	Arts	870	3.2908	1.4091
	Science	431	3.2204	1.3225
	Visual Arts	206	3.0049	1.4466
	Home Econs	258	3.1589	1.4421
	Technical	44	3.5682	1.1891
School type	Mixed	1621	3.2622	1.4180
	Boys	289	3.0761	1.2860
	Girls	430	3.2884	1.2574
Region	Central	873	2.9931	1.4028
	Ashanti	1020	3.3167	1.3418
	Upper East	447	3.5682	1.3085

As seen in Table 86 students from small town setting (n = 656, mean = 3.5534) were more in approval of the emigration of the educated than their urban (n = 1393, mean = 3.0991) and rural (n = 291, mean = 3.2440) counterparts.

The One – Way ANOVA results also indicated that on the basis of the size of the settlement where students usually resided there was a significant difference in their views (Table 85). Post – Hoc Tests of multiple comparison using Tukey and Scheffe tests proved that the real differences were between the views of students from small towns and urban areas (mean difference -.4075, significant at .000) and also between urban and rural students (mean difference .3909,

significant at .000). As revealed in the descriptive statistics (Table 86) respondents who usually resided in small towns presented the strongest view that emigration of the educated is appropriate.

A comparison of the views of the respondents on the basis of the regions where their schools were located revealed that there was significant difference in the views by One-Way ANOVA at .05 level (Table 85). Post Hoc tests by Tukey and Scheffe indicated that the difference between the views of each pair of the student groups by their geographical regions was significant (Central and Ashanti with mean difference of -.3235, significant = .000; Central and Upper East : mean difference -.5751, significant at .000; Ashanti and Upper East mean difference -.2516, significant =.003). Table 86 shows that while students in the Central region saw the attitude of educated people leaving Ghana as inappropriate (n =873, mean = 2.9931) those in the Upper East region did not only perceive it as appropriate but they also presented the strongest view of acceptance of that attitude (n =447, mean = 3.5682).

On the basis of their academic programmes, Agricultural Science students (n=62, mean=3.5968) were the most expressive in approving the attitude of the educated people who emigrate from Ghana. Students offering Visual Arts (n=602, mean=3.0049) presented the weakest view, even though they also agreed that leaving Ghana after schooling is appropriate.

In considering the views of the students from the type of schools they attended, students from all boys schools (n=289, mean=3.0761) were the most moderate in approving the attitude of those who migrate from Ghana after school. Students from the girls (n=430, mean=3.2884) and mixed (n=1621, mean =

3.2622) schools were more forthright in approving the attitude of the educated emigrants from Ghana.

Reasons Why the Educated Migrate from Ghana

The study requested respondents to express their views by indicating the extent to which they agreed or disagreed to some suggested reasons why educated people leave Ghana for abroad to work after schooling (Item 39 of Appendix B). Table 87 presents a summary of the descriptive statistics on the responses of the students to the items.

Table 87: Descriptive Statistics on Students' View as to Why the Educated People Migrate from Ghana

	N	Mean	S. Dev.
Further their education	2340	4.5175	.6752
Take advantage of work study facilities	2339	4.4220	.7920
Place they can get very high benefits for their education	2340	4.3996	.3310
Seek economic prosperity	2338	4.2357	.8257
Take advantage of job opportunities	2340	4.0991	.9793
Escape from unemployment	2340	4.0487	1.0981
International respect for certificate	2340	3.8534	1.0471
For adventure	2340	3.5244	1.0514
Take advantage of short supply of skilled workers	2340	3.4731	1.1898
Escape from unrealistic family and social expectations	2340	3.2303	1.1643
Rejection of social life in Ghana	2340	3.1722	1.1995
Rejection of values in Ghana	2340	3.0081	1.1941
Rejection of political climate in Ghana	2340	2.9791	1.1885

A mean score of 3.1 and above indicated agreement to the suggestions and a mean score of 2.9 and below suggested disagreement. A mean score of 3.0 showed a neutral response.

As could be seen in Table 87 the respondents accepted all the suggestions presented as factors that influence the educated people to migrate from Ghana except the last two. This obviously has implications for students' own aspirations to migrate to work abroad after their education.

Tables A-9 to A-16 present the results of the analyses of the views expressed by the students with reference to their demographic characteristics on why the educated migrate overseas from Ghana. Specifically, Tables A-9 and A-10 present the t-test results of the views expressed by the students on the basis of gender and residential status respectively. The One-Way ANOVA results are also presented to show the comparison of the views of the students on the issues with respect to the following variables: age (Table A-11), school setting (Table A-12), ethnic groups (Table A-13), their usual places of residence (Table A-14), type of school attended (Table A-15), and academic programmes (Table A-16).

Items are significant if the probability level (significant level) equals or is less than the .05 level of significance. An item is said to be significant if there is statistically significant difference in the views expressed on the item by the various groups of respondents within a particular variable such as gender, age, or ethnic groups.

Significant gender differences were recorded on the views that educated people leave Ghana for overseas to take advantage of easy job opportunities, to further their education, to take advantage of international respect for certificates

obtained in Ghana, for economic prosperity, a rejection of the values in Ghana, for adventure and to escape from unemployment (Table A-9). Table 88 presents the independent t-test results obtained by combining the responses of students on the suggestions in item 39 (Appendix B). The results show that in spite of the differences between the views of the male and female students on some of the individual items, there was generally no statistically significant difference between their views at .05 alpha level on why some educated people leave Ghana after their education, $t(2338) = 1.40, p = .16$.

The residential status of students also predicted differences in the views of students on the suggestions that educated people travel overseas to reject social life in Ghana, to seek economic prosperity, to reject the values in Ghana, to escape from unemployment, to seek high benefit for their education, to take advantage of work-study facilities, to escape from social and family demand, and to take advantage of short supply of skilled workers in the Western countries (Table A-10).

Independent t-test result (group) obtained by combining the responses of students on the suggestions in item 39 of Appendix B indicates that although there were differences in the views of residential and non-residential students on some specific items, generally there was no significant difference at the .05 level between their views on why some educated people migrate from Ghana, $t(2338) = .806, p = .420$ (Table 88).

The views of students in the various age groups were also significantly different on the suggestions that educated people travel abroad to reject social life in Ghana, to take advantage of easy job opportunity to further their education, to

Table 88: Independent T-Test Results on Students' Views on Reasons Why Educated People Emigrate from Ghana after Schooling (Group Statistics)

Variable	Group	N	Mean	SD	DF	T	Sig
Sex	Female	1265	49.13	6.30	2338	1.40	.160
	Male	1075	48.75	6.67			
Residential	Day	487	49.19	6.94	2338	.806	.420
Status	Boarding	1853	48.90	6.36			

take advantage of international respect for Ghanaian certificates, for adventure, to reject values in Ghana, to escape from family and social demand, to take advantage of short supply of skilled workers in the Western countries, and to reject the political climate in Ghana (Table A-11).

One-way ANOVA result (group) obtained by combining the responses of students to the suggestions in item 39 (Appendix B) revealed that the variation in the views of the different age groups was significant $F(5, 2334) = 4.27, P = .001$ (Table 89). Post Hoc test of multiple comparisons using Tukey and Scheffe tests revealed that the actual difference was between the 17-year and the 19-year groups.

Table A -12 shows that significant differences were found in the views of students on the basis of their school setting on some specific items, namely, that the educated migrate from Ghana to seek economic prosperity; to reject social life in Ghana, to take advantage of easy job opportunity; to take advantage of international respect for Ghanaian certificates; to take advantage of work-study

opportunities; to obtain high benefit for their education; to reject values in Ghana; to escape from unrealistic family and social expectation; and to take advantage of short supply of skilled workers in the Western countries. A One- Way ANOVA computed on the combined responses of the students to the suggestions in item 39 (Appendix B) revealed that generally the differences in the views expressed by students from the various school settings were significant, $F(2, 2337) = 4.847$, $P = .008$ (Table 89). Post Hoc tests of multiple comparisons using Scheffe and Tukey revealed that the significant difference was actually located between the rural students and those from small towns.

Table 89: One-Way ANOVA Result on the Views of Students on some Suggested Reasons Why Educated People Leave Ghana for Abroad after Schooling (Group Statistics)

Variable	Source	SS	Df	MS	F	Sig
Age	Between	890.48	5	178.10	4.27	.001*
	Within	97376.33	2334	41.72		
School Type	Between	419.6	2	209.82	5.01	.007*
	Within	97847.18	2337	41.87		
Programme	Between	543.90	6	90.650	2.164	.044*
	Within	97722.91	2333	41.887		
Ethnic group	Between	377.666	7	53.952	1.285	.253
	Within	97889.146	2332	41.976		
Size of settlement	Between	151.663	2	75.832	1.806	.165
	Within	98115.148	2337	41.982		
School setting	Between	405.958	2	202.984	4.847	.008*
	Within	97860.84	2337	41.875		

*significant at .05 level

One-way ANOVA computation (Table A-13) on the individual items in the survey instrument (item 39) revealed that students' ethnic background predicted differences in the view that educated people migrate from Ghana to seek economic prosperity, to reject social life in Ghana, for easy job opportunity, to obtain high benefit from their education, to take advantage of shortage of skilled workers, to reject values in Ghana, to escape from unemployment, to take advantage of work-study facilities overseas, and to reject the political climate in Ghana. In spite of the differences recorded in students' opinions on some specific items, the one-way ANOVA result on the combined responses of students by ethnic groups on the suggestions in item 39 (Appendix B) presented no significant difference, $f(7,2332)=1.285$, $P=.253$ (Table 89).

As can be seen in Table A-14 the places where students usually resided predicted differences in the view that educated people migrate from Ghana to seek economic prosperity, to reject social life in Ghana, for further studies, to escape from unrealistic family and social demands, to take advantage of short supply of skilled labour, to reject values in Ghana, to look for high benefit for their education, to escape from unemployment, to take advantage of work study facilities abroad and to reject the political climate in Ghana. Computation of One-way ANOVA from the combined responses of the students by the size of settlement where they usually resided on suggestions in item 39 however did not produce any statistically significant difference $f(2,2337) = 1.806$, $p=.165$ (Table 89).

Table A-15 presents item by item analysis using the One-way ANOVA on the responses of students by the type of schools they attended to the suggestions

in item 39 (Appendix B). As can be seen in Table A-15 significant differences were found in the opinion of the students on all the items except on the item that the educated people migrate from Ghana to take advantage of job opportunities overseas. The differences in the views of students by the types of schools they attended were confirmed by the result of the grouped One-way ANOVA result obtained by combining the responses of the students on all the items (39(i) – xiii). The result was $f(2, 2337) = 5.01, p = .007$. Post Hoc tests of multiple comparisons using Scheffe and Tukey tests proved consistently that the actual difference was between students from mixed and “girls only” schools.

In Table A-16 is presented item by item analysis using One-way ANOVA to determine the differences in the views of students from the various academic programme areas on the suggestions in item 39(Appendix B). It can be seen from Table A-16 that significant differences were recorded in the views of the students at the .05 alpha level on eleven of the items. These were on the view that the educated people migrate to reject social life in Ghana; to take advantage of work-study facilities; to reject the political life in Ghana; to further their education; to take advantage of international respect for certificates from Ghana; to seek economic prosperity; for adventure; to reject the values in Ghana; to escape from unemployment; to escape from family and social expectations; and to take advantage of the short simply of skilled workers in the Western countries. One-Way ANOVA result obtained by combining the responses of students on all the suggestions in item 39 revealed that the differences in the views of the students from the various programme areas were significant at the .05 level, $F(6, 2333) = 2.164, p = .044$ (Table 89).

Discussion and implications

One very striking finding of the study is the attitude among secondary school students that it is appropriate for educated people to leave Ghana to work abroad after their schooling. Clearly, this result is consistent with the empirical trend in Ghana which suggests that many people, both literate and illiterates, perceive the tendency of travelling overseas to look for work as the most prudent thing to do to salvage oneself from economic hardship. It is also consistent with the observation by Gould (1993) on the trend of international migration from the Third World countries to the First World countries. The Human Development Report (1992) has observed that "migration from one country to another is usually difficult and sometimes dangerous. But for many of the world's poorest people it is the most rational move" (p.58).

It is note worthy that students expressed similar views on the appropriateness of the migration of the educated regardless of their gender, age or type of school they attended. On the contrary students' residential status, school setting, ethnic background, academic programme, and the size of the settlement where they usually resided related to the extent to which they perceived how appropriate it was for the educated to migrate from Ghana.

The day students (n=489, mean =3.46) were more forthright than the boarding students (n=1853, mean = 3.19) in expressing the appropriateness of the migration of the educated. With reference to school settings, students from small towns expressed the strongest view (n=656, mean=3.55). Among the ethnic groups, Fantis (n=483, mean =2.99) rejected the migration of the educated as inappropriate while the Balsa/Frafra students (n =519, mean = 3.47) and the

Ashantis (n=665, mean =3.30) as well as the Brongs were more in support of migration of the educated to foreign countries. Also students who usually resided in small towns (n=911, mean 3.40) gave the strongest endorsement to the practice relative to their urban (n=877 mean =3.09) and rural (n =552, mean=3.38) counterparts.

The question then is: What are the reasons behind the pattern of students' responses presented above and what are their implications for students' career aspirations and manpower supply of Ghana?

The study revealed that respondents felt strongly that the most prominent reason that motivates the educated to migrate overseas is to acquire further education. It is difficult to see how this thinking relates to any aspect of the demographic characteristic of student. It, however, fits very well into the conceptual framework of this study (Fig. 1). This is also consistent with an earlier finding by Foster (1971). It further affirms the observation of Gould (1993), even though he rates this issue as the third motivating factor. Many educated Ghanaians seem to have the aspiration to pursue post-graduate studies in Western Advanced countries especially United Kingdom, United States and Canada. What appears to be unfortunate about this development is that a large number of these scholars fail to return to their home country after their education. This obviously affects the human resource supply to the country.

Respondents in the study strongly indicated that they believe the educated Ghanaians migrate overseas for economic reasons (see Table 81). Indeed, 44.5 percent of the respondents who have the aspiration to migrate to work abroad revealed that they would do so for economic reasons. The Human Development

Report (1992) has observed that many educated people from developing countries move to the developed countries as economic migrants. The report states that developing countries lose thousands of skilled people each year: engineers, doctors, scientists, and technicians. Frustrated by low pay and limited opportunities at home, they head for richer countries where their talents can be better applied and better rewarded. The finding in this study and the supporting observation just presented above very much reflect the current labour trend in Ghana. Within the last twenty years, Ghana has desperately lost a large proportion of her skilled manpower to the developed countries for economic reasons. The Human Development Report (1992) reveals that in Ghana, 60% of doctors trained in the early 1980s are now abroad leaving critical shortages in the health service. The current trend is even more serious. ISSER (2004) reports that despite the government's efforts to retain health workers in Ghana, the exodus has continued and over the 1993-2002 period, 3,157 health workers left Ghana, representing over 31% of the health personnel trained in Ghana in the same period. In spite of the harm international migration is causing to the economy of Ghana, many Ghanaians, as demonstrated in the responses of the respondents in this study, are encouraging it and wish to be part of the migration process. Over 40 percent of the respondents have the aspiration to leave Ghana after schooling to work abroad.

One basic reason for this trend of aspiration, as shown in Table 87, could be the desire to escape from unemployment. But as can be seen in the conceptual framework to the study (Fig 1) this could also be the result of inadequate career education or career guidance and counselling for the youth. This could evoke in

the youth unrealistic career aspirations which could result in frustration leading to misguided foreign adventurism.

The respondents generally did not accept the suggestions that migration of the educated to foreign countries is caused by the feeling of rejecting the values and the political climate in Ghana. The Human Development Report (1992) observes that in the 1980s, political refugees were one of the major categories of International migrants in Africa and they out-numbered economic migrants by 10 percent. Specific figures for Ghana are not readily available but they may well not be too different from what pertained on the general African scene. The perception expressed by the respondents in this study, that the values and the political atmosphere in Ghana currently could not compel the educated to migrate from Ghana, may well be an acknowledgement of the new wave of democratic political dispensation in Ghana that seems to have stemmed the tide of political refugees from the country. This obviously could impact on the aspiration or desire of people to leave Ghana to work elsewhere.

It is perhaps appropriate to examine the effects of students' demographic characteristics on their attitude towards international migration. The study revealed that non-residential students had more favourable attitude towards migration than their residential colleagues. As stated elsewhere in this work, non-residential students generally appear to belong to families with weaker financial background. On the basis of this assumption it could be said that their strong conviction that leaving Ghana to work abroad is very appropriate may be a reflection of their own sentiments to look for avenues to improve their financial lot. The same argument could be used to explain the attitude of students in the

small town school setting and those who usually resided in small town settlements. These students expressed the strongest view on the appropriateness of international migration of the educated. Their urban counterparts, who could generally have better financial background, were less in favour of the attitude of the educated elite who leave Ghana to work abroad. The rural students were less in support of the issue than their small town counterparts probably because of the moderating effect of the views of some students who were less in support of international migration. This can be inferred from the standard deviations on the variables of usual place of residence and school setting.

It is very striking that among the ethnic groups, Fanti students presented a lone voice in condemning the attitude of the educated people who leave Ghana to work overseas. The Balsa/Frafra students came up strongly to approve the attitude of international migration. The Upper East region which represented the Northern sector of the country in this study is on record as one of the most deprived and least developed areas in Ghana. It is also on record that international migrants send to their home countries remittances that can significantly improve the foreign exchange position of their countries. Individual households also benefit from money sent from abroad (Human Development Report, 1992). Against this background, it is not surprising that many students from Northern Ghana, who may have experienced deprivation, would support the idea of international migration. This view may also be an expression of their individual career aspirations.

Brong and Ashanti students followed closely the Balsa/Frafra students in expressing their approval for international migration. This is also not very strange.

Observation seems to show that these two ethnic groups have for a very long time dominated international migration in Ghana.

It was revealed from the study that over 40 percent of the student respondents have the aspiration to migrate from Ghana after their education. This figure is really alarming. Although it may be reasonable to assume that not all the students could achieve their ambition, it is obviously not healthy for the development of a country for such a large proportion of the youth to harbour such aspiration.

On the basis of their academic programmes, Agricultural Science students (n=62, mean = 3.5968) were the most forthright in approving the attitude of the educated people who emigrate from Ghana. Students offering Visual Arts (n=206, mean = 3.0049) presented the weakest view, even though they also agreed that migration from Ghana after schooling is appropriate. One would have expected Agricultural Science students to show more interest in remaining in Ghana to assist in developing the predominantly agrarian economy of the country. The indication that they are rather more interested than the other students, in migrating from Ghana after their education shows how destructive the brain drain could be to the economy of the country.

CHAPTER NINE

FACTORS INFLUENCING STUDENTS' CAREER ASPIRATIONS

Introduction

Many factors are generally accepted as being influential in the career development (and aspirations) of students (Shertzer and Stone, 1976). These involve a constellation of psychological, sociological, educational, physical, economic and other environmental factors. Although it is well known that demographic characteristics (such as ethnicity, gender, and socio-economic status) may affect or restrict the development of career aspirations, there is very little research that has studied career aspirations or development among ethnically diverse adolescents (Albert & Luzzo, 1999; Lent, Brown & Hackett, 2000; Patton & McMahan, 1999) including those in Ghana. In this study, some of the many variables external and internal to individuals, which influence their career aspirations and give direction to their career development were investigated among Ghanaian adolescent students. Research question seven directed this aspect of the study.

Items 25-29 of the students' questionnaire (Appendix B) were used for the analysis. Descriptive statistics involving percentages, mean and standard deviation as well as inferential statistics of Analysis of Variance (ANOVA) were used. Discussion on the frequency distribution of the responses makes the assumption that a combination of the multiple categories of the five point Likert-scale into three categories: Agree (strongly agree and agree), No opinion, and

Disagree (strongly disagree and disagree) presents a clearer picture of the pattern of the responses. Mean scores of 2.60 and above suggested agreement with the given statements and mean scores of 2.40 and below suggested disagreement with the statements. Mean scores between 2.41 and 2.59 indicated a neutral or uncertain position.

Personal Factors

Table A-17 shows the frequency and percentage distribution of students' responses (n=2340) to some personal factors that influence individual's career aspiration. Table 90 also presents the descriptive statistics of their responses. Students' mean score on each of the items was above 2.6. This means that students generally agreed that all the personal factors presented in Table 90 influenced their decision in choosing the work they wish to do after schooling. This affirms Gottfredson's model of occupational aspiration that personal factors such as self-concept, interest and ability are salient in occupational aspiration. Interest as a motivating factor for career aspiration received the strongest view of acceptance from students (n=2340, mean=3.8261). This is slightly different from what is in Gottfredson's (1983) presentation in which he rated other personal factors such as abilities as more crucial to the individual in focusing their career aspirations.

The least popular personal factor acceptable by the students as influencing their career aspirations was knowledge about their chosen professions (n=2265, mean=3.1567) followed by the suitability of the professions for their personality

characteristics (n=2257, mean=3.2720). These findings have implications for school guidance and counselling coordinators.

Table 90: Descriptive Statistics on Students' Responses to some Personal Factors that Influence Career Aspirations

Factor	N	Mean	Std. Deviation
I have interest	2340	3.8261	.4000
I have the mental ability	2337	3.6320	.5249
My best school subjects	2320	3.4198	.7508
I have the required aptitude	2310	3.5416	.6221
I know a lot about the profession	2265	3.1567	.7387
It will give me the opportunity to use my talent(s)	2311	3.6214	.5735
I believe it will best meet my personal needs	2306	3.5052	.6872
It will improve my self-concept	2312	3.5342	.6348
It will raise my self-esteem	2306	3.5104	.6884
It is suitable for my personality make-up	2257	3.2720	.8734
It will give me opportunity to bring hidden self	2286	3.3574	.8186

Interpersonal Factors

Table A-18 presents the frequency and percentage distribution of students' responses (n =2340) on some interpersonal factors that influence their career aspirations. The summary of descriptive statistics on their responses is shown in Table 91. Students disagreed (strongly disagree or disagree) that any of the

interpersonal factors presented in Table 91 has influence on their career aspirations (mean <2.41) except the influence of role models (n=2277, mean=2.7238) which majority (56.1%) agreed (strongly agree or agree) as having some influence on their aspirations. This means that the roles of models are of much relevance in the career development of the youth.

Table 91: Descriptive Statistics on Students' Responses to some

Interpersonal Factors that Influence Career Aspirations

Factor	N	Mean	SD
It is the same as my father's work	2257	1.6402	.8465
It is the same as my mother's work	2260	1.5239	.7269
Same as the work chosen by my best friend	2246	1.6104	.8421
Friends and classmates recommend	2266	1.7626	.9454
Adult relatives and adult friends	2278	1.9671	1.0416
My parents have chosen it for me	2274	1.7784	.9381
Same as brother's/sister's work	2263	1.6730	.8816
Basic/SSS teachers made me believe it is good work/suitable	2291	2.5015	1.1110
School counsellor(s) made me believe it is good job or it will fit me	2265	2.4137	1.0789
Church leader(s) made me believe it is good or it will fit me	2218	2.0207	.9864
Somebody taken as role model is/was in same profession	2277	2.7238	1.1406

Hill, Pettus and Hedin (1990) have hinted on the need to pay greater attention to that relationship. Students presented a neutral view (n=2340, mean=2.4496) on

the influence of teachers on their career decisions. This result is similar to that reported by Santrock (1998) except that this study reports on a higher proportion of students (50.8%), than that of Santrock (39%), who agreed that teachers have influenced their career decisions.

The impact of school counsellors had not been felt in the career development of most (55%) secondary school students who participated in the study. The least acceptable interpersonal influence on students' career aspirations was parent's occupation. Only 6.9 percent and 10.7 percent agreed (strongly agree or agree) that their mothers' and fathers' occupations respectively have some influence on their aspirations.

Work Values

Table A-19 presents the frequency and percentage distribution on students' responses (n=2340) to some work values that influence their career aspirations. Table 92 also shows the summary of descriptive statistics on their responses. A combination of the multiple categories of the five point Likert-scale into three categories: Agree (strongly agree and agree), No opinion, and Disagree (strongly disagree and disagree) brings into sharp focus the pattern that most students accept all the work values listed in Table A-19 as factors that influenced their choice of occupations except the suggestion that they chose those occupations to enable them have the opportunity to 'save plant and animal life'. This suggestion was accepted by 43.4 percent of the respondents and it attracted the lowest group mean score from the respondents (n=2094, mean=2.4876). The desire to have the 'chance to help others' (n=2340, mean 3.6262) was the most

influential work value on students' occupational choice (67.1% strongly agreed while 27.5% agreed). This was followed in order of popularity by the desire to have the opportunity to make changes in society (56.4% strongly agreed and 33.1% agreed; n=2284, mean=3.4702).

Table 92: Descriptive Statistics on Students' Responses to some Work Values that Influence Career Aspirations

Factor	N	Mean	Std. Dev.
Give me high pay/financial benefits	2293	3.229	.8751
Provide me job security	2258	3.1058	.9328
Have freedom/independence in doing it	2263	3.1489	.8646
Will help me to be original and creative	2288	3.3514	.7573
Involves regular routine	2231	2.9525	.9165
Provide me with variety of things to do	2250	3.1111	.8216
Give me power over others	2231	2.7360	1.0634
Give me chance to help others	2306	3.6262	.6107
Will offer opportunity to make changes	2284	3.4702	.7174
Make me feel important or recognised in society	2280	3.2276	.8475
Will be able to save plant and animal	2094	2.4876	1.0844

Gender-Stereotyping

Table A-20 presents the frequency and percentage distribution of the responses (n=2340) of students on gender-stereotyping factors that influence their career aspirations. In Table 93 is shown the summary of descriptive statistics of the impact of the gender-stereotyping factors.

Table 93: Descriptive Statistics on Students' Responses to some Gender Stereotyping Factors that Influence Career Aspirations

Factor	N	Mean	S D
Think it is appropriate for my sex	2246	2.7783	1.0636
Most people who do that work are same sex as me	2240	2.3799	1.0391
Been encouraged by family since it is better for my sex	2250	2.2884	1.0130
Give me chance to play sex-role in marriage	2215	2.6501	1.0528
Give me enough time to care for children	2214	2.7909	.9392
Been made to believe job is suitable for my sex	2224	2.3831	1.0153
Society generally have favourable attitude towards people in my sex-type who do it	2201	2.6901	1.0033
People of my sex-type usually become successful/rich	2229	2.8914	.9592
Not to be seen as more or less ambitious than appropriate for my sex	2131	2.6293	.9317
Skill/talent needed to do work is natural for my sex	2196	2.5510	1.0217
Duties perform at home guided career choice	2240	2.8978	.9734

Four of the gender-stereotyping factors were rejected by over 50 percent of the students as having no impact on their occupational choice. The factors which were accepted by over 50 percent as being influential in their career choice predicted only moderate impact. For example, "the duties I perform at home guided my career choice" (66.1% accepted it; n=2240, mean=2.8979), and "people of my sex-type who do that job usually become successful and rich" (66.6% accepted it; n=2229, mean=2.8914). Generally, gender-stereotyping did not prove to be a very strong influence on students' career aspirations.

Socio-economic Factors

Table A-21 presents the frequency and percentage distribution of the responses (n=2340) of students to some socio-economic factors that influence their career aspirations. Table 94 also shows the summary of descriptive statistics on the responses. Students generally agreed (strongly agree and agree) that all the socio-economic factors listed in Table 94 had some influence on their occupational choice. The factor that was most popular with students was the one which suggested that they chose their preferred occupations because they "like helping to improve community life" (54.0% strongly agreed, 38.4% agreed; n=2340, mean=3.4878). This was followed by the belief that their chosen occupations will help them live comfortable life (49.1% strongly agreed, 42.5% agreed, n=2340, mean=3.4108) and the perception that people have a lot of respect for their chosen occupations (49.7% strongly agreed, 37.6% agreed; n=2301, mean=3.3620).

It is significant to note that the prominence received here by students' desire to improve community life is an affirmation of the acceptance they gave to the item under "work values" that their chosen jobs would give them the chance to help others". It would seem then that the desire to assist others and so help improve community life is the cherish desire of most Ghanaian secondary school students. Also the desire to enjoy the prestige and the comfort one's occupation provides appear to be very important to Ghanaian youth. Rice (1984) has emphasized that many adolescents say they go into occupations simply because of its prestige value.

Table 94: Descriptive Statistics on Students' Responses to some Socio-Economic Factors that Influence Career Aspirations

Factors	N	Mean	SD
People have lot respect for work	2301	3.3620	.7597
Will become important in society	2235	3.0828	.8738
Like helping to improve community life	2288	3.4878	.6279
Can make lot of money	2275	3.1116	.8429
Has good working conditions	2250	3.3400	.7588
Community needs a lot of workers	2220	3.2698	.7873
Has high prestige value	2254	3.2848	.7422
Heard and seen a lot about work from community	2256	2.8555	.9133
Read and learnt a lot about job in books	2284	3.2947	.7402
Will enable me live comfortable life	2305	3.4108	.6705
Help avoid prolonged period of unemployment after school	2242	3.2868	.7780

General Impact of Factors that Influence Students' Career Aspirations

Table 95 presents the summation of students' opinion on the extent to which the specified factors influence their career aspirations. Personal factors were reported as having the greatest influence on students' career aspiration (n=2340, mean=37.8154). This was followed by socio-economic factors (n=2340, mean=34.6577), work values (n=2340, mean=33.2415), and gender-stereotyping (n=2340, mean=27.4214). The factors reported as having the least influence on students' career aspirations were the interpersonal factors (n=2340, mean=20.9329).

Table 95: Summative Means and Standard Deviations on Factors that Influence Students' Career Aspirations

Factor	N	Mean	Std. Deviation
Personal	2340	37.8137	4.6164
Interpersonal	2338	20.9367	6.8955
Work Values	2339	33.2381	6.0160
Gender stereotyping	2336	27.4533	8.0692
Socio-economic	2338	34.6711	5.9770

Differences among Students in the Influence of Factors that Determine their Career Aspirations

Variations in the influence of factors that determine students' career aspirations were examined with reference to the following demographic characteristics of students: gender, residential status, age, school setting, school type, ethnic background, and size of community where student usually reside.

Differences in the Influence of Personal Factors

Table A-22 presents the frequency and percentage distribution of the responses of students (n=2340) by gender on personal factors that influence their career aspirations. The one-way ANOVA results on the responses are shown in Table A-23. An item is significant if the probability level equals or less than the .05 level of significance. An item is said to be significant if there is statistically significant difference in the opinion expressed by the male and female respondents on the item. Significant gender differences were recorded in the opinions expressed on the items:

- (i) I have the mental ability to do it
- (ii) My best school subjects are related to it
- (iii) I have the required aptitude
- (iv) I know a lot about the profession, and
- (v) It will raise my self esteem

The descriptive statistics on the opinions expressed by male and female students presented in Table A-24 show that in all the aforementioned items the male students obtained higher mean scores than the female students. This implies that the male students expressed stronger affirmative view than their female counterparts on the influence of those factors on their career aspirations. The variations in their views, judging by the frequency distribution, one-way ANOVA results and the mean scores, appear to be too small to be of any practical significance. The application of one-way ANOVA to the pooled responses of students to the items in Table A-22 revealed that there was no statistically significant difference between the views of male and female students on the level of influence personal factors have on their career aspirations, $f(1, 2338) = 1.800$, $p=.180$ (Table 96). Without prejudice to this observation, the male students by their responses seem to be more confident in their intellectual capabilities and the relevance of their academic programmes to their chosen occupations.

Table A-25 presents the frequency and percentage distribution on the responses of students ($n=2340$) by residential status on personal factors that influence their career aspirations. One-way ANOVA results on their responses are

shown in Table A-26. Significant opinion difference between students by residential status was found on the item "I know a lot about the profession".

The descriptive statistics on the responses shown in Table A-27 revealed that the day students had a higher mean score ($n=473$, mean = 3.2643) on the item stated above. The finding that day students generally claim to know more about their chosen occupations than their boarding counterparts is quite interesting and needs further investigation. One-way ANOVA applied on the pooled responses to the items in Table A-25 revealed that there was no statistically significant difference between the views of day and boarding students on the extent to which personal factors influence their career aspirations, $f(1, 2338)=.526$, $p=.168$ (refer Table 96).

Table A-28 presents the frequency and percentage distribution on the responses of students ($n=2340$) by age on factors that influence their occupational aspirations. One-way ANOVA results on the responses are also presented in Table A-29. No significant difference in opinion was produced on any of the items. The variations in the mean scores of the different age groups shown in Table A-30 do not appear to be any more significant. The result of One-way ANOVA obtained from the combined responses of students to the items in Table A-28 also indicated that no significant difference existed in the views of students on the basis of age with respect to the influence of personal factors on their career aspirations, $f(5, 2334)=.582$, $p=.714$ (Table 96).

Table A-31 presents the frequency and percentage distribution on the responses of students by their school setting on personal factors that influence their career aspirations. The One-way ANOVA results on the responses are shown

in Table A-32. Significant differences in opinion expressed by the students on the basis of their school settings were on the items "I know a lot about the profession" and "it will raise my self-esteem".

The descriptive statistics presented in Table A-33 reveal that with respect to the first item stated above, students in small town school setting presented the strongest affirmative opinion. This is consistent with their choice of occupations because professions such as Nursing and Junior Secondary School teaching which were most popular with small town students are well known even to the folks from small towns and rural areas. The urban students seem not to know that much about some of the occupations of their aspirations such as Engineering, Architecture, Law, Computer programming, Economics, Pharmacy, Real Estate Development and Piloting. Students from urban schools were more concerned about the possibility of their chosen occupations raising their self-image than any other group of students. The application of One-way ANOVA to the combined responses to the items in Table A-31 revealed that generally the extent of the influence of personal factors on the career aspirations of students was not dependent on their school setting. No significant difference was recorded in their views, $f(2, 2337) = .715, p=.490$ (refer Table 96).

In Table A-34 is shown the frequency and percentage distribution on the responses of students ($n=2340$) by the type of schools they attend, on the personal factors that influence their career aspirations. One-way ANOVA results on the responses are presented in Table A-35. Significant differences in opinion were found on the items:

- (i) I have the mental ability to do that work
- (ii) My best school subjects are related to it,

Table 96: Comparison of the Perceived Influence of Personal Factors on Students' Career Aspirations (One-Way ANOVA Results on Pooled Responses)

Variable	Source	SS	DF	MS	F	Sig.
Gender	Between	38.356	1	38.356	1.800	.180
	Within	49808.407	2338	21.304		
Residential Status	Between	11.207	1	11.207	.526	.468
	Within	49835.556	2338	21.315		
Age	Between	62.111	5	12.422	.582	.714
	Within	49784.652	2334	21.330		
School Setting	Between	30.464	2	15.232	.715	.490
	Within	49816.298	2337	21.316		
School type	Between	129.293	2	64.646	3.039	.048
	Within	49717.470	2337	21.274		
Usual place of residence	Between	8.605	2	4.302	.202	.817
	Within	49838.158	2337	21.326		
Ethnic group	Between	225.321	7	32.189	1.513	.158
	Within	49621.441	2332	21.278		

- (iii) I know a lot about the profession,
- (iv) It will raise my self-esteem, and
- (v) It will improve on my self-concept.

Table A-36 presents the descriptive statistics on the opinion of students by school type on personal factors that influence their career aspirations. Students in boys' school presented the strongest affirmative responses on items (i), (ii) and (iv) whilst students in mixed schools were more positive in accepting that item (iii) stated above has some influence on their occupational aspirations. The result of One-way ANOVA obtained from the combined responses to the items in Table A-34 revealed that there was statistically significant difference in the views of students on the basis of their school-typed with respect to the extent of the influence of personal factors on their career aspirations, $f(2, 2337)=3.039, p=.048$ (Table 96). Post Hoc test using Tukey for multiple comparisons revealed that the actual difference was between the students from the "boys only" and the "girls only" schools.

Table A-37 shows the frequency and percentage distribution of responses of students ($n=2340$) by the size of settlement where they usually resided on personal factors that influence their career aspirations. There was significant difference in the opinion of students on the last two items (Table A-38). An examination of the differences in the mean opinion scores of the students by the size of the places they usually resided (Table A-39) seems to reveal that the differences were too small to be of any practical significance. The result of One-way ANOVA obtained from the combined responses to the items in Table A-37

confirmed that there was no statistically significant difference among the views of students, on the basis of their usual places of residence, with respect to the extent of the influence of personal factors on their career aspirations, $f(2, 2337) = .202$, $p=.817$ (Table 96).

Table A-40 presents the frequency and percentage distribution on responses of students ($n=2340$) by ethnic group on personal factors that influence their career aspirations. One-way ANOVA results of the responses are also presented in Table A-41. Ethnic group differences in opinion were recorded on the items

- (i) It will raise my self-esteem,
- (ii) It will give me the opportunity to bring my hidden self,
- (iii) I have the mental ability to do it, and
- (iv) It will give me the opportunity to bring out my hidden self.

Table A-42 shows the descriptive statistics on the responses of the students by ethnic groups on personal factors that influence their career aspirations. Slight variations were observed in the means of the opinion scores across ethnic groups. The application of one-way ANOVA to the combined data in Table A-40 confirmed that generally no significant difference existed among the views of the ethnic groups on the influence of personal factors on their career aspirations, $f(7, 2332) = 1.513$, $p=.158$ (refer Table 96).

Differences in the Influence of Interpersonal Factors on Students' Career

Aspirations

Frequency and percentage distribution of responses of students ($n = 2,340$) by gender on interpersonal factors that influence their career aspirations are presented in Table A-43. One-way ANOVA results on the distribution of the responses are seen in Table A-44. Significant gender difference in opinion at the 0.05 level of significance was recorded on the items "It is the same as my mother's work"; "It is the same as the work of my best friend"; and "friends and classmates recommend it".

A study of the descriptive statistics on the responses of students shown in Table A-45 reveals that the female students presented a stronger view on the first item stated above. The male students were more forthright on the last two items above. The result of One-way ANOVA obtained from the combined responses to the items in Table A-43 revealed that there was no significant difference between the views of male and female students in the extent of the influence of interpersonal factors on their career aspirations, $f(1, 2336) = .399, p = .528$ (Table 97).

Table A-46 presents the frequency and percentage distribution of the responses of students ($n=2340$) by their residential status on interpersonal factors that influence their career aspirations. The One-way ANOVA result on their

responses shown in Table A-47 indicated that significant opinion differences among the students on the basis of their residential status were on all the items in the table except "somebody I have taken as my role model is/was in the same profession". It is noteworthy that even though both the day and boarding students generally disagreed that interpersonal factors had influence on their occupational choice, the boarding students had lower mean scores than their day student counterparts on all the interpersonal items (Table A-48). The result of One-way ANOVA obtained from the combined responses to the items in Table A-46 indicated that there was a significant difference between the views of day and boarding students on the extent of the influence of interpersonal factors on their career aspirations, $f(1, 2336) = 24.681, p=.000$ (refer Table 97).

The frequency distribution on the responses of students ($n=2340$) by age on interpersonal factors that influence their career aspirations is presented in Table A-49. The One-way ANOVA results on the responses are shown in Table A-50. Significant opinion differences were recorded in eight of the items namely

- (i) It is the same as my father's work;
- (ii) It is the same as the work chosen by my best friend;
- (iii) My parents have chosen it for me;
- (iv) It is the same as my brother's or sister's work;

Table 97: Comparison of the Perceived Influence of Interpersonal Factors on Students' Career Aspirations (One-Way ANOVA Results on Pooled Responses)

Variable	Source	SS	DF	MS	F	Sig.
Gender	Between	18.963	1	18.963	.399	.528
	Within	111099.67	2336	47.560		
Residential Status	Between	1161.754	1	1161.754	24.681	.000
	Within	109956.88	2336	47.071		
Age	Between	1655.032	2	331.006	7.052	.000
	Within	109463.60	2332	46.940		
School Setting	Between	5793.070	2	2896.535	64.214	.000
	Within	105325.56	2335	45.107		
School type	Between	4671.551	2	2335.775	51.237	.000
	Within	106447.08	2335	45.588		
Usual place of residence	Between	1408.41	2	704.112	14.986	.000
	Within	109710.41	2335	46.985		
Ethnic group	Between	1407.348	7	201.050	4.270	.000
	Within	109711.28	2330	47.086		

- (v) My basic/senior secondary school level teachers have made me to believe it is a good work;

- (vi) My school counsellors have made me believe it is a good job and/or it will fit me;
- (vii) Friends and classmates recommend it; and
- (viii) My church leader made me believe that it is a good job.

It is interesting to note in Table A-51 that in six of the items listed above, the mean scores of the respondents increase with their increasing age. It could be deduced from the pattern of the distribution of the mean scores (Table A-51) and the percentages in Table A-49 that the influence of those six interpersonal factors become more salient in the career aspirations of students as they increase in age.

Computation of One-way ANOVA on the combined responses to the items in Table A-49 indicated that there was significant difference in the views of the different age groups of students on the extent of the influence of interpersonal factors on their career aspirations, $f(5, 2332) = 7.052, p=.000$ (refer Table 97). Post Hoc tests using Scheffe and Tukey for multiple comparisons revealed consistently that the actual differences were located between students in the 17 and 19 year groups with a mean difference of -1.6739 and also between the 17 and 20 years old students with a mean difference of -2.7512.

Table A-52 presents the frequency and percentage distribution on the responses of students by their school settings on interpersonal factors that influence their career aspirations. One-way ANOVA computations revealed significant differences in opinions of the urban, small town and rural students at the alpha level of .05 on all the interpersonal items presented in Table A-53 except the item "somebody I have taken as my role model is/was in the same

profession". The result of a One-way ANOVA on the combined data in Table A-52 confirmed that there was statistically significant difference in the views of students from urban, small town and rural settings on the extent to which interpersonal factors influence their career aspirations, $f(2, 2335) = 64.214, p=.000$ (Table 97). Post Hoc tests using Sheffe and Tukey for multiple comparison, revealed persistently that the mean differences (MD) were significant at .05 between urban and small town students (MD = -2.2162) as well as between small town and rural students (MD = - 2.2547) but greatest between urban and rural students (MD = 4.709). The descriptive statistics on the views of students on the influence of interpersonal factors on their career aspirations presented in Table A-54 show that the rural students consistently obtained higher mean scores than the urban and small town students while the students from small towns also consistently had higher mean scores than the urban students. This implies that the influence of interpersonal factors on students' career aspirations appears to weaken as students become more urbanized.

The frequency and percentage distribution of responses of students (n=2340) by their school-type on interpersonal factors that influence their career aspirations is presented in Table A-55. One-way ANOVA results on the responses are shown in Table A-56. Significant differences in opinion on the influence of interpersonal factors on the career aspirations of students on the basis of their school type were obtained in all the items in Table A-56. Even though the differences in the opinions were statistically significant, the low mean scores of all the groups on the interpersonal factors indicate a general disagreement that those factors have influence on their career aspirations. It is, perhaps, significant

to note that the students from mixed schools obtained the highest mean score on each of the interpersonal factors except the last one (Table A-57). This implies that interpersonal factors appear to have more influence on mixed school students than their counterparts in the single sex schools. It is also noteworthy that students in the girls-only schools obtained the lowest mean score on the item: "somebody I have taken as my role model is/was in the same profession". It would appear that most girls in secondary schools in Ghana do not have appropriate role models to serve as beacons in their career development. The boys seem not to have that problem since they generally agreed that their occupational choices were influenced by their role models.

The application of One-way ANOVA on the combined responses in Table A-55 revealed that there was a significant difference in the extent to which interpersonal factors influence students' career aspirations on the basis of their school-type, $f(2, 2335) = 51.237, p=.000$ (Table 97). Post Hoc tests using Scheffe and Tukey for multiple comparison indicated that the mean differences were significant at .05 level between mixed and boys schools (MD = 2.8213) and also between mixed and girls schools (MD = 3.2219).

Table A-58 presents the frequency and percentage distribution on the responses of students ($n=2340$), by the size of community in which they usually resided, on interpersonal factors that influence their career aspirations. One-way ANOVA results on the responses are shown in Table A-59. Significant opinion differences at the alpha level of .05 were recorded among the urban, small town and rural residents on the following items:

- i) It is the same as the work chosen by my best friend,
- ii) Friends and classmates recommended it for me,
- iii) My parents have chosen it for me,
- iv) My basic/senior secondary school level teachers have made me to believe it is a good work,
- v) My school counsellors have made me to believe it is a good work,
- vi) My church leaders have made me to believe that it is good and/or it will fit me,
- vii) Adult relatives recommend it, and
- viii) It is the same as my brother/sister's work.

The mean scores on the opinions of the students shown in Table A-60 indicate that the urban resident students consistently obtained the lowest scores on all the eight items referred to above. Thus, it can be inferred that the influence of interpersonal factors on the career aspirations of secondary school students is relatively weaker on urban students than students from small towns and rural areas.

The result of One-way ANOVA on the combined responses to the items in Table A-58 revealed that there was significant difference in students' views, on the basis of where they usually resided, on the influence of interpersonal factors on their career aspirations, $f(2, 2335) = 14.986, p=.000$ (Table 97). Post Hoc tests using Scheffe and Tukey for multiple comparisons revealed that the mean differences were significant at .05 level between urban and small town students (MD = - 1.3070) and also between urban and rural students (MD =-1.9042).

In Table A-61 is presented the frequency and percentage distribution on the responses of students (n=2340) by their ethnic groups on interpersonal factors that influence their career aspirations. The One-way ANOVA results on the responses are presented in Table A-62. Significant opinion differences among ethnic groups were recorded at the .05 level of significance on the items:

- i. It is the same as the work chosen by my best friend,
- ii. My parents have chosen it for me,
- iii. It is the same as my brothers /sisters work,
- iv. My basic/senior secondary school teachers have made me to believe
it is a good job,
- v. My school counsellors have made me believe it is a good job and
/or it will fit me,
- vi. Friends and classmates recommend it, and
- vii. My church leaders made me believe it is a good job.

Table A-63 shows that even though students generally denied the influence of interpersonal factors on their career choice, the Gas consistently had the lowest mean score while the Balsa/Frafra students had the highest mean score in all the seven items listed above. It would appear that the influence of interpersonal factors on students' occupational choice is weakest on Gas whilst it

is relatively stronger on Balsa/Frafra students than any other ethnic group involved in the study.

One-way ANOVA applied on the combined responses to the items in Table A-61 indicated that significant differences existed among the ethnic groups in the extent to which they perceive inter-personal factors as influential to their career aspirations, $f(7, 2330) = 4.270, p=.000$ (Table 97). Post Hoc test using Tukey test for multiple comparison revealed that the actual difference was located between Fantes and Northerners ($MD = 1.6016$) and also between Ashantis and Balsa/Frafra students ($MD = 1.5812$).

Differences in the Influence of Work Values on Students' Career Aspirations

The frequency and percentage distribution on the responses of students ($n=2340$) by gender on work values that influence their career aspirations is presented in Table A-64. One-way ANOVA results on the distribution of the responses are shown in Table A-65. Significant difference in the view of the male and female students was observed at the alpha level of .05 on the item "it will give me high pay/financial benefit ". The male students presented a stronger affirmative response ($n=1076, \text{mean}=3.2165$) on this view than their female counterparts ($n=1264, \text{mean}=3.1084$) (Table A-66). This suggests that pecuniary motive is more salient in the occupational aspirations of male students than female students. Statistically significant difference was also found in the views of students on the items "It will make me feel important or recognized in society"; "I will have freedom and independence"; "It will help me to be original and creative"; "It involves regular routine", "It will give me power over others" and

"it will make me feel important in society". An application of One-way ANOVA on the combined data in Table A-64 showed that there was no statistically significant difference between the male and female students in their views on the influence of work value on their career aspirations, $f(1, 2337) = 2.139, p=.144$ (Table 98).

Table A-67 presents the frequency and percentage distribution on the responses of students by residential status on work values that influence career aspirations. The One-way ANOVA results obtained on the distribution of the responses is shown in Table A-68. Differences in the responses of the day and boarding students were obtained on two of the items at the alpha level of .05. These were "It will give me power over others" and "I will be able to save plant life". The day students obtained higher mean score on both items than the boarding students (Table A-69). Generally, the day students were relatively older than the boarding students; thus their desire to have power over others may be caused by the influence of age.

The predominance of agricultural science and home economics students among the day students may also account for the strong affirmative response recorded on the second item above in respect of the day students.

The results of One-way ANOVA obtained from the combined data from Table A-67 revealed that there was significant difference between day and boarding students in their views on the influence of work values on their career aspirations, $f(1, 2337) = 5.670, p=.017$ (Table 98).

Table 98: Comparison of the Perceived Influence of Work Values on Students' Career Aspirations (One-Way ANOVA Results on Pooled Responses)

Variable	Source	SS	DF	MS	F	Sig.
Gender	Between	77.368	1	77.368	2.139	.144
	Within	84540.990	2337	36.175		
Residential Status	Between	204.814	1	204.814	5.670	.017
	Within	84413.545	2337	36.120		
Age	Between	307.045	5	61.409	1.699	.131
	Within	84311.314	2333	36.139		
School Setting	Between	461.560	2	230.780	6.406	.002
	Within	84156.799	2336	36.026		
School type	Between	1317.766	2	658.883	18.477	.000
	Within	83300.592	2338	35.660		
Usual place of residence	Between	58.465	2	29.233	.808	.446
	Within	84559.893	2336	36.199		
Ethnic group	Between	422.410	7	60.344	1.671	.112
	Within	84195.948	2331	36.120		

Table A-70 shows the frequency and percentage distribution on the responses of students (n=2340) by age on work values that influence career aspirations. The One-way ANOVA results on the responses presented in Table A-71 revealed no statistically significant difference in responses to any of the items at the .05 level of significance except on the items "It will give me power over others" and "it will give me high pay". An application of the One-way ANOVA to the combined responses to the items in Table A-70 confirmed that generally students' views on the extent of influence of work values on their career aspirations did not vary with age, $f(5, 2333) = 1.699, p=.131$ (Table 98). The mean scores of the various age groups on the work value items shown in Table A-72 indicated strong affirmative views (mean ≥ 2.50). The variations in the values of the mean scores for the item "It will give me power over others" revealed that the desire for power in the individuals increased with age.

The frequency and percentage distribution on the responses of students (n=2340), by their school settings, on work values that influence career aspirations is presented in Table A-73. One-way ANOVA results on the responses shown in Table A-74 revealed significant difference in opinion on the items "It will give me power over others", "It will provide me with job security", and "I will have freedom".

A look at the itemized ANOVA values and the frequency distribution of the responses in Table A-73 seems to indicate that the variation in the opinions were not too great. It is, however, worthy of note that the rural resident students obtained the highest mean scores on the three items mentioned above whilst the urban resident students had the lowest mean score (Table A-75). It would appear

then that the rural students have greater desire for security, freedom and power over others more than their urban and small town counterparts do. One-way ANOVA result obtained from the combined responses to the items in Table A-73 indicated that generally students' views on the extent of the influence of work values on their career aspirations differed with school settings, $f(2, 2336) = 6.406$, $p=.002$ (refer Table 98). Post Hoc test using Scheffe and Tukey for multiple comparison revealed that the mean difference was significant at .05 between the views of the rural and urban students ($MD = 1.2772$).

Table A-76 presents the frequency and percentage distribution on the responses of students ($n=2340$) by their school-type on work values that influence career aspiration. One-way ANOVA computations revealed significant results on the views of students from the three school types at alpha level of .05 on all the items in Table A-77 except two. These were:

- (i) It will give me chance to help others; and
- (ii) It will offer me opportunity to make changes in society.

The mean scores of students by their school type on work values that influence career aspirations are shown in Table A-78. Students in "boy's only" schools presented the strongest view that their occupational choices were influenced by the desire to have the opportunity to make changes in society.

Application of One-way ANOVA on the combined responses to the items in Table A-76 revealed that there was significant difference in the views of students from the various school types with respect to the extent of influence of work values on their career aspirations, $f(2, 2338) = 18.477$, $p=.000$ (Table 98).

Post Hoc test using Scheffe and Tukey test for multiple comparisons indicated that the mean difference was significant at .05 level between students from mixed and girls schools (MD =1.8554) and also between mixed and boys schools (MD = 2.1121).

The frequency and percentage distribution on the responses of students (n=2340) by the size of the community where they usually resided, on work values that influence career aspiration is presented in Table A-79. One-way ANOVA results on the responses are also seen in Table A-80. Significant difference in the views of the urban, small town and rural students was found on the view "I will be able to save plant and animal life" and "it will help me to be original and creative". Table A-81 shows that students who usually resided in urban centres presented the weakest view on the influence of the first aforementioned factor on their career aspirations. This is consistent with the pattern of occupational choice of students discussed in chapter 5 in that the urban students showed very little interest in plant and animal related professions.

Computation of One-way ANOVA on the combined responses to the items in Table A-79 confirmed that students' views on the extent of the influence of work values on their career aspirations generally did not vary with the size of the settlement in which they usually resided, $f(2, 2336) = .808, p=.446$ (see Table 98).

Table A-82 presents the frequency and percentage distribution on the responses of students(n=2340) by their ethnic groups on work values that influence career aspirations. One-way ANOVA computations at alpha level of .05 on the responses to the various items (Table A-83) show that there were

significant differences in the views of the various ethnic groups of the following items:

- (i) It will provide me with job security,
- (ii) It will help me to be original and creative;
- (iii) It will provide me with variety of things to do; and
- (iv) It will give me chance to help others.

Table A-84 reveals the Balsa/Frafra students were the least concerned about job security (item (i) above). Brong students present the strongest view of acceptance on item (ii) above whilst Fanti students were more acceptant of the influence of item (iii) and (iv) above respectively on their career aspiration.

The results of One-way ANOVA obtained from the combined responses to the items in Table A-82 indicated that no significant differences existed in the views of students on the basis of ethnic groups with respect to the extent of the influence of work values on their career aspirations, $f(7, 2331) = 1.671, p=.112$ (Table 98).

Differences in the Influence of Gender-Stereotyping on Students' Career Aspirations

Table A-85 presents the frequency and percentage distribution on the responses of students by gender on gender-stereotyping factors that influence their career aspirations. As seen in Table A-86 significance differences were obtained in the views of the male and female students on three of the items at .05 level of significance. These were:

- i. Society generally have favourable attitude towards people in that job if they are of my sex-type,
- ii. I do not want to be seen as more or less ambitious than is appropriate for my sex type, and
- iii. It will give me enough time to care for my children.

The mean scores shown in Table A-87 reveal that in item (i) outlined above, the female students presented a stronger affirmative view than their male counterparts did. The male students, on the other hand were more in agreement of item (ii) above.

Result of One-way ANOVA performed on the combined data in Table A-85 revealed that there was no significant difference between male and female students in their views on the extent of the influence of gender stereotyping on their career aspirations, $f(1, 2334) = 3.547, p=.060$ (Table 99).

The frequency and percentage distribution on the responses of students ($n=2340$) by their residential status on gender stereotyping factors that influence career aspirations is presented in Table A-88. The ANOVA results on the distribution of the responses are shown in Table A-89. Statistically significant difference in opinions of the day and boarding students at the 0.05 level of significance was recorded on the item 'I have been encouraged by my family to do it since it is better for my sex-type'. The boarding students had a lower mean score on the aforementioned item (Table A-90) and thus had a more negative view on the statement. It appears then that the influence of gender-stereotyping by family members on the career aspirations of boarding students is less than what

day students experience. Significant opinion differences between day and boarding students were also recorded on the items:

- (i) Most people who do that work are of the same sex as me,
- (ii) It will give me enough time to care for my children,
- (iii) I have been made to believe that the job is suitable for people of my sex-type.

Table A-90 shows that on all the three items outlined above the day students presented the stronger affirmative views. One-Way ANOVA result obtained from the combined responses to the items in Table A-89 indicated that there was a statistically significant difference between day and boarding students in their view on the extent to which gender-stereotyping influence their career aspirations, $f(1, 2334) = 7.387, p=.007$ (Table 99).

Table A-91 shows the frequency and percentage distribution on the responses of students ($n=2340$) by age on gender stereotyping factors that influence career aspirations. One-way ANOVA results on the distribution of the responses are shown in Table A-92. Significant age differences in opinion at the alpha level of .05 were observed in the following items:

- (i) I have been encouraged by my family to do it since it is better for my sex;
- (ii) It will give me enough time to care for my children;
- (iii) I have been made to believe that the job is suitable for people of my sex-type;
- (iv) The duties I perform at home guided my career choice.'

Table 99: Comparison of the Perceived Influence of Gender-Stereotyping on Students' Career Aspirations (One-Way ANOVA Result on Pooled Responses)

Variable	Source	SS	DF	MS	F	Sig.
Gender	Between	230.728	1	230.728	3.547	.060
	Within	151804.19	2334	65.040		
Residential Status	Between	479.678	1	479.678	7.387	.007
	Within	151555.24	2334	64.934		
Age	Between	1867.751	5	373.550	5.796	.000
	Within	150167.16	2330	64.449		
School Setting	Between	4896.852	2	2448.426	38.822	.000
	Within	147138.06	2333	63.068		
School type	Between	5146.481	2	2573.241	40.870	.000
	Within	146888.43	2333	62.961		
Usual place of residence	Between	924.119	2	462.059	7.134	.001
	Within	151110.80	2333	64.771		
Ethnic group	Between	785.028	7	112.147	1.726	.098
	Within	151249.89	2328	64.970		

- (v) Not to be more or less ambitious than is appropriate for my sex type.

A study of Table A-93 reveals that in the five items listed above, students in the 19 and 21 years groups presented relatively stronger affirmative view than their counterparts in the other year groups did. It may be inferred that the influence of gender stereotyping on secondary school students on their career aspirations is relatively stronger on students in the 19–21 year group than their counterparts in the other year groups.

Computation of One-way ANOVA on the combined data in Table A-91 revealed that the extent to which students agreed that gender stereotyping had influence on their career aspirations varied with age, $f(5, 2330) = 5.796, p=.000$ (Table 99). Post Hoc test using Tukey test for multiple comparisons indicated that the mean difference was significant at .05 between 17 and 19 years old students (MD = - 1.95) and also between the 18 and 19 years old students (MD = 1.6878).

Table A-94 presents the frequency and percentage distribution on the responses of students (n=2340) by their school setting on gender stereotyping factors that influence career aspirations. One-way ANOVA results obtained from computations on the distribution of the responses revealed statistically significant difference at the probability level of .05 on all the items except two (Table A-95). Thus, the views expressed by students on the influence of gender stereotyping on their career aspirations were dependent on their school setting (rural, small town or urban). Rural students presented the strongest affirmative view (highest mean

score) on eight out of the eleven items on gender stereotyping (Table A- 96). This indicates that students in rural school setting accept the influence of gender stereotyping on their career aspirations more than urban and small town students do.

The result of One-way ANOVA computed on the combined responses to the items in Table A-94 revealed that significant difference existed among students from the various school setting in their views on the extent to which gender stereo-typing influence their career aspirations, $f(2, 2333) = 38.822$, $p=.000$ (Table 9). Follow-up tests using Scheffe and Tukey tests for multiple comparison revealed that the mean difference was significant at .05 level between urban and small town students ($MD = - 2.7767$) and also between rural and urban students ($MD = 3.3643$).

Table A-97 presents the frequency and percentage distribution on the responses of students by their school type on gender stereotyping factors that influence their career aspirations. Significant differences in opinion at the .05 level were recorded on all the items (Table A-98). It is, perhaps, instructive to observe that students in mixed school consistently presented the highest affirmative view on the influence of gender-stereotyping on their career choice (Table A-99). Students in 'girls-only' schools, on the other hand, consistently had the lowest mean score on gender-stereotyping factors. One-way ANOVA conducted on the combined scores of the responses to the items in Table A-97 showed that the views of students on the extent of the influence of gender-stereotyping on their career aspirations vary by the type of school students attended, $f(2, 2333) = 40.870$, $p=.000$ (Table 99). Post Hoc tests using Scheffe

and Tukey tests for multiple comparisons indicated consistently that the actual significant difference was between students from mixed and boys schools (MD = 2.3619) and between mixed and girls schools (MD = 3.6134).

The frequency and percentage distribution on the responses of students (n=2340), by the size of the settlement where they usually resided, on gender-stereotyping factors that influence career aspirations is shown in (Table A-100). One-way ANOVA results on the responses are presented in Table A-101. One item that proved significant at the .05 level of significance was the item labelled "it will give me enough time to care for my children". This implies that views expressed by students on this item were dependent on the size of settlement where students usually resided. Table A-102 shows that rural students presented the strongest affirmative view on the item referred to above. Urban students had the lowest mean score. It appears from this finding that rural youth place much more value on children than small town and urban youth. Other items in Table A-101 that proved significant at the .05 level were:

- (i) 'I have been encouraged by my family to do it since it is better for my sex',
- (ii) 'I have been made to believe that the job is suitable for people of my sex-type',
- (iii) 'I do not want to be seen as more or less ambitious that is appropriate for my sex-type', and
- (iv) 'The duties I perform at home guided my career choice'.

Application of One-way ANOVA to the combined scores from the responses to the items in Table A-100 indicated that the views of students on the extent of the influence of gender stereotyping on their career aspirations varied by the type of settlement students usually resided, $f(2, 2333) = 7.134, p=.001$ (see Table 99). Post Hoc tests using Scheffe and Tukey tests for multiple comparisons proved consistently that the mean difference was significant at .05 level between urban and small town students (MD = -1.2064) and also between urban and rural students (MD = -1.3512).

Table A-103 presents the frequency and percentage distribution on the responses of students (n=2340) by ethnic groups on gender stereotyping factors that influence career aspirations. Statistically significant difference was observed in the opinions expressed by the students on five of the gender stereotyping items presented in Table A-104. The mean scores of students' opinions on gender stereotyping factors, on the basis of their ethnic groups, are shown in Table A-105. Some variations were observed in the mean scores but many of them were too small to produce any significant results.

The combined responses in Table A-103 produced no statistically significant result that showed that the views expressed by students on the extent of the influence of gender stereotyping on their career aspirations varied by ethnic groups, $f(7, 2328) = 1.726, p=.098$ (Table 99).

Differences in the Influence of Socio-Economic Factors on Students' Career Aspirations

Table A-106 presents the frequency and percentage distribution on the responses of students (n=2340) by gender on socio-economic factors that influence career aspirations. Significant gender difference in opinion at .05 level of significance was obtained on the item "I can make a lot of money" (Table A-107).

An examination of the frequency distribution of the responses to the item referred to above reveals that a large proportion of male students presented stronger opinion on the item than the female students. The mean scores of responses of the students presented in Table A-108 confirmed this observation. It would appear that pecuniary motive as a factor of influence in the career choice of students was more important to male students than female students.

Computation of One-way ANOVA on the combined responses to the items in Table A-106 revealed that there was no significant difference between the male and female students in their opinions on the extent to which socio-economic factors influence their career aspirations, $f(1, 2336) = .123, p=.726$ (Table 100).

The frequency and percentage distribution of the responses of students (n=2340) by their residential status on socio-economic factors that influence their career aspirations is presented in Table A-109. As seen in Table A-110 no significant difference in opinion between the residential and non-residential students was observed on any of the socio-economic factors except on the items "it will help avoid prolong period of unemployment after school" and "it will

Table 100: Comparison of the Perceived Influence of Socio-Economic Factors on Students' Career Aspirations (One-Way ANOVA Results on Pooled Responses)

Variable	Source	SS	DF	MS	F	Sig.
Gender	Between	4.406	1	4.406	.123	.726
	Within	83483.660	2336	35.738		
Residential Status	Between	62.458	1	62.458	1.746	.186
	Within	83425.608	2336	35.713		
Age	Between	189.760	5	37.952	1.062	.379
	Within	83298.306	2332	35.720		
School Setting	Between	234.617	2	117.308	3.290	.037
	Within	83253.449	2335	35.655		
School type	Between	856.295	2	428.147	12.099	.000
	Within	82631.771	2335	35.388		
Usual place of residence	Between	74.504	2	37.252	1.043	.353
	Within	83413.561	2335	35.723		
Ethnic group	Between	262.180	7	37.454	1.049	.395
	Within	83225.885	2330	35.719		

enable me lead comfortable life". The mean scores on the students' responses shown in Table A-111 did not show much variation between the opinions of the groups.

Application of One-way ANOVA on the combined responses to the items in Table A-109 showed that no significant difference existed between day and boarding students in their views on the extent to which socio-economic factors influenced their career aspirations, $f(1, 2336) = 1.746, p=.186$ (Table 100). The result of One-way ANOVA obtained from the combined responses to the items in Table A-112 shows that the views expressed by the students on the extent of influence of socio-economic factors on their career aspirations did not vary with age, $f(5, 2332) = 1.062, p=.379$ (Table 100).

The frequency and percentage distribution on the responses of students ($n= 2340$), by their school settings, on socio – economic factors that influence their career aspirations is presented in Table A-115. One-way ANOVA computation on the opinions expressed by the students shown in Table A-116 revealed that there were statistically significant differences in the items:

- (i) I can make a lot of money; and
- (ii) It has a high prestige value.
- (iii) I will become important in society.

An examination of the mean scores of students on the items referred to above reveals that urban students presented the strongest affirmative view on items (i) and (ii) (refer Table A-117). This shows that money and prestige value are more important influence on the career aspirations of urban students than rural

students. Computation of One-way ANOVA from the combined responses to the items in Table A-115 revealed that generally the views expressed by students on the extent to which socio-economic factors influenced their career aspirations did vary with school settings, $f(2, 2335) = 3.290, p=.037$ (Table 100).

Table A-118 presents the frequency and percentage distribution on the responses of students ($n=2340$) by their school type on socio – economic factors that influence their career aspirations. One-way ANOVA results on the responses are presented in Table A-119. Significant differences in opinion were observed on eight of the items. These were:

- (i) People have a lot of respect for that work
- (ii) I will become important in society
- (iii) I can make a lot of money
- (iv) It has good working conditions
- (v) It has a high prestige value
- (vi) I have heard and seen a lot about the work
- (vii) It will help me avoid prolong period of unemployment after school and
- (viii) It will enable me lead a comfortable life.

Table A-120 shows the mean scores of the students on the socio-economic items. Students from 'boys – only' schools presented the strongest affirmative view on items (i), (iii), (iv), (v), (vii) and (viii) which indicates that respect accorded to a profession, money from the work, and the prestige value of the profession were more salient to students from boys school than their counterparts from the other types of schools (girls only and mixed). Students from

the mixed schools came up strongly than those from the girls and boys schools on items (ii), and (vi) mentioned above. Thus, in their occupational choice, they were more concerned about professions that will easily give them jobs to do and also how familiar they were with the job.

One-way ANOVA computed from the pooled responses to the items in Table A-118 proved that significant difference existed among students from the different school-types in their views on the extent to which socio-economic factors influence their career aspirations, $f(2, 2335) = 12.099$, $p = .000$ (Table 100). Follow up tests using Scheffe and Tukey tests for multiple comparison revealed that the actual difference was located between mixed school students and students from girls school with a mean difference of 1.5296 significant at .05 level.

Table A-121 presents the frequency and percentage distribution on the responses of students ($n=2340$), by the size of settlements where they usually resided, on socio-economic factors that influence their career aspirations. Statistically, significant differences in opinion at the .05 alpha level were obtained on the items:

- (i) 'I can make a lot of money'
- (ii) 'The community needs a lot of workers in that post' and
- (iii) People have a lot of respect for the work.

These are evident in the One-way ANOVA results shown in Table A-122. The mean scores of the groups of students (urban, small town, and rural) are shown in Table A-123. Urban and small town students presented the strongest affirmative view on item (i) and (ii) above respectively. This affirms the

observation made elsewhere in this chapter that pecuniary motive is more salient in the career aspiration of the urban students than students from the rural areas and small towns. The small town students appear to be more concerned about community development and therefore prefer occupations that will give them the opportunity to help in community development.

The application of One-way ANOVA on the pooled responses to the items in Table A-121 showed that the views expressed by students on the extent of the influence of socio-economic factors on their career aspirations did not differ by the type of settlement where they usually resided, $f(2, 2335) = 1.043, p=.353$ (Table 100).

Table A-124 presents the frequency and percentage distribution on the responses of students ($n=2340$) by their ethnic groups on social economic factors that influence their career aspirations. One-way ANOVA results on the distribution of responses are shown in Table A-125. Five items were significant at the .05 level of significance. These were:

- (i) People have a lot of respect for that work;
- (ii) It has a high prestige value;
- (iii) I will become important in society;
- (iv) It has good working conditions; and
- (v) I can make a lot of money.

Ashanti students presented the strongest affirmative view on item (i) above (refer Table A-126) while Balsa/Frafra students presented the weakest view. Item (ii) was more salient to Ewe students and of least importance to Balsa/Frafra students.

The result of One-way ANOVA on the pooled responses to the items in Table A-124 revealed that the views expressed by students on the extent of the influence of socio-economic factors on their career aspirations did not vary with ethnic groups. $f(7, 2330) = 1.049, p=.395$ (refer Table 100).

Other Findings

(i) Prestige and income levels of occupations: Students ($n=2340$) were given a list of 55 occupations common in Ghana and they were asked to rate each of them on a five point Likert-like scale according to the prestige or respect in which they think each occupation is held (see Appendix B). The mean score could range from one to five. Table A-127 presents the descriptive statistics on the rating of the students of the occupations arranged in descending order of their prestige value. The work of the medical doctor (physician) was perceived as the most prestigious ($n=2340, \text{mean}=4.5825$). This was followed by the work of the pilot ($n=2340, \text{mean}=4.4316$), the lawyer ($n=2340, \text{mean} =4.4115$), the clergyman ($n=2340, \text{mean}=4.3684$), the accountant ($n=2340, \text{mean} =4.2915$), the banker ($n=2340, \text{mean}=4.2397$) and the university lecturer ($n=2340, \text{mean} =4.2363$). The truck pusher was given the least prestige rating ($n=2340, \text{mean}=1.4885$). This was followed by the Ditch digger ($n=2340, \text{mean}=1.9474$).

It will be interesting to investigate why some occupations such as the clergyman, pilot and the university lecturer were given the high prestige rating yet few participants have the desire to enter such professions. On the other hand, occupations such as junior secondary school teaching, secondary school teaching

and fashion designing which did not place too high in the prestige rating attracted the interest of sizeable proportions of the respondents.

Students were further asked to rate each of the 55 occupations on a five-point likert-like scale according to how they perceive the level of income earned by people in the occupations. The gradations were: 5=very high income; 4=high income; 3=average income; 2=low income; and 1=very low income. Table A-128 presents the descriptive statistics generated from the responses of students. The minimum and maximum statistics were one and five respectively. Students perceived the medical doctor (n=2340, mean=4.5667) as the highest earning professional among the list presented. This was followed by the pilot (n=2340, mean =4.5363), the lawyer (n=2340, mean 4.5167), the accountant (n=2340, mean =4.3068), the engineer (n=2340, mean =4.2842) and the businessman or merchant (n=2340, mean 4.282). In the perception of the students the truck pusher (n=2340, mean=1.4594) has the lowest income among the 55 other professionals. The next lowest earning worker, according to the rating of the students, was the street cleaner (n=2340, mean=1.8748) followed by the ditch digger (n=2340, mean =2.1248) and the farm labourer (n=2340, mean =2.1286).

It is note worthy that the three professions (medicine, piloting, and law) rated by the students as having the highest prestige were also rated as the three highest income earning professions. This pattern was also true of the three lowest rated prestigious and income earning professionals (truck pusher, street cleaner and ditch digger).

It is also interesting to note that some professionals including the clergyman and the university lecturer were rated very high in prestige but dropped in the rating with respect to income earned.

In so far as prestige and money appear to be very important factors in the career/occupational aspiration and choice of the youth in Ghana, their perceptions about the monetary and prestige values of occupations in Ghana, especially those occupations critical to the development of the nation, have some implications for the manpower needs of the country.

(ii) Relevance of Ghana's education system to manpower needs of the country:

Students were asked to indicate their opinion on whether the current structure of education in Ghana can effectively produce the required manpower needs of the country. The frequency distribution of students' responses ($n = 2340$) are presented in Table A-129. Majority (53.2%) of the respondents were of the opinion that the education system can produce the required manpower needs for the country (35.0% agreed while 18.2% also strongly agreed). Chi-square(χ^2) computation on the distribution of the responses of the male and female students did not produce any statistically significant difference, $\chi^2 (df = 4, n = 2340) = 6.354, p = .174$. It is worthy of note, however, that a significant proportion (37.3%) of the student respondents holds the view that the required manpower needs of the country can not be produced by the education system. Follow-up studies are required to investigate such perception among students and its implications.

Discussion and Implications

The study adds to the literature by explaining career aspirations and the perceived factors that influence adolescent students' career aspirations. The factors influencing the career aspirations of students are many and varied. Determining which are the most influential is a difficult task because several of the factors are covert, thus the students may not be aware of them. Nevertheless, by looking at the factors in general and then focusing in on a few of the factors this study is able to make some useful deductions and conclusions.

The result revealed that personal factors are the most influential factors in facilitating students' career aspirations. These factors include students' interest, aptitudes, abilities and personality characteristics. This finding is consistent with the tenets of the traditional Trait Factor theory as reiterated by Jassat and Liebenberg (2004). It also partly affirms Gottfredson's (1985) model of career aspirations which spotlights individual's ability, intelligence and personal interest as some of the factors that influence career aspirations. Furthermore, the result of this study gives credence to the social Learning Theory by Mitchell and Krumbolts (1990) which posits that the first category of factors that influence the career decision making path of any individual are special abilities and genetic endowment including physical appearance and other characteristics.

As pointed out in the review of literature in chapter two, personal factors including intellectual ability, aptitudes, interests, self-concept, self-esteem, identity development and other personality characteristics are very important determinant of career aspirations and development of the individual (Shertzer and Stone, 1976; Sherter 1985; Korman, 1970; Zunker, 1994; and Rice 1984). This is

consistent with the conceptual framework of the study (Fig. 1). This finding has profound implications for human resource development of the country. In recruiting people into educational and other training programmes, their personality characteristics may have to be taken into consideration in order to achieve maximum results.

The study also revealed that socio-economic factors come next only to personal factors in exerting influence on the career aspirations of adolescent secondary school students. Bell and Staw (1989) have pointed out that although people may have some choice about the career they follow, this is influenced significantly by their surrounding social and economic conditions. Individuals may be directed or attracted to a certain career by their individual skills and qualifications, or by environmental factors such as social class milieu, culture and race (Dalton, 1989; Derr, 1986; Nicholson and West 1989, Thomas and Alderfer, 1989).

The literature review in chapter two has also emphasized clearly that studies conducted elsewhere indicate that socio-economic status tend to influence the knowledge, understanding, vocational interest and aspirations of the youth (Rice, 1984; Shertzer, 1985). The findings from this study indicate that socio-economic factor have great influence on the career aspirations of Ghanaian youth as well. The result of this study is therefore consistent with these earlier studies.

It is interesting to note that the social prestige level rating of occupations by students (Table A-127) has some relationship with their choice of occupations. Occupations such as Medicine, Accounting, Engineering and Journalism, which

had high prestige rating, attracted relatively higher proportions of respondents as the targets of their career aspirations.

The study also revealed that work values have considerable influence on the career aspirations of secondary school students and it is the third most important factor they consider. This finding is consistent with the observation of Zunker (1994) as well as that of Kelly and Volz-Patton (1987) as already discussed in chapter two. These scholars, however, did not comment on the strength of the influence of work values relative to other determinants of students' career aspirations. Sue and Sue (1990) also found that cultural values play an important role in exerting significant influence in adolescents lives and the decisions they make about major events such as career choice. Some of the work values students indicated as exerting influence on their career aspirations, in order of popularity, were the desire to help others, opportunity to make changes in society, opportunity to be original and creative, to obtain high financial benefits and to feel important in society. Indeed, all the work values presented to the respondents were accepted as being influential on their career aspirations. This affirms the conceptual framework of this study (Fig.1) which recognizes work values as crucial in the career aspirations of adolescent students.

Gender-stereotyping factors were generally accepted by students as being influential in their career aspirations although they were not rated as high as personal factors, socio-economic factors or work values. It would seem then that Shertzer's (1985) observation that sex differences appear to be a diminishing factor in choosing an occupation is given credence by the result of this study. Doubtlessly, the influence of gender-stereotyping still requires some

consideration in examining the career choice of adolescents, it may well be that the influence of feminist movements and gender activists is considerably reducing the impact of gender stereotyping in the career aspirations of the youth.

The result of this study indicates that interpersonal factors have the least influence on students' career aspirations. Indeed, with the exception of role models, teachers and counsellors, the respondents gave very low rating to all the other interpersonal factors presented to them as being the reasons for their occupational choice. Among the interpersonal factors, role model received the highest mean rating (mean =2.65, SD =1.20) from students as a factor that influenced their occupational choice. Jans (2003) has observed that role models are important in shaping students' future expectations, including the range of possible career options. Through role models, young people develop a sense of their own potential awareness of a variety of careers, and realistic expectation about possible career challenges. Educators have recognized the importance of role models in motivating students, making them aware of new career options, rewards and possible obstacles in entering the workforce (Career Options Institute, 1997; Rycon and Harvey, 1999; Guindon, 1993; Smith, Bevenson, and Smith, 1981, Fenton, 1981).

Comments from teachers were seen by student respondents as one major interpersonal reason why they selected their chosen occupations. The influence from teachers was rated higher than that from other school personnel presented to the respondents. This result is consistent with the findings of Waston and Stead (1993) as well as the research result presented by Santrock (1998) and Teen in the Working World (2004).

The influence of school Guidance Coordinators was not recognised by students in this study as being influential in their career choice. This is consistent with the finding of Auster and Auster (cited in Bender, 2004) who reported that the Guidance Counsellor did not seem to be a major influence on female students' career aspirations. The little difference here is that while Auster and Auster focused only on female students this study considered the impressions given by both male and female students. Guidance Counsellors in schools are expected to have the ability to be influential when it comes to helping young teens choose a career path. Guidance Counsellors should have the resources and the understanding of the students' aspirations in order to realistically advise the adolescent in a positive manner. Although such actions should represent the norm, there has been evidence that guidance counsellors are really not doing their best in these matters. Studies have repeatedly indicated that students feel they get little or no help from their School Guidance counsellors (Ocansey, 1993; Dusek cited in Teen in Working World, 2004).

Studies have indicated that parents (Lunneborg, 1982; Young, cited by Bender, 2004) siblings (Auster and Auster cite by Bender 2004), peers (Santrock, 1998; Rice, 1984) and church leaders (Pettus and Hedin, 1990) may influence career aspirations and choices of adolescent students. Respondent in the current study, however, generally rejected the suggestion that they were aspiring towards their chosen occupations because these were the same as those of their fathers, mothers, brothers/sisters, or because friends, parents, adult relative or church leaders, recommended those occupations to them. Perhaps, what this seems to suggest is that these significant others could influence the career aspirations and

choice of students in more subtle and diverse ways but not necessarily through **direct suggestions** or getting the students to choose the same occupations these **significant others practice**.

Some theories and research have addressed the influence of demographic characteristics on career aspirations and barriers (eg. Bordin, 1990; Fitzgerald, Fassinger and Betz, 1995; Gottfredson, 1996, McWhirter et al. 1998). Research on the relationship between barriers and career development has found that barriers are perceived differently across individuals (Lent, Brown, and Hackett, 1994). Against this background, this study made some exploratory investigations into the relationship between the determinants of career aspirations and students' demographic characteristics in Ghana. As already indicated in the previous section, a number of interesting findings were made in respect of the variations of the influence of the various factors on students' career aspirations. In view of the fact that the extant literature is virtually bereft of similar studies in Ghana, these findings could be considered as exploratory and tentative until they are replicated and confirmed.

Notwithstanding the foregoing observation, some comments could be made and some conclusions drawn from the findings. No significant difference was found in students' views with respect to the influence of personal factors on their career aspirations based on gender, residential status, age, school setting, ethnic background and the size of the settlement where students usually resided. This means that personal factors are equally important to all students in aspiring towards and choosing their careers regardless of their demographic characteristics. Without prejudice to this result, it must be noted that differences

in personality characteristics such as intelligence (Rice, 1985), aptitudes (Shertzer, 1985) and self-esteem (Healy, 1973) could produce some variations in individual's career aspiration and choice.

Significant differences were found in the views of students regarding the influence of interpersonal factors on their career aspirations on the basis of their residential status, age, school setting, school type, ethnic grouping and the size of the communities where students usually resided. Day students (n=486, mean=22.3) reported greater impact of interpersonal factors on their career aspirations than their residential counterparts (n=1852, mean=20.5. Refer Table A-48). Day students are usually in more regular contact with parents, siblings, church leaders and other family members than their residential counterparts are. This could account for the greater influence these significant others have on day students than the boarding students.

The more matured students reported greater influence of interpersonal factors on their career aspirations than the younger students (Refer Table A-51). For example, those who were aged 20 years (n=182, mean = 22.7033) agreed more to the influence of interpersonal factors on their aspirations than those who were 17 years old (n=522, mean = 19.9521). Steinberg and Belsky (1991) have observed that from puberty onwards, conformity to parents' ideas and wishes declines steadily, so in relations to parents, adolescents are continually becoming more autonomous. However, in relation to peers, conformity increases during the early and middle teenage years, perhaps because at this age, adolescents do not yet have the self-assurance to stand apart from parents and friends (Brown, Classen, and Eicher, 1986; Steinberg and Silverberg, 1986). Although

interpersonal influence including peer influence on adolescents is expected to diminish by late adolescence (Steinberg and Belsky, 1991) the critical nature of career choice and the importance the youth probably attach to it could influence them to consider the views of others to some extent. It may well be that the desire to lead autonomous life free from the influence of others could be stronger in mid adolescent students than those in the late adolescent and early adulthood period and this may account for the aforementioned difference. Interpersonal factors were also reported to have greater impact on the aspirations of rural students (n=291, mean=24.2302) than that of small town (n=655, mean=21.9755) and urban (n=1392, mean=19.7593) students. Rural settlements in Ghana are generally closely knit together and this may foster greater interpersonal relationship than the urban centres where people are more individualistic because of pressures and other characteristics of modern urban life. Researchers have found that the aspiration level of youth in rural settlements is more vulnerable to the social influences in the communities due to factors of isolation, population size, and community culture. Pressure toward uniformity may be more prevalent in a rural setting than an urban setting and differences in aspirations may be due to inherent factors present in a rural setting, especially an agricultural community where distance from post-secondary educational institutions can limit student achievement (Haller and Virkler, 1993; Howell, Tung and Wade-Harper, 1996).

Among students from different school types, inter-personal factors were reported to have greater impact on the career aspirations of students from the mixed schools (n=1633, mean=21.8628) than those from the girls – only (n=440, mean = 18.6409) or boys only (n=265, mean= 19.0415). A number of factors

may account for this results. It may well be that peer influence is stronger in the mixed schools than the single sex schools. The effects of the different school environments and teacher attitude could have also influenced the results. Bender (2004) has observed that the school environment could have an important influence on the career aspirations of students. She cites a number of studies (Good, Sikes and Brophy, 1973; Haverty, 1987; Jones and Wheatley, 1989; Parker, 1987; Keby, 1976; Kahle, 1983) which conclude that if female students, for example, were treated differently in science classroom than male students, with male students being allowed to dominate the classroom, the female students might not be able to develop the skills or the confidence to consider a non-traditional science career. Apparently, the kind of interpersonal relationship in a school and its ultimate influence on students' career aspirations to some extent, depends on the school environment. According to Monaco and Gaier (1992), single-sex schools, for example, provide adolescents girls with an enriched moratorium period with respect to vocational development.

With reference to the ethnic origin, students from the Balsa/Frafra ethnic groups (N=518, mean=22.0405) reported the greatest influence of interpersonal factors on their career aspirations with the Gas reporting the weakest impact (n=91, mean = 19.5939). The northern part of Ghana remains the least developed and predominantly rural while Greater Accra (the settlement of the Gas) is the most developed and urbanized part of Ghana. Researchers have found out that the career aspirations of youth in the rural and less developed communities are more vulnerable to the social influences of members of the communities than the urban areas (Mau, 1995; Howell et al, 1996). The finding in this study is therefore in

consonance with results of previous studies. Apparently, people of the Northern Ghana extraction are more communalistic than any other ethnic group in Ghana. It is little wonder therefore to discover that interpersonal factors impact more on the career aspirations of the youth there than what the youth from any other part of Ghana experience.

The study revealed that no significant difference existed in the perceived influence of work values on students' career aspirations based on their gender, age, the size of settlement and ethnic background. On the other hand, significant differences existed in the perceived influence of work values on students' career aspirations with respect to their school settings, residential status and school types.

The finding that variations in school settings influence differently on students' work values is consistent with a number of earlier studies (Pine and Innis, 1987; Schnall, 1981). It is significant to note that the difference was mainly between the rural and urban students and not between from small town on one hand and any of the other categories of students on the other hand. It is also noteworthy that the rural students presented a stronger affirmative view ($n=291$, $mean= 34.1581$) on the influence of work values on their aspirations than the urban students did ($n=1392$, $mean = 32.9039$). It may well be that the values presented in the survey instrument, for example high pay, job security, independence, creativity, power over others are more salient for rural students than urban students in determining their career preferences.

It is also interesting to note that the finding that there was a significant difference in the influence of work values on students' career aspirations on the

basis of school type is to some extent consistent with other empirical evidence (Bartol, Anderson and Schneier, 1981; Bassoff and Ortiz 1984; Malpass and Symonds, 1974). Although the influence of school environment was the basis of assessment here, the impact of gender was apparently quite significant. Students from all-boys schools agreed more to the influence of work values on their career aspirations (n=266, mean =33.8008) than those from all girls schools (n=440, mean=31.6864). It appears then that the desire for high pay, job security, freedom, power over others and the other work values presented in the survey instrument are more important to boys in choosing their future careers than they are to girls.

The study indicated that gender and ethnic background did not predict any significant difference in the influence of gender stereotyping on students' career aspirations. This implies that the influence of gender stereotyping operates fairly equally on both male and female students just as it does on students from different ethnic backgrounds in Ghana in the choice of their careers.

It is interesting, however, that the study revealed significant differences in the views of students on the influence of gender stereotyping on their career aspirations on the basis of their residential status, age, school setting, school type and their usual places of residence.

Day students reported greater influence (n=486, mean=28.3374) of gender stereotyping on their aspirations than boarding students (n=1851, mean=27.2211). A possible explanation of this could be that day students live in their homes with their parents or guardians in the communities and therefore they are more likely to

be exposed to comments and also to play roles that promote gender stereotyping more than what boarding students may experience in school.

The result revealed that the influence of gender stereotyping on the career aspirations of students increased with the increasing age of the students. Students who were 16 years old reported the weakest influence (n=56, mean =26.00) whilst those who were 20 years old reported the strongest influence (n=182, mean=28.9286). The result of the study seems to indicate that the influence of gender stereotyping has cumulative effect on the youth and that it becomes increasingly potent in influencing their career aspirations as they get more exposed to it in their interaction with society. Further studies on this proposition may be required to confirm it.

Students from rural school setting reported greater impact of gender stereotyping on their career aspirations (n=291, mean=29.5739) than those from either small town (n=655, mean = 29.0305) or urban setting (n=1390, mean = 26.62). Similarly, students who usually resided in rural areas (n=550, mean = 28.0709) reported greater influence of gender stereotyping on their aspirations than urban students (n=876, mean = 26.6484). It would appear from these results that the influence of gender stereotyping on the youth diminishes as their habitat becomes more urbanized.

Another interesting result of the study is that students in mixed schools indicated the strongest influence of gender stereotyping on their career aspirations as compared to those from all-girls and all-boys schools. This is logical and consistent with empirical observation in that the issue of gender stereotyping could be of less concern in single sex schools than in mixed schools where the

problem of competition as well as the struggle for recognition and superiority among the sexes is likely to be more prominent. Gender stereotypical comments are more likely to be common in mixed schools than in single sex schools. Studies have found that girls who are choosing a career are influenced by what they believe boys think is appropriate female behaviour (Hawley, 1971; Watson et al 2002). Another study found girls were uncomfortable and perceived teachers gave more attention to the boys during mathematics lessons in mixed sex classrooms (Steinbeck and Gwizdala, 1995).

In examining the differences in the influence of socio-economic factors on the career aspirations of students with respect to their demographic characteristics, the study revealed that no significant differences existed in the influence on the basis of students gender, age, ethnic background and their usual places of residence. The school-type and setting of students however predicted a significant difference. Students from mixed schools reported the strongest impact of socio-economic factors on their career aspirations ($n=1632$, mean = 35.0037). This was followed by students from all-boys school ($n=266$, mean = 34.6805) and then those from all-girls schools ($n = 440$, Mean = 33.4318). Some studies (Sax, 1992; Vega, 1990; Swanson and Woike, 1997) have shown that socio-economic factors that influence the career aspirations of females may vary from that of males and that socio-economic factors such as money and prestige appear to be more salient for men than women in their career choice. This is consistent with the findings in this study and it may explain why there was a difference between the extent of influence of socio-economic factors on the aspirations of students from "all-boys" and "all-girls" schools even though the difference was not

significant. What is intriguing is why the students in the mixed schools reported the strongest impact of socioeconomic factors on their aspirations. Perhaps, the mixed school environment provides a semblance of real life situation where issues like prestige, power over others, and financial strength are of much importance in determining one's position in society. This could account for the profound emphasis students in mixed schools placed on socio-economic factors in making their career choice.

CHAPTER TEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the *summary* of the study, conclusions drawn from the findings and recommendations made for application. Limitations of the study as well as suggestions on areas for further research are also presented.

SUMMARY

Summary of conceptual framework and methodology

The directions of the career aspiration of the youth in every country have several implications for the manpower needs and planning of the country. In view of this, the study investigated the educational and career aspirations of secondary school students in Ghana and the implications of such aspirations to the critical manpower needs of the country.

Essentially the study examined the type of educational and career aspirations students hold, the directions and correlates of such aspirations as well as the significant factors influencing the aspirations. Differences in students' career and educational aspirations were also investigated.

The independent variables of interest in the study included student's *gender*, age, residential status, academic programme, type of school attended, school setting, parent's educational level, best friend's vocational aspiration, pre-secondary school career aspirations, student's ethnic group and the size of settlement where students usually resided.

The developmental – contextual life span perspective of career aspirations provided an appropriate basis for the conceptual framework of the study. The study was based on the thesis that career development among students is influenced by several factors and the dynamic interactions between those factors and this, in some cases, lead to unrealistic career aspirations and choices resulting in a disharmony between the type and quality of human resources supplied by the educational institutions and that demanded by the economy. In examining the foregoing thesis, a cross-sectional descriptive/analytic survey with an ex post facto approach was used. The target population for the study was the 73,969 final year (SSS3) students in the 476 public Senior Secondary Schools in Ghana (GES, 2003). Being a national survey, effort was made through the use of multi-stage stratified random sampling to make the sample representative enough. The accessible population was 5212 SSS3 students from 22 Senior Secondary Schools. A final sample of 2340 students had their responses used for the analysis.

Data was collected with a questionnaire developed by the researcher and hand-delivered to the respondents by the researcher and his assistants. The main study was preceded with a pilot study which helped the researcher to revise the questionnaire and sharpen its focus. The questionnaire administration yielded 93.15% return rate.

The data collected were analysed statistically with the SPSS 10.0 format. Being a descriptive/ analytic survey study, both descriptive and inferential statistics were used. These included frequencies, percentages, means, standard

deviation, chi-square (χ^2) test, t-test for mean differences, correlations and One-way Analysis of Variance (ANOVA).

Summary of results

The study revealed, among others, that

- 1 Final year Senior Secondary School students, generally, have the intention to continue full-time education after the SSS programme.
- 2 Students' intention to continue full-time education after SSS3 is not dependent on their gender, age, residential status, academic programmes, school type, usual place of residence, school setting, parents' educational levels and ethnic background.
- 3 A large proportion (77.3%) of SSS 3 students has a very high desire to continue full-time education after the SSS programme.
- 4 Students' level of desire to continue full-time education after SSS is dependent on residential status, type of school attended, school setting, academic programme, age, and parents' educational levels. The level of their desire is, however, independent of their gender, usual places of residence and ethnic background.
- 5 SSS3 students, generally, have very high or high expectation that they can continue full-time education after SSS3. The level of expectation is, however, dependent on age, residential status, school setting, school type, academic programme and parents' educational level. The level of expectation does not depend on gender, students' usual place of residence and ethnic background.

- 6 Most SSS3 students (73.6%) aspire to go to university after the SS programme.
- 7 The types of tertiary educational institutions SSS3 students wish to attend are predicted by age, gender, residential status, school-type, student's usual place of residence, father's educational level, mothers educational level, school setting, academic programme, and ethnic background.
- 8 Business programme is the most preferred academic programme for SSS3 students who intend proceeding to the tertiary education level. This is followed by Social Sciences and then Arts.
- 9 The academic programmes students wish to pursue at the post-secondary institutions are dependant on their gender, age, residential status, school type, students' usual place of residence, parents' educational level, school setting, academic programme and ethnic background.
- 10 The six occupations most frequently mentioned by SSS3 students as their future career destinations, in order of popularity, are Accountancy, Nursing, Law, Medicine, Engineering and Journalism.
- 11 Students vary in their occupational aspirations on the basis of gender, age, academic programmes, school setting, school type, and students' usual place of residence. Students' occupational aspirations however do not vary by residential status.
- 12 Career aspirations of SSS3 students relate strongly to their pre-SSS career aspirations, their career expectations, as well as their academic programmes. It, however, has a moderate relationship with best friend's career aspiration

and low relationship with father's occupation, mother's occupation, gender, age, school type, ethnic group and school setting.

- 13 Government sector employment has attraction to majority (51.4%) of SSS3 students.
- 14 Students differ in the sectors of the economy they aspire to work on the basis of their school setting, school type, residential status, academic programme, ethnic background and the size of community where they usually reside.
- 15 Enterprising work environment has attraction for students more than any other work environment. This is followed by social work environment and then investigative work environment.
- 16 The extent to which students aspire to work in the various work environments vary by gender, the size of settlement where they usually reside and their ethnic background.
- 17 Whilst the proportions of students who aspire to some critical professions exceed the proportion of labour force required in those areas, the proportions of students who aspire to other professions fall short of the labour force required in those areas.
- 18 SSS3 students generally consider the attitude of educated people who leave Ghana to work abroad as appropriate. Differences, however, exist in the views of students on the foregoing issue on the basis of residential status, school setting, size of settlement where they usually reside, the region (zone) where school is located and ethnic background.
- 19 A large proportion (40.3%) of SSS3 students aspire to leave Ghana to work abroad after their education.

- 20 The proportion of students who have the desire to stay and work in Ghana is greater than the proportion that aspires to migrate from Ghana.
- 21 The aspiration in students to travel and work abroad vary by age, school setting, usual place of residence, academic programme and ethnic group. Gender, however, did not predict differences in the aspiration to migrate to work abroad.
- 22 Personal factors have the greatest influence on students' career aspirations. This is followed by socio-economic factors then work values and gender – stereotyping. Inter – personal factors have the least influence on students' career aspirations.
- 23 The extent of the influence of personal factors on SSS students' career aspirations does not vary by age, school setting, ethnic group, gender, residential status and the size of the settlement where students usually reside. It, however, varies by school setting.
- 24 The extent to which interpersonal factors influence the career aspirations of secondary school students vary by residential status, age, school setting, school type, ethnic group and the size of the settlement where students usually reside. It, however, does not differ by gender. The single most significant interpersonal factor that influences students' career aspirations is role model.
- 25 The extent to which socio – economic factors influence the career aspirations of secondary school students does not vary by gender, residential status, age, usual place of residence and ethnic group. It, however, varies by school setting and school type.

26 The extent to which work values influence the career aspirations of secondary school students differ by residential status, school setting and school type. It does not however differ by gender, age, ethnic background and usual place of residence.

27 The extent to which gender stereotyping influence the career aspirations of SSS students vary by residential status, age, school setting, school type and students' usual place of residence. It does not vary by gender and ethnic background.

Conclusions

This research was a survey study conducted with the use of questionnaire and statistical analysis. And like all other researches it may not be completely devoid of errors and these may have influenced the foregoing finding of the study. Notwithstanding these observations the following tentative conclusions which are of much relevance and implications for manpower needs of Ghana could be drawn from the empirical evidence available from the study.

First, final year (SSS 3) students in Senior Secondary Schools in Ghana generally have the intention, desire and expectation to continue full-time education especially in the university and to pursue Business, programmes. This implies that the country has a huge potential of meeting her middle and high-level manpower needs. The challenge though is how to get students interested in other tertiary institutions and academic programmes other than the University and Business related programmes.

Second, the general direction of students' occupational aspirations appears to be towards the traditional and well-known occupations. Other critical manpower needs of the country which are of more recent evolution appear not to be known to students.

Third, the demographic characteristics of students seem to impact directly on their educational and occupational aspirations. Apparently, some of these characteristics fester in students unrealistic and inappropriate career aspirations and in some cases restrict or limit the level of their aspirations. This obviously has implications for human resource development and manpower needs of the country.

Fourth, government sector employment and enterprising work environment have attraction to majority of SSS3 students although the type of work students wish to do as well as the sector of the economy and the occupational work environment they aspire to work in vary by their demographic characteristics.

Fifth, SSS3 students in Ghana perceive the attitude of leaving Ghana after schooling for abroad as appropriate and a significant proportion of them aspire to migrate from Ghana after their schooling. Furthermore, some critical manpower needs of Ghana do not have attraction for SSS students.

Finally, career aspirations of SSS students in Ghana are influenced by several factors the most prominent among them being personal factors followed by socio-economic factors and then work values. These factors affect students' career aspirations differently depending on their demographic characteristics.

These conclusions are of much relevance to the manpower planning and development of Ghana especially as the nation strives to achieve optimum use of its human resources to meet its manpower needs. The management of the direction of the career aspirations of secondary school students is of crucial importance since this will determine the quality and quantity of the future manpower supply to the economy of the country

Recommendations

In the light of the findings and the conclusions of this study as outlined above, the following recommendations are made.

1. The study revealed that a significant proportion of students indicated inappropriate occupational and educational aspirations. Some students indicated their interest in certain occupations that have no linkage or relationship with their academic programmes. Others also reported aspiration to pursue certain academic programmes, which are not related to their current academic programmes, at the tertiary educational level. Such unrealistic aspirations among students could be a reflection of the inadequate educational and career guidance facilities in the secondary schools. To forestall frustration and disappointment in students and, more importantly, to direct them into tertiary academic programmes and occupations that will enable them make maximum use of their potentials, it is recommended that educational and career guidance programmes should be strengthened in the secondary schools. Students should be assisted by their teachers and guidance co-ordinators to know the career

implications of the academic programmes and courses they do. In other words, they should be helped to be aware of the career prospects of their academic programmes. Furthermore, since many SSS students seem not to have knowledge or understanding of how their school course selection choices impact their ability to achieve future plans, preparation of students in JSS 3 prior to their registration of the BECE and selection of programmes for the SSS may influence the decisions students make regarding the courses they select for their SSS programme. These choices in turn will impact students' abilities to appropriately plan for their futures, including their abilities to attain goals in post-secondary educational settings.

2. The study indicated that several professions or job skills of much relevance to the economy of Ghana were not mentioned or nominated by any of the respondents as the target of their career aspiration. These include Budgeting, Trade Promotion, Information Management, Planning and Financial Analysis. Apparently, students do not know about these occupations. Some other critical manpower needs (for example, primary school teaching, police service, social work, statistics) which are obviously known to students, seem to have attraction to just a few or none or them. On the other hand, a large and disproportionate segment of the students appear to be aspiring to enter just a few traditionally known and prestigious occupations such as Accountancy, Nursing, Law, Engineering, Journalism and Medicine. This situation is certainly not healthy for the economic development of Ghana.

In the light of the above observations, school guidance and counselling coordinators as well as teachers are challenged to educate students on the critical manpower needs of Ghana through career conferences and conventions. Students should be made aware of the skills that are of high demand in the economy but are in short supply in the country. This could help direct their career aspirations into vocational areas that are of relevance to the economy. Partnership between SSS students and businesses can be developed to provide expanded career awareness and opportunities for students. The Ministry of Manpower Development, Youth and Employment in collaboration with the Ministry of Education should publish an Occupational Outlook Handbook on the employment situation in Ghana to guide the youth. The Handbook should contain information on what kinds of jobs are available now and which career fields will need workers in the future. This will provide the appropriate cue that will help direct the career aspirations of the youth into career fields that will not lead to disappointment and frustration in them.

3. A major finding from the study was that Senior Secondary School students generally consider the attitude of educated people who leave Ghana to work abroad as appropriate. Also over 40 percent of the students aspire to leave Ghana to work in foreign countries after their education. Such attitude among the youth is not healthy for the development of the country. This finding is particularly worrying when one considers the fact that the theme of the 49th Independence Celebration of Ghana was "Developing and Retaining Quality Human Resource for Accelerated

Development". Against this background, it is recommended that the Ministry of Manpower Development, Youth and Employment should collaborate with the National Development Planning Commission and the Guidance and Counselling Directorate of the Ministry of Education to organise educational programmes for Ghanaians, in general and the youth in school in particular, on the effects of the brain drain on the development of Ghana. Seminars, symposia, debates as well as radio and television programmes could be organised to facilitate the dissemination of information. The harm being done to the economy of Ghana by the "brain drain" should be made clear to all students from JSS through SSS to the tertiary level. This may help to effect positive attitude in the students' towards working in Ghana after their education.

The Ministry of Manpower Development, Youth and Employment and the National Development Planning Commission could carry out joint research studies to determine the number of skilled people who actually migrate from Ghana annually and the impact of this on the economy of Ghana. Data obtained could be used in the education programme.

4. The study further revealed that majority of senior secondary school students aspire to work in the government sector after completing their education. This is in contradistinction to the Ghana Government policy of placing emphasis on private sector development and entrepreneurship. In view of this, it is recommended that the GES should introduce Career Education as a formal academic programme in the schools. As part of this

programme, the spirit of entrepreneurship and the desire to be self-employed should be instilled and nurtured in students right from secondary school. This will reduce the pressure put on government employment by graduates from the country's educational institutions. The private sector must also be encouraged by the government to expand and to create more jobs with attractive benefits to absorb some of the teeming graduates who are all waiting on the government sector to provide them with employment.

5. Role model was reported as the only interpersonal factor that significantly influences students' career aspirations. To this end, the GES and School Guidance Co-ordinators are challenged to seriously recognize the importance of role models in the career choice of students. Role models can positively influence the career aspirations of young people. Exposure to working models has several benefits for students. Seeing others with similar characteristics effectively performing their work can help students raise their expectations for their own futures. By observing adults at a variety of jobs, students are encouraged to explore a broader range of potential careers. At the same time, role models who have encountered barriers in the transition process can help young people develop realistic expectations about challenges they may face upon their own entry into the world of work.

Textbooks and other supplementary readers that present the life history of successful Ghanaians and other personalities could be designed by the

Curriculum and Research Development Division (CRDD) of the GES to serve as part of the guidance materials for students.

6. The study indicated that SSS students generally have the intention and high desire to continue their education after the SSS programme. Majority of the students however, wish to go to the University. On the basis of these findings, it is recommended that the positive attitude in SSS students towards further studies as revealed in the level of their willingness and desire to continue their education after the SSS programme should be encouraged and reinforced by parents, GES and the government by making tertiary education accessible to as many students as possible. This can be done by expanding the capacity of existing tertiary institutions to admit more students. New institutions could also be established where appropriate. The establishment of private universities and teacher training colleges in Ghana in recent years is, therefore, a step in the right direction. Guidance officers and teachers in their educational guidance programmes should make students aware that University education should not always be the first preferred option after SSS. The choice of further educational institution must be informed by one's interest, ability and career goal. Such a mind set could forestall or limit the frustration and disappointments SSS students experience if they cannot gain admission to the University after SSS. Career and educational guidance of students can be enhanced through the development of partnership between SSS schools and Post-Secondary institutions.

7. The study revealed that career and educational aspirations of SSS students in Ghana are influenced by several factors. These factors influence differently students' career and educational aspirations depending on their demographic characteristics. In the light of this, it is recommended that Guidance Coordinators must take into consideration the peculiar demographic characteristics of students when organising career and educational guidance and counselling programmes for them. These characteristics include age, gender, academic programme, school setting, students' usual place of residence, type of school attended and parents' educational and occupational background. Cognizance must also be taken of other personal, interpersonal, work values, gender stereotyping and socio-economic factors that influence students' career aspirations, development and choice. This implies that educational and career guidance programmes should be organised to meet the needs of students in specific situations and circumstances.

Limitations

One limitation of the study is that the data was collected with a questionnaire that required the respondents to report information about themselves, thus the problem of bias normally associated with all researches based on the use of questionnaires cannot be ruled out completely. The conclusions drawn from the study are therefore limited by this factor.

Projections on the critical middle and high-level manpower needs of Ghana could not be obtained either from the Ghana Statistical Service or the

Ministry of Manpower Development, Youth and Employment as efforts were then being made to compile those data. This compelled the researcher to use the limited data produced by the PIP on only teachers and doctors to examine the relationship between students' career aspirations and the critical manpower needs of Ghana. This obviously limits the generalizeability of the findings on this aspect of the study.

One other limitation of the study is that the analysis did not involve regional comparison even though the data was collected from three administrative regions representing the three geographical zones of Ghana.

Areas for Further Research

To supplement the findings of this study the following studies could be considered.

1. A longitudinal study on the career aspirations of students from SSS1 to SSS3 would help to provide understanding of how students' career aspirations develop or change as they pass through the school system and the implications of this for the future manpower needs of the country.
2. A correlation study on the relationship between students' career aspirations and the middle as well as the high-level manpower needs of Ghana could be carried out to facilitate a prediction of the future manpower supply to the country.
3. The career aspirations of private senior secondary school students could also be studied and the implications for the manpower needs of the country examined. This will give a more comprehensive picture of the

career aspirations of SSS students and how this may impact on the human resource needs of the country.

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APPENDIX A(1)

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APPENDIX A (2)

ADDITIONAL TABLES FOR THE RESULTS

Table A-1 Descriptive Statistics on Students' Desire for Full-Time Education after SSS

Variable	Group	N	Mean	S D	Variance
Gender	Female	1265	5.6108	.8757	.767
	Male	1075	5.6738	.8198	.672
Age	16 years	56	5.5714	.9882	.977
	17 years	522	5.7107	.7322	.536
	18 years	1000	5.6730	.7724	.597
	19 years	501	5.5868	.9246	.855
	20 years	182	5.4176	1.1377	1.294
	Above 20	79	5.6456	1.0626	1.129
School type	Mixed	1621	5.5632	.9431	.889
	Boys only	289	5.8082	.5328	.284
	Girls only	430	5.8186	.5710	.326
Residential status	Day	487	5.5708	.8598	.736
	Boarding	1853	5.6579	.8478	.719
Region	Central	873	5.5441	.9665	.934
	Ashanti	1020	5.7039	.7574	.574
	Upper East	447	5.6801	.7941	.631
Place of birth	Urban	731	5.6129	.9212	.849
	Small town	956	5.6705	.7961	.634
	Rural	653	5.6248	.8464	.716
Place usually reside	Urban	877	5.6203	.8827	.779
	Small town	911	5.6564	.8513	.725
	Rural	552	5.6431	.7978	.636
School setting	Urban	1393	5.7200	.7518	.565
	Small town	656	5.5991	.8413	.708
	Rural	291	5.3411	1.1860	1.407
Academic programme	Agric	62	5.5645	.8612	.742
	Business	469	5.7186	.6776	.459
	Arts	870	5.6379	.8426	.710
	Science	431	5.7262	.7890	.623
	Visual arts	206	5.7330	.6995	.485
	Home Econs	258	5.3450	1.1675	1.363
	Technical	44	5.3864	1.2241	1.498

Table A-1 continued

Variable	Group	N	Mean	S D	Variance
Father's educational level	University Degree	568	5.6972	.8606	.741
	Diploma	218	5.7294	.6823	.466
	Sec./Com. Etc	421	5.6532	.7325	.537
	Elementary	408	5.6299	.7633	.583
	None	228	5.5351	1.0212	1.043
	Don't know	497	5.5795	.9684	.938
Mother's educational level	University Degree	141	5.6879	.8875	.788
	Diploma	130	5.7846	.6468	.418
	Sec./Com. Etc	783	5.6942	.7982	.637
	Elementary	622	5.5900	.8517	.725
	None	373	5.5979	.9094	.827
	Don't know	371	5.5930	.9235	.853
Ethnic	Fante	483	5.5487	.9765	.954
	Ashanti	665	5.6632	.7958	.633
	Ewe	114	5.7544	.6178	.382
	Ga	91	5.6154	.6628	.439
	Brong Ahafo	70	5.7429	.7359	.542
	Bulsa/Frafra	519	5.6936	.7839	.614
	Other Akans	266	5.5752	.9654	.932
	Others	132	5.6364	.9513	.905

Table A - 2: Descriptive Statistics on Students' Realistic Rating of their Chances of Continuing Education after SSS

Variable	Source	N	Mean	S D	Variance
Gender	Female	1265	5.2832	1.1439	1.308
	Male	1075	5.2296	1.1462	1.314
Age	16 years	56	5.4821	1.0443	1.091
	17 years	522	5.3851	1.0139	1.028
	18 years	1000	5.2910	1.0703	1.145
	19 years	501	5.1437	1.2974	1.683
	20 years	182	5.0110	1.3584	1.845
	Above 20	79	5.1519	1.2413	1.541
School type	Mixed	1621	5.1147	1.2394	1.536
	Boys only	289	5.5848	0.7124	0.508

	Girls only	430	5.5814	0.8672	0.752
Residential status	Day	487	5.0349	1.2492	1.561
	Boarding	1853	5.3173	1.1089	1.230
Region	Central	873	5.0916	1.2492	1.560
	Ashanti	1020	5.3667	1.0382	1.078
	Upper East	447	5.3378	1.0285	1.274
Place of birth	Urban	731	5.3256	.9212	.849
	Small town	956	5.2824	.7961	.634
	Rural	653	5.1485	.8464	.716
Place usually reside	Urban	877	5.2908	1.1056	1.222
	Small town	911	5.2755	1.1606	1.347
	Rural	552	5.1793	1.1785	1.389
School setting	Urban	1393	5.4559	0.9670	.935
	Small town	656	5.0259	1.2531	1.570
	Rural	291	4.8385	1.4329	2.053
Academic programme	Agric	62	4.9677	1.1157	1.245
	Business	469	5.2111	1.1361	1.291
	Arts	870	5.3195	1.1082	1.228
	Science	431	5.3457	1.0691	1.1143
	Visual arts	206	5.3641	1.0539	1.111
	Home Econs	258	5.0426	1.3502	1.823
	Technical	44	4.8864	1.5130	2.289
Father's educational level	University Degree	568	5.4894	0.9539	0.910
	Diploma	218	5.3119	1.0921	1.193
	Sec./Com. Etc	421	5.2732	1.0043	1.009
	Elementary	408	5.0564	1.2770	1.631
	None	228	5.0526	1.3881	1.927
	Don't know	497	5.2193	1.1957	1.430
Mother's educational level	University Degree	141	5.5532	0.8978	0.806
	Diploma	130	5.3846	1.2537	1.572
	Sec./Com. Etc	783	5.4111	0.9800	0.960
	Elementary	622	5.0884	1.1959	1.430
	None	373	5.0831	1.3465	1.813
	Don't know	371	5.2749	1.1077	1.227
Ethnic	Fante	483	5.1408	1.1968	1.432
	Ashanti	665	5.2797	1.1099	1.232
	Ewe	114	5.4035	1.0620	1.128
	Ga	91	5.2527	0.9955	0.991

	Brong Ahafo	70	5.2857	1.2175	1.482
	Bulsa/Frafra	519	5.3545	1.1052	1.222
	Other Akans	266	5.444	1.2419	1.476
	Others	132	5.0985	1.2285	1.509

Table A - 3: One-way ANOVA Results for Students Rating on their desire to Continue full-time Education after SSS 3

Variable	Source	Sum of square (SS)	df	Mean square (MS)	F	Sig (P)
Age	Between	14.386	5	2.877	4.000	0.001*
	Within	1678.918	2334	0.719		
School type	Between	30.926	2	15.463	21.738	0.000*
	Within	1662.378	2337	0.711		
Regions	Between	12.915	2	6.457	8.980	0.000*
	Within	1680.389	2337	0.719		
Place of birth	Between	1.578	2	0.789	1.090	0.336
	Within	1691.725	2337	0.724		
Usual place of residence	Between	0.591	2	0.296	0.408	0.665
	Within	1692.712	2337	0.724		
Academic programme	Between	33.525	6	5.588	7.854	0.000*
	Within	1659.778	2333	0.711		
Father's educ. Level	Between	8.043	5	1.609	2.228	0.049*
	Within	1685.261	2334	0.722		
Mother's educ. Level	Between	8.141	5	1.628	2.255	0.047*
	Within	1685.163	2334	0.722		
Ethnic groups	Between	9.685	9	1.076	1.489	0.146
	Within	1683.619	2330	0.723		
School setting	Between	12.915	2	17.494	24.654	0.000*
	Within	1680.389	2337	0.710		

* Significant at .05

Table A - 4: One-way ANOVA Results for Students' Realistic Rating of their Chances of Continuing full-time Education after SSS 3

Variable	Source	Sum of square (SS)	df	Mean square (MS)	F	Sig (P)
Age	Between	30.867	5	6.173	4.746	0.000*
	Within	3035.713	2334	1.301		
School type	Between	109.097	2	54.549	43.104	0.000*
	Within	2957.482	2337	1.266		
Regions	Between	39.052	2	19.526	15.073	0.000*
	Within	3027.527	2337	1.295		
Place of birth	Between	11.732	2	5.866	4.487	0.011*
	Within	3054.848	2337	1.307		
Usual place of residence	Between	4.635	2	2.318	1.769	0.171
	Within	3061.944	2337	1.310		
Academic programme	Between	33.227	6	5.538	4.259	0.000*
	Within	3033.352	2333	1.300		
Father's educ. Level	Between	58.100	5	11.620	9.015	0.000*
	Within	3008.479	2334	1.289		
Mother's educ. Level	Between	60.248	5	12.050	9.0155	0.000*
	Within	3006.331	2334	1.288		
Ethnic groups	Between	2.955	3	.985	2.224	0.083
	Within	1034.505	2336	.443		
School setting	Between	141.076	2	70.538	56.348	0.000*
	Within	2925.503	2337	1.252		

*Significant at .05

Table A -5 Mean Comparison of Independent Samples T-tests on Students' Rating of their Desire to Continue Full-Time Education after SSS

Variable	Group	N	Mean	SD	Df	T-value	Sig. (2-tailed)
Gender	Female	1265	5.6108	0.8757	2338	-1.787	0.074
	Male	1075	5.6738	0.8198			
Residential status	Day	487	5.5708	0.8598	2338	-2.010	0.045
	Boarding	1853	5.6579	0.8474			

Table A - 6: Mean Comparison of Independent Samples T-tests on Students'

Realistic Rating Of Their Chances To Continue Full-Time Education After SSS

Variable	Group	N	Mean	SD	Df	t-value	Sig.(2-tailed)
Gender	Female	1265	5.2832	1.1439	2338	1.130	0.259
	Male	1075	5.2296	1.1462			
Residential status	Day	487	5.0349	1.2492	2338	-4.867	0.000
	Boarding	1853	5.3173	1.1089			

Table A-7: Frequency and Percentage Distribution of Students' Evaluation, by their Demographic Characteristics of the Attitude of People who get Involve in the Brain Drain

Variable	Group	Responses					
		Very appropriate		Appropriate		Inappropriate	
		No.	%	No.	%	No.	%
Gender	Female	308	24.4	302	23.9	254	20.1
	Male	230	21.4	294	27.9	207	19.2
Age	16 years	8	14.3	13	23.2	13	23.2
	17	101	19.3	135	25.9	123	23.6
	18	226	22.6	250	25.0	192	19.2
	19	137	27.3	121	24.2	91	18.2
	20	49	26.9	51	28.0	31	17.0
	21 and above	17	21.5	26	32.9	11	13.9
Residential Status	Day	153	31.4	114	23.4	88	18.1
	Boarding	385	20.8	482	26.0	373	20.1
School Setting	Urban	258	18.5	351	25.2	283	20.3
	Small town	188	28.7	193	29.4	135	20.6
	Rural	92	31.6	52	17.9	43	14.8
Ethnic group	Fanti	86	17.8	115	23.8	94	19.5
	Ashanti	159	23.9	168	25.3	145	21.8
	Ewe	21	18.4	29	25.4	20	17.5
	Ga	18	19.8	22	24.2	16	17.6
	Brong	16	22.9	17	24.3	17	24.3

	Other Akans	57	21.4	65	24.4	46	24.4
	Bulsa/Frafra	146	28.1	147	28.3	96	28.3
	Others	35	26.5	33	25.0	27	25.0
Usual place of residence	Urban	153	17.4	203	23.1	170	23.1
	Small town	234	25.7	254	27.9	180	27.9
	Rural	151	27.4	139	25.2	111	25.2
Academic programmes	Agric.	20	32.3	18	29.0	10	16.1
	Business	92	19.6	132	28.1	105	22.4
	Arts	229	26.3	203	23.3	166	19.1
	Science	87	20.2	116	26.9	90	20.9
	Visual Arts	41	19.9	46	22.3	38	18.4
	Home Econs	59	22.9	64	24.8	44	17.1
	Technical	10	22.7	17	38.6	8	18.2
School type	Mixed	412	25.2	409	25.0	291	17.8
	Boys	38	14.3	72	27.1	56	21.1
	Girls	88	20.0	115	26.1	114	25.9
Region (Zone)	Central	159	18.2	206	23.6	150	17.2
	Ashanti	245	24.0	257	25.2	232	22.7
	Upper East	134	30.0	133	29.8	79	17.7

Variable	Group	Very in appropriate		Don't know		Total	
Gender	Female	216	17.1	185	14.6	1265	54.1
	Male	173	16.1	17	16.0	1075	45.9
Age	16 years	14	25.0	8	14.3	56	2.2
	17	89	17.0	74	14.2	522	22.3
	18	176	17.6	156	15.6	1000	42.7
	19	77	15.4	75	15.0	501	21.4
	20	22	12.1	29	15.9	182	7.8
	21 and above	11	13.9	14	17.7	79	3.4
Residential Status	Day	69	14.2	63	12.9	487	20.8
	Boarding	320	17.3	293	15.8	1853	79.2
School Setting	Urban	273	19.6	228	16.4	1393	59.5
	Small town	74	11.3	66	10.1	656	28.1
	Rural	42	14.4	62	21.3	291	12.4
Ethnic group	Fanti	86	17.8	102	21.1	483	20.6
	Ashanti	102	15.3	91	13.7	665	28.4
	Ewe	29	25.4	15	13.2	114	4.9
	Ga	24	26.4	11	12.1	91	3.9
	Brong	12	17.1	8	11.4	70	3.0
	Other Akans	49	18.4	49	18.4	266	11.4
	Bulsa/frafra	66	12.7	64	12.3	519	22.2
	Others	21	15.9	16	12.1	132	5.6

Usual place of residence	Urban	187	21.3	164	18.7	877	37.5
	Small town	129	14.2	114	12.5	911	38.9
	Rural	73	13.2	78	14.1	552	23.6
Academic programmes	Agric.	7	11.3	7	11.3	62	2.6
	Business	83	17.7	57	12.2	469	20.2
	Arts	136	15.6	136	15.6	870	37.2
	Science	81	18.8	57	13.2	431	18.4
	Visual Arts	35	17.0	46	22.3	206	8.8
	Home Econs	41	15.9	50	19.4	258	11.0
	Technical	6	13.6	3	6.8	44	1.9
School type	Mixed	251	15.4	271	16.6	1634	69.8
	Boys	59	22.2	41	15.4	266	11.4
	Girls	79	18.0	44	10.0	440	18.8
Region (Zone)	Central	186	21.3	172	19.7	873	37.3
	Ashanti	148	14.5	138	13.5	1020	43.6
	Upper East	55	12.3	46	10.3	447	19.1

Table A-8: Frequency and Percentage Distribution of Students' Expressed Order of Preferences to Working Abroad (Outside Ghana) on the Basis of their Demographic Characteristics

Variable	Group	Order of Preferences							Total
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	
		No. %	No. %	No. %	No. %	No. %	No. %	No. %	
Gender	Female	196 39.2	181 14.3	95 7.5	94 7.2	100 7.9	226 21.0	32 2.5	1265 100
	Male	446 41.4	155 14.4	92 8.6	72 6.7	84 7.8	190 17.7	37 3.4	1075 100
Age	16 years	30 53.6	5 8.9	5 8.9	3 5.4	2 3.6	7 12.5	4 7.1	56 2.4
	17	226 43.3	99 19.0	35 6.7	37 7.1	39 7.5	74 14.2	12 2.3	522 22.3
	18	411 41.1	135 13.5	79 7.9	73 7.3	88 8.8	188 18.8	26 2.6	1000 42.7
	19	186 37.1	63 12.6	44 8.8	31 6.2	36 7.2	124 24.8	17 3.4	501 21.4
	20	63	25	19	14	11	44	6	182

		34.6	13.7	10.4	7.7	6.0	24.2	3.3	7.8
	21 and above	26	9	5	8	8	19	4	79
		32.9	11.4	6.3	10.1	10.1	24.1	5.1	3.4
Residential Status	Day	182	58	47	37	48	102	13	487
		37.4	11.9	9.7	7.6	9.9	20.9	2.7	20.8
	Boarding	760	278	140	129	136	354	56	1853
		41.0	15.0	7.6	7.0	7.3	19.1	3.0	79.2
School Setting	Urban	636	196	105	94	90	231	41	1393
		45.6	14.1	7.5	6.7	6.5	16.6	2.9	59.5
	Small town	213	107	52	51	59	155	19	656
		32.5	16.3	7.9	7.8	9.0	23.6	2.9	28.0
	Rural	93	33	30	21	35	70	9	291
		32.0	11.3	2.2	7.2	12.0	24.1	3.1	12.5
Ethnic group	Fanti	217	65	49	33	41	64	14	483
		44.9	13.5	10.1	6.8	8.5	13.3	2.9	20.6
	Ashanti	269	92	59	50	45	133	17	665
		40.5	13.8	8.9	7.5	6.8	20.0	2.6	28.4
	Ewe	60	14	8	13	10	7	2	114
		52.6	12.3	7.0	11.4	8.8	6.1	1.8	4.9
	Ga	40	16	3	7	4	17	4	91
		44.0	17.6	3.3	6.0	4.4	18.7	4.4	3.9
	Brong Ahafo	27	15	6	4	6	11	1	70
		38.6	21.4	8.6	7.7	8.6	15.7	1.4	3.0
	Other Akans	107	45	20	16	25	46	7	266
		40.2	16.9	7.5	5.7	9.4	17.3	2.6	11.4
	Bulsa/Frafra	169	71	30	31	40	161	17	519
		32.6	13.7	5.8	6.0	7.7	31.0	3.3	22.2
	Others	53	18	12	12	13	17	7	132
		40.2	13.6	9.1	9.1	9.8	12.9	5.3	5.6
Usual place of residence	Urban	407	135	65	63	62	117	28	877
		46.4	15.4	7.4	7.2	7.2	13.3	3.2	37.5
	Small town	337	138	69	59	73	208	27	911
		37.0	15.1	7.6	6.5	8.0	22.8	3.0	38.9
	Rural	198	63	53	44	49	131	14	552
		35.9	11.4	9.6	8.0	8.9	23.7	2.5	23.6
Academic programmes	Agric.	14	7	7	7	3	21	3	62
		22.6	11.3	11.3	11.3	4.8	33.9	4.8	2.6

	Business	192	71	48	30	43	71	14	469
		40.9	15.1	10.2	6.4	9.2	15.1	3.0	20.0
	Arts	342	126	68	52	74	191	17	870
		39.3	14.5	7.8	6.0	8.5	22.0	2.0	37.2
	Science	173	58	33	36	28	85	18	431
		40.1	13.5	7.7	8.4	6.5	19.7	4.2	18.4
	Visual Arts	119	28	12	13	8	18	8	206
		57.8	13.6	5.8	6.3	3.9	8.7	3.9	8.8
	Home Econ	87	42	15	25	25	58	6	258
		33.7	16.3	5.8	9.7	9.7	22.5	2.3	1.0
	Technical	15	4	4	3	3	12	3	44
		40.3	9.1	9.1	6.8	6.8	27.3	6.8	1.9
School type	Mixed	635	220	132	118	139	330	47	1621
	Boys	39.6	13.6	8.1	7.3	8.6	20.4	2.9	69.3
	Girls	133	48	23	22	21	33	9	289
		46.2	16.6	8.0	7.6	7.3	11.4	3.1	12.4
		174	68	32	26	24	93	13	430
		40.5	15.8	7.4	6.0	5.6	21.6	3.0	18.4

Table A-9: T-Test Results on the Views/Opinions of Students by Gender on some

**Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas
after Schooling**

Item	Gender	No.	Mean	SD	t	Df	Sig. (2-tailed)
A rejection of social life in Ghana	Female	1265	3.2047	1.1933	1.423	2338	.155
	Male	1075	3.1340	1.2062			
Take advantage of easy job opportunity	Female	1265	4.0474	1.0036	-2.775	2338	.006*
	Male	1075	4.1600	.9167			
Further their education	Female	1265	4.5794	.6391	4.836	2338	.000*
	Male	1075	4.4447	.7087			
Advantage of international respect of certificate	Female	1265	3.8925	1.0393	1.959	2338	.050*
	Male	1075	3.8074	1.0549			
Seek economic prosperity	Female	1265	4.2000	.8374	-2.270	2336	.023*
	Male	1073	4.2777	.8099			
For adventure	Female	1265	3.6198	1.0111	4.784	2338	.000*

	Male	1075	3.4121	1.0868			
Rejection of values in Ghana	Female	1265	3.0593	1.2001	2.251	2338	.024*
	Male	1075	2.9479	1.1846			
Place they can get very high benefits for their education	Female	1265	4.4079	.8208	.526	2338	.599
	Male	1075	4.3898	.8432			
Escape from unemployment	Female	1265	3.9929	1.1120	-2.672	2338	.008*
	Male	1075	4.1144	1.0784			
Take advantage of work-study facilities	Female	1265	4.4119	.8135	.670	2337	.503
	Male	1074	4.4339	.7661			
Escape from unrealistic family and social demand	Female	1265	3.2617	1.1768	1.412	2338	.158
	Male	1075	3.1935	1.1489			
Take advantage of short supply of skilled workers	Female	1265	3.5130	1.1618	1.763	2338	.078
	Male	1075	3.4260	1.2209			
Rejection of political climate in Ghana	Female	1265	2.9407	1.1667	-1.694	2338	.090
	Male	1075	3.0242	1.2127			

*Significant at .05 level

Table A-10: T-Test Results on the Views of Students by Residential Status on some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Residential status	No.	Mean	SD	t	df	Sig. (2-tailed)
A rejection of social life in Ghana	Day	487	3.3326	1.1833	3.324	2338	.001*
	Boarding	1853	3.1301	1.2006			
Take advantage of easy job opportunity	Day	487	4.0575	.9122	-1.055	2338	.292
	Boarding	1853	4.1101	.9961			
Further their	Day	487	4.4764	.7474	-1.511	2338	.131

education	Boarding	1853	4.5283	.6547			
Advantage of	Day	487	3.9076	1.0252	1.283	2338	.200
international	Boarding	1853	3.8392	1.0526			
respect for							
certificate							
Seek economic	Day	487	4.0780	.8831	-4.757	2336	.000*
prosperity	Boarding	1853	4.2771	.8050			
For adventure	Day	487	3.5708	.9952	1.096	2338	.273
	Boarding	1853	3.5121	1.0656			
Rejection of values	Day	487	3.1273	1.1760	2.478	2338	.013*
in Ghana	Boarding	1853	2.9768	1.1971			
Get high benefits	Day	487	4.2916	.9147	-3.229	2338	.001*
for their education	Boarding	1853	4.4280	.8055			
Escape from	Day	487	3.9384	1.1260	-2.494	2338	.013*
unemployment	Boarding	1853	4.0777	1.0891			
Take advantage of	Day	487	4.3066	.8583	-3.618	2337	.000*
work-study	Boarding	1853	4.4522	.7710			
facilities							
Escape from	Day	487	3.3593	1.1259	2.751	2338	.006*
unrealistic family	Boarding	1853	3.1964	1.1721			
and social demand							
Take advantage of	Day	487	3.6078	1.0906	2.812	2338	.005*
short supply of	Boarding	1853	3.4377	1.2123			
skilled workers							
Rejection of	Day	487	3.1232	1.2041	3.013	2338	.1820
political climate in	Boarding	1853	2.9412	1.1818			
Ghana							

*Significant at .05 level

Table A-11: One-Way ANOVA Results on the Views of Students by Age on some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig. (2-tailed)
A rejection of social life in Ghana	Between	41.062	5	8.214	5.766	.000*
	Within	3324.526	2334	1.424		
Take advantage of easy job opportunity	Between	13.710	5	2.742	2.871	.014*
	Within	2229.288	2334	.955		
Further their education	Between	6.743	5	1.349	2.971	.011*
	Within	1059.539	2334	.454		
Advantage of international respect for certificate	Between	13.342	5	2.668	2.441	.032*
	Within	2551.380	2334	1.093		
Seek economic prosperity	Between	6.402	5	1.280	1.882	.094
	Within	1586.743	2332	.680		
For adventure	Between	13.661	5	2.732	2.479	.030*
	Within	2571.951	2334	1.102		
Rejection of values in Ghana	Between	23.196	5	4.639	3.270	.006*
	Within	3311.649	2334	1.419		
Place they can get very high benefits for their education	Between	4.349	5	.870	1.260	.279
	Within	1611.051	2334	.690		
Escape from unemployment	Between	6.532	5	1.306	1.084	.367
	Within	2813.914	2334	1.206		
Take advantage of work-study facilities to obtain higher	Between	.697	5	.139	.222	.953
	Within	1465.813	2333	.628		
Escape from unrealistic family and social expectations from	Between	27.155	5	5.431	4.032	.001*
	Within	3143.691	2334	1.347		
Take advantage of short supply of skilled workers in the western country	Between	23.633	5	4.727	3.355	.005*
	Within	3287.671	2334	1.409		
Rejection of political climate in Ghana	Between	35.193	5	7.039	5.026	.000*
	Within	3268.781	2334	1.401		

*Significant at .05 level

Table A-12: One-Way ANOVA Results on the Views of Students by School Setting on some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig. (2-tailed)
A rejection of social life in Ghana	Between	12.128	2	6.064	4.226	.015*
	Within	3353.467	2337	1.435		
Take advantage of easy job opportunity	Between	6.386	2	3.193	3.336	.036*
	Within	2236.612	2337	.957		
Further their education	Between	1.199	2	.599	1.315	.269
	Within	1065.083	2337	.456		
Advantage of international respect and certificate	Between	9.527	2	4.763	4.357	.013*
	Within	2555.196	2337	1.093		
Seek economic prosperity	Between	35.534	2	17.767	26.634	.000*
	Within	1557.611	2335	.667		
For adventure	Between	2.485	2	1.243	1.124	.325
	Within	2583.126	2337	1.105		
Rejection of values in Ghana	Between	21.975	2	10.988	7.751	.000*
	Within	3312.871	2337	1.418		
High benefits for their education	Between	5.059	2	2.529	3.671	.026*
	Within	1610.341	2337	.689		
Escape from unemployment	Between	23.449	2	11.725	9.796	.000*
	Within	2796.997	2337	1.197		
Take advantage of work-study facilities	Between	5.027	2	2.514	4.018	.018*
	Within	1461.483	2336	.626		
Escape unrealistic social expectations	Between	18.659	2	9.329	6.917	.001*
	Within	3152.187	2337	1.349		
Take advantage of short supply of skilled workers	Between	23.866	2	11.933	8.483	.000*
	Within	3287.438	2337	1.407		
Rejection of political climate in Ghana	Between	2.241	2	1.121	.793	.453
	Within	3301.733	2337	1.413		

*Significant at .05 level

Table A-13: One-Way ANOVA Results on the Views of Students by Ethnic Groups on some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig. (2-tailed)
A rejection of social life in Ghana	Between	22.743	7	3.249	2.267	.027*
	Within	3342.851	2332	1.433		
Take advantage of easy job opportunity	Between	15.527	7	2.218	2.322	.023*
	Within	2227.471	2332	.955		
Further their education	Between	6.189	7	.884	1.945	.059
	Within	1060.092	2332	.455		
Advantage of international respect certificate	Between	7.216	7	1.031	.940	.474
	Within	2557.506	2332	1.097		
Seek economic prosperity	Between	14.713	7	2.102	3.103	.003*
	Within	1578.432	2330	.677		
For adventure	Between	11.202	7	1.600	1.450	.181
	Within	2574.410	2332	1.104		
Rejection of values in Ghana	Between	47.203	7	6.743	4.783	.000*
	Within	3287.642	2332	1.410		
Place they can get very high benefits for their education	Between	12.399	7	1.771	2.577	.012*
	Within	1603.001	2332	.687		
Escape from unemployment	Between	50.250	7	7.179	6.043	.000*
	Within	2770.196	2332	1.188		
Take advantage of work-study facilities	Between	12.865	7	1.838	2.947	.004*
	Within	1453.646	2331	.624		
Escape from unrealistic family and social expectations	Between	12.860	7	1.837	1.357	.219
	Within	3157.986	2332	1.354		
Take advantage of short supply of skilled workers	Between	20.552	7	2.936	2.081	.042*
	Within	3290.752	2332	1.411		
Rejection of political climate in Ghana	Between	42.347	7	6.050	4.325	.000*
	Within	3261.626	2332	1.399		

*Significant at .05 level

Table A-14: One-Way ANOVA Results on the Views of Students by Their Usual Places of Residence on Some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig. (2-tailed)
A rejection of social life in Ghana	Between	11.148	2	5.574	3.883	.021*
	Within	3354.447	2337	1.435		
Take advantage of easy job opportunity	Between	2.414	2	1.207	1.259	.284
	Within	2240.584	2337	.959		
Further their education	Between	3.134	2	1.567	3.444	.032*
	Within	1063.148	2337	.455		
Advantage of international respect for certificate	Between	2.341	2	1.170	1.068	.344
	Within	2562.382	2337	1.096		
Seek economic prosperity	Between	9.459	2	4.729	6.973	.001*
	Within	1583.686	2335	.678		
For adventure	Between	5.700	2	2.850	2.582	.076
	Within	2579.911	2337	1.415		
Rejection of values in Ghana	Between	28.269	2	14.135	9.990	.000*
	Within	3306.577	2337	1.415		
Place they can get very high benefits for their education	Between	10.772	2	5.386	7.844	.000*
	Within	1604.628	2337	.687		
Escape from unemployment	Between	16.303	2	8.151	6.793	.001*
	Within	2804.143	2337	1.200		
Take advantage of work-study facilities	Between	6.121	2	3.061	4.896	.008*
	Within	1460.389	2336	.625		
Escape from unrealistic family and social expectations	Between	9.041	2	4.521	3.341	.036*
	Within	3161.804	2337	1.353		
Take advantage of short supply of skilled workers in the country	Between	12.736	2	6.368	4.512	.011*
	Within	3298.568	2337	1.411		
Rejection of political climate in Ghana	Between	18.882	2	9.441	6.716	.001*
	Within	3285.092	2337	1.406		

*Significant at .05 level

Table A-15: One-Way ANOVA Results on the Views of Students by their School Type They Attend on Some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig (2-tailed)
A rejection of social life in Ghana	Between	62.420	2	31.210	22.081	.000*
	Within	3303.174	2337	1.413		
Take advantage of easy job opportunity	Between	3.882	2	1.941	2.026	.132
	Within	2239.116	2337	.958		
Further their education	Between	4.049	2	2.024	4.454	.000*
	Within	1062.233	2337	.455		
Advantage of international respect and certificate	Between	32.130	2	16.065	14.824	.000*
	Within	2532.593	2337	1.084		
Seek economic prosperity	Between	51.493	2	25.747	38.996	.000*
	Within	1541.652	2335	.660		
For adventure	Between	29.216	2	14.608	13.354	.000*
	Within	2556.395	2337	1.094		
Rejection of values in Ghana	Between	56.828	2	28.414	20.257	.000*
	Within	3278.017	2337	1.403		
Place they can get very high benefits for their education	Between	6.918	2	3.459	5.026	.007*
	Within	1608.482	2337	.688		
Escape from unemployment	Between	22.071	2	11.035	9.216	.000*
	Within	2798.376	2337	1.197		
Take advantage of work-study facilities	Between	14.827	2	7.414	11.930	.000*
	Within	1451.683	2336	.621		
Escape from unrealistic family and social expectations	Between	25.452	2	12.726	9.455	.000*
	Within	3145.394	2337	1.346		
Take advantage of short supply of skilled workers	Between	54.987	2	27.494	19.732	.000*
	Within	3256.317	2337	1.393		
Rejection of political climate in Ghana	Between	16.186	2	8.093	5.753	.003*
	Within	3287.788	2337	1.407		

*Significant at .05 level

Table A-16: One-Way ANOVA Results on the Views of Students by their Academic Programmes on Some Suggested Reasons Why Educated People Leave Ghana for Abroad/Overseas after Schooling

Item	Source	Sum of Squares	DF	M S	F	Sig. (2-tailed)
A rejection of social life in Ghana	Between	38.983	6	6.497	4.557	.000*
	Within	3326.612	2333	1.426		
Take advantage of easy job opportunity	Between	3.823	6	.637	.664	.679
	Within	2239.175	2333	.960		
Further their education	Between	14.109	6	2.351	5.214	.000*
	Within	1052.173	2333	.451		
Advantage of international respect for certificate	Between	35.901	6	5.983	5.520	.000*
	Within	2528.822	2333	1.084		
Seek economic prosperity	Between	27.805	6	4.634	6.901	.000*
	Within	1565.340	2331	.672		
For adventure	Between	34.398	6	5.733	5.243	.000*
	Within	2551.214	2333	1.094		
Rejection of values in Ghana	Between	33.471	6	5.578	3.942	.001*
	Within	3301.375	2333	1.415		
Place they can get very high benefits for their education	Between	8.139	6	1.356	1.969	.067
	Within	1607.261	2333	.689		
Escape from unemployment	Between	28.690	6	4.782	3.996	.001*
	Within	2791.757	2333	1.197		
Take advantage of work-study facilities	Between	9.427	6	1.571	2.515	.020*
	Within	1457.084	2332	.625		
Escape unrealistic family and social expectations	Between	49.021	6	8.170	6.106	.000*
	Within	3121.825	2333	1.338		
Take advantage of short supply of skilled workers	Between	40.459	6	6.743	4.810	.000*
	Within	3270.845	2333	1.402		
Rejection of political climate in Ghana	Between	22.446	6	3.741	2.660	.014*
	Within	3281.528	2333	1.407		

*Significant at .05 level

Table A-17 Frequency and Percentage Distribution of Students' Responses on Personal Factors that Influence their Career Aspirations

Personal Factor	Responses (n=2340)									
	SA		A		D		SD		NO	
	N	%	N	%	N	%	N	%	N	%
Interest	1949	83.3	378	16.2	10	.4	3	.1	0	1.4
Mental ability	1524	65.1	769	32.9	41	1.8	3	.1	3	1
Best school subjects	1288	55.0	775	33.1	200	8.5	57	2.4	20	9
Required aptitude	1388	59.3	808	34.5	91	3.9	23	1.0	30	1.3
Know about the profession	776	33.2	1115	47.6	327	14.0	47	2.0	75	3.2
Opportunity to use my talent(s)	1530	65.4	701	30.0	66	2.8	14	.6	29	1.2
Personal needs	1385	59.2	737	31.5	148	6.3	36	1.5	34	1.5
Improve on my self-concept	1390	59.4	790	33.8	109	4.7	23	1.0	28	1.2
Self-esteem	1389	59.4	751	32.1	12	.5	46	2.0	34	1.5
Suitable for my personality	1125	48.1	747	31.9	25	1.1	126	5.4	83	3.5
Opportunity to bring out my hidden-self	1216	52.0	775	33.1	191	8.2	104	4.4	54	2.3

Table A-18 Frequency and Percentage Distribution of Students' Responses on Some Interpersonal Factors that Influence their Career Aspirations

Interpersonal Factor	(n=2340) Responses									
	SA		A		D		SD		NO	
	N	%	N	%	N	%	N	%	N	%
Same as father's work.	148	6.3	104	4.4	793	33.9	1212	51.8	83	3.5
Same as my mother's work.	77	3.3	84	3.6	785	33.5	1314	56.2	80	3.4
Same as work chosen by my best friend.	122	5.2	163	7.0	679	27.0	1282	54.8	94	4.0

Friends recommend	180	7.7	267	11.4	654	29.7	1165	49.5	74	3.2
Adult relatives friends wish it for me	275	11.8	374	16.0	630	26.9	999	42.7	62	2.6
My parents have chosen for me.	191	8.2	231	9.9	736	31.5	1117	47.7	65	2.8
Same as brother's/sister's work	156	6.7	163	7.0	731	31.2	1213	51.8	77	3.3
Basic/senior sec. sch. teacher	543	23.2	647	27.6	517	22.1	584	25.0	49	2.1
School counsellor(s)	464	19.8	588	25.1	634	27.1	579	24.7	75	3.2
My church leader (s)	239	10.2	385	16.5	777	33.2	817	34.9	122	5.2
My role model	795	34.0	516	22.1	508	21.7	458	19.6	63	5.2

Table A-19 Frequency and Percentage Distribution of Students' Responses to Work Values that Influence their Career Aspirations.

Work Value	Responses									
	SA		A		D		SD		NO	
	N	%	N	%	N	%	N	%	N	%
High pay	1046	44.7	856	36.6	247	10.6	144	6.2	47	2.0
Job security	934	39.9	809	34.6	335	14.3	180	7.7	82	3.5
Freedom or independence	914	39.1	897	38.3	327	14.0	125	5.3	77	3.3
To be original and creative.	1140	48.7	871	37.2	218	9.3	59	2.5	52	2.2
Regular routine	713	30.5	872	37.3	473	20.2	173	7.4	109	4.7
Variety of things to do.	790	33.8	1028	43.9	324	13.8	108	4.6	90	3.8
Power over others	679	29.0	649	27.7	538	23.0	365	15.6	109	4.7
Chance to help others.	1570	67.1	644	27.5	58	2.5	34	1.5	34	1.5
Opportunity to make changes in society.	1320	56.4	775	33.1	132	5.6	57	2.4	56	2.4
Feel important in society.	1010	43.2	906	38.7	237	10.1	127	5.4	60	2.6

Save plants and animal life.	488	20.9	527	22.5	598	25.6	481	20.6	246	10.5
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Table A-20 Frequency and Percentage Distribution of Students' Responses to Issues on Gender-Stereotyping that Influence their Career Aspirations.

Gender Stereotyping	Responses									
	SA		A		D		SD		NO	
	N	%	N	%	N	%	N	%	N	%
Appropriate for my sex.	715	30.6	679	29.0	491	21.0	361	15.4	94	4.0
Most people who do that job are of same sex as me.	425	18.2	521	22.3	774	33.1	520	22.2	100	4.3
Encouraged by my family since it is better for my sex.	358	15.3	498	21.3	829	35.4	565	24.1	90	3.8
Chance to effectively play my sex-role in marriage.	573	24.5	696	29.7	544	23.2	42	17.2	125	5.3
Time to care for my children.	545	23.3	909	38.8	512	21.9	248	10.6	126	5.4
Made to believe that job is suitable for people of my sex-type.	378	16.2	601	25.7	740	31.6	505	21.6	116	5.0
Society attitude towards people in that job of my sex-type.	541	23.1	768	32.8	561	24.0	331	14.1	139	5.9
My sex-type who do that job usually become successful	673	28.8	885	37.8	427	18.2	244	10.4	111	4.7
Not to be more/less ambitious than is appropriate for my sex-type.	380	16.2	877	37.5	578	24.7	296	12.6	209	8.9
Skill needed to do that work is natural with my sex-type.	474	20.3	662	28.3	660	28.2	400	17.1	144	6.2
Duties I perform at home guided my career choice.	711	30.4	836	35.7	446	19.1	247	10.6	100	4.3

Table A-21 Frequency and Percentage Distribution of Students' Responses to Socio-Economic Factors that Influence their Career Aspirations.

Socio-Economic Factor	Responses (n=2340)									
	SA		A		D		SD		NO	
	N	%	N	%	N	%	N	%	N	%
Respect for that work.	1162	49.7	879	37.6	191	8.2	69	2.9	39	1.7
Become important in society	832	35.6	877	37.5	405	17.3	121	5.2	105	4.5
Helping to improve community life.	1263	54.0	899	38.4	108	4.6	19	0.8	51	2.2
Make a lot of money.	830	35.5	988	42.2	338	14.4	119	5.1	65	2.8
Good working condition	1096	46.8	887	37.9	203	8.7	64	2.7	90	3.8
Community needs people in that post.	1002	42.8	881	37.6	271	11.6	66	2.8	120	5.1
High prestige value.	978	41.8	997	42.6	223	9.5	56	2.4	86	3.7
Heard and seen a lot about that work.	590	25.2	961	41.1	494	21.1	211	9.0	84	3.6
Read and learnt a lot about that job	1003	42.9	1009	43.1	214	9.1	58	2.5	56	2.4
Enable me live comfortable life.	1148	49.1	994	42.5	125	5.3	38	1.6	35	1.5
Help me to avoid Unemployment	1016	43.4	929	39.7	221	9.4	76	3.2	98	4.2

Table A-22 Frequency and Percentage Distribution of Students' by Gender on Some Personal Factors that Influence their Career Aspirations

Item	Resp.	Female		Male		Total	
		N	%	N	%	N	%
I have interest in it	SA	1074	84.9	875	81.4	1949	83.3
	A	181	14.3	197	18.3	378	16.2
	D	7	.6	3	.3	10	.4
	SD	3	.2			3	.1
	NR						

I have the mental ability to do it	SA	790	62.5	734	68.3	1524	65.1
	A	450	35.6	319	29.7	769	32.9
	D	24	1.9	17	1.6	41	1.8
	SD	1	.1	3	.3	3	.1
	NR			2	.2	3	.1
My best school subjects are related to it	SA	655	51.8	633	58.9	1288	55.0
	A	438	34.6	337	31.3	775	33.1
	D	131	10.4	69	6.4	200	8.5
	SD	29	2.3	28	2.6	57	2.4
	NR	12	.9	8	.7	20	.9
I have the required aptitude to function effectively in it	SA	718	56.8	670	62.3	1388	59.3
	A	456	36.0	352	32.7	808	34.5
	D	60	4.7	31	2.9	91	3.9
	SD	11	.9	12	1.1	23	1.0
	NR	20	1.6	10	.9	30	1.3
I know a lot about the profession	SA	385	30.4	391	6.4	776	33.2
	A	625	49.4	490	45.6	1115	47.6
	D	193	15.3	134	12.5	327	14.0
	SD	22	1.7	25	2.3	47	2.0
	NR	40	3.2	35	3.3	75	3.2
It will give me the opportunity to use my talent(s)	SA	884	66.7	686	63.8	1530	65.4
	A	365	28.9	336	31.3	701	30.0
	D	33	2.6	33	3.1	66	2.8
	SD	9	.7	5	.5	14	.6
	NR	14	1.1	15	1.4	29	1.2
I believe it will best meet my personal needs	SA	748	59.1	637	59.3	1385	59.2
	A	401	31.7	336	31.3	737	31.5
	D	77	6.1	71	6.6	148	6.3
	SD	22	1.7	14	1.3	36	1.5
	NR	17	1.3	17	1.6	34	1.5
It will improve on my self-concept	SA	744	58.8	646	60.1	1390	59.4
	A	427	33.8	363	33.8	790	33.8
	D	59	4.7	50	4.7	109	4.7
	SD	17	1.3	6	.6	23	1.0
	NR	18	1.4	10	.9	28	1.2

It will raise my self-esteem	SA	720	56.9	669	62.2	1389	59.4
	A	431	34.1	320	29.8	751	32.1
	D	70	5.5	50	4.7	120	5.1
	SD	25	2.0	21	2.0	46	2.0
	NR	19	1.5	15	1.4	34	1.5
It is suitable for my personality make-up/characteristics	SA	625	49.4	500	46.5	1125	48.1
	A	390	30.8	357	33.2	747	31.9
	D	139	11.0	120	11.2	259	11.1
	SD	73	5.8	53	4.9	126	5.4
	NR	38	3.0	45	4.2	83	3.5
It will give me the opportunity to bring out my hidden self	SA	673	53.2	543	50.5	1216	52.0
	A	410	32.1	365	34.0	775	33.1
	DS	100	7.9	91	8.5	191	8.2
	D	62	4.9	42	3.9	104	4.4
	NR	20	1.6	34	3.2	54	2.3

Table A-23 One-Way ANOVA Results for Responses of Students by Gender on Personal Factors that Influence Career Aspirations

		S S	Df	M S	F	Sig.
I have interest	Between	.442	1	.442	2.764	.097
	Within	373.768	2338	.160		
I have the mental ability	Between	1.860	1	1.860	6.769	.009*
	Within	641.666	2335	.275		
My best school subjects	Between	6.256	1	6.256	11.148	.001*
	Within	1300.832	2318	.561		
I have the required aptitude	Between	2.548	1	2.548	6.599	.010*
	Within	890.963	2308	.386		
I know a lot about profession	Between	3.442	1	3.442	6.322	.012*
	Within	1231.918	2263	.544		
It will give me the opportunity to use my talent(s)	Between	.427	1	.427	1.299	.254
	Within	759.277	2309	.329		
I believe it will best meet my personal needs	Between	2.133	1	2.133	.045	.832
	Within	1088.416	2304	.472		
It will improve self-concept	Between	.397	1	.397	.986	.321
	Within	930.903	2310	.403		
It will raise self-esteem	Between	2.259	1	2.259	4.774	.029*
	Within	1089.991	2304	.473		

It is suitable for personality make-up character.	Between	6.873	1	6.873	.090	.764
	Within	1720.897	2255	.763		
It will give me opportunity to bring hidden self	Between	2.387	1	2.887	.043	.836
	within	1530.981	2284	.670		

*Significant at .05

Table A-24 Descriptive Statistics on Responses of Students by Gender on Personal Factors that Influence their Career Aspirations

Item	Gender	N	Mean	Std. Deviation
I have interest in it	Female	1265	3.8387	.4009
	Male	1075	3.8112	.3986
I have the mental ability to do it	Female	1264	3.6060	.5263
	Male	1073	3.6626	.5218
My best school subjects are related to it	Female	1253	3.3719	.7629
	Male	1067	3.4761	.7326
I have the required aptitude to function effectively in it	Female	1245	3.5108	.6321
	Male	1065	3.5775	.6084
I know a lot about the profession	Female	1225	3.1208	.7277
	Male	1040	3.1990	.7496
It will give me the opportunity to use my talent(s)	Female	1251	3.6339	.5729
	Male	1060	3.6066	.5740
I believe it will best meet my personal needs	Female	1248	3.5024	.6925
	Male	1058	3.5085	.6812
It will improve on my self-concept	Female	1247	3.5221	.6529
	Male	1065	3.5484	.6130
It will raise my self-esteem	Female	1246	3.4815	.6948
	Male	1060	3.5443	.6795
It is suitable for my personality make- up/characteristics	Female	1227	3.2771	.8857
	Male	1030	3.2660	.8589
It will give me the opportunity to bring out my hidden self	Female	1245	3.3606	.8310
	Male	1041	3.3535	.8038
Group (Pooled)	Female	1265	37.6957	4.5168
	Male	1075	37.9526	4.7292

Table A-25 Frequency and Percentage Distribution on Responses of Students by Residential Status on Personal Factors that Influence their Career Aspirations.

Item	Resp.	Day		Boarding		Total	
		No	%	No	%	No	%
I have interest in it	SA	406	83.4	1543	83.3	1949	83.3
	A	80	16.4	298	16.1	378	16.2
	D	1	.2	9	.5	10	.4
	SD	0	.0	3	.2	3	.1
I have the mental ability to do it	SA	304	62.4	1220	65.8	1524	65.1
	A	166	34.1	603	32.5	769	32.9
	D	12	2.5	29	1.6	41	1.8
	SD	2	.4	1	.1	3	.1
	NR	3	.6			3	.1
My best school subjects are related to it	SA	269	55.2	1019	55.0	1288	55.0
	A	163	33.5	612	33.0	775	33.1
	D	37	7.6	163	8.8	200	8.5
	SD	14	2.9	43	2.3	57	2.4
	NR	4	.8	16	.9	20	.9
I have the required aptitude to function effectively in it	SA	286	58.7	1102	59.5	1388	59.3
	A	171	35.1	637	34.4	808	34.5
	D	17	3.5	74	4.0	91	3.9
	SD	7	1.4	16	.9	23	1.0
	NR	6	1.2	24	1.3	30	1.3
I know a lot about the profession	SA	192	39.4	584	31.5	776	33.2
	A	222	45.6	893	48.2	1115	47.6
	D	51	10.5	276	14.9	327	14.0
	SD	8	1.6	39	2.1	47	2.0
	NR	14	2.9	61	3.3	75	3.2
It will give me the opportunity to use my talent(s)	SA	329	67.6	1201	64.8	1530	65.4
	A	140	28.7	561	30.3	701	30.0
	D	10	2.1	56	3.0	66	2.8
	SD	2	.4	12	.6	14	.6
	NR	6	1.2	23	1.2	29	1.2
I believe it will best meet my	SA	282	57.9	1103	59.5	1385	59.2

personal needs	A	163	33.5	574	31.0	737	31.5
	D	25	5.1	123	6.6	148	6.3
	SD	10	2.1	26	1.4	36	1.5
	NR	7	1.4	27	1.5	34	1.5
It will improve on my self-concept	SA	281	57.7	1109	59.8	1390	59.4
	A	174	35.7	616	33.2	790	33.8
	D	24	4.9	85	4.6	109	4.7
	SD	7	1.4	16	.9	23	1.0
It will raise my self-esteem	NR	1	.2	27	1.5	28	1.2
	SA	287	58.9	1102	59.5	1389	59.4
	A	160	32.9	591	31.9	751	32.1
	D	24	4.9	96	5.2	120	5.1
It is suitable for my personality make-up/characteristics	SD	10	2.1	36	1.9	46	2.0
	NR	6	1.2	28	1.5	34	1.5
	SA	244	50.1	881	47.5	1125	48.1
	A	152	31.2	595	32.1	747	32.1
It will give me the opportunity to bring out my hidden self	D	49	10.1	210	11.3	259	11.1
	SD	28	5.7	98	5.3	126	5.4
	NR	14	2.9	69	3.7	83	3.5
	SA	250	51.3	966	52.1	1216	52.0
	A	166	34.1	609	32.9	775	33.1
	D	40	8.2	151	8.1	191	8.2
	SD	22	4.5	82	4.4	104	4.4
	NR	9	1.8	45	2.4	54	2.3

Table A-26 One-Way ANOVA Results for Responses of Students by Residential Status on Personal Factors that Influences Career Aspiration.

		SS	Df	MS	F	Sig.
I have interest	Between	1.897	1	1.897	.119	.731
	Within	374.191	2338	.160		
I have the mental ability	Between	.834	1	.834	3.030	.082
	Within	642.692	2335	.275		
My best school subjects	Between	3.913	1	3.913	.007	.934
	Within	1307.084	2318	.564		
I have the required aptitude	Between	7.913	1	7.913	.204	.651
	Within	893.431	2308	.387		
I know a lot about profession	Between	6.914	1	6.914	12.736	.000*

	Within	1228.445	2263	.543		
It will give me the opportunity to use my talent(s)	Between	.682	1	.682	2.075	.150
	Within	759.022	2309	.329		
I believe it will best meet my personal needs	Between	7.952	1	7.952	.168	.682
	Within	1088.358	2304	.472		
It will improve self-concept	Between	.718	1	.718	1.783	.182
	Within	930.582	2310	.403		
It will raise self-esteem	Between	1.650	1	1.650	.035	.852
	Within	1092.234	2304	.474		
It is suitable for personality make-up/characteristics	Between	.285	1	.285	.374	.541
	Within	1720.681	2255	.763		
It will give me opportunity to bring hidden self	Between	6.180	1	6.180	.092	.761
	within	1530.948	2284	.670		

*Significant at .05

Table A-27 Descriptive Statistics on Responses of Students by Residential Status on Personal Factors that Influence their Career Aspirations

Item	Residential Status	N	Mean	Std. Deviation
I have interest in it	Day	487	3.8316	.3800
	Boarding	1853	3.8246	.4051
I have the mental ability to do it	Day	484	3.5950	.5621
	Boarding	1853	3.6417	.5144
My best school subjects are related to it	Day	483	3.4224	.7565
	Boarding	1837	3.4192	.7495
I have the required aptitude to function effectively in it	Day	481	3.5301	.6387
	Boarding	1829	3.5446	.6178
I know a lot about the profession	Day	473	3.2643	.7160
	Boarding	1792	3.1283	.7422
It will give me the opportunity to use my talent(s)	Day	481	3.6549	.5414
	Boarding	1830	3.6126	.5814
I believe it will best meet my personal needs	Day	480	3.4938	.6929
	Boarding	1826	3.5082	.6858
It will improve on my self-concept	Day	486	3.5000	.6604
	Boarding	1826	3.5433	.6277
It will raise my self-esteem	Day	481	3.5052	.6896
	Boarding	1825	3.5118	.6882

It is suitable for my personality make-up/characteristics	Day	473	3.2939	.8784
	Boarding	1784	3.2663	.8722
It will give me the opportunity to bring out my hidden self	Day	478	3.3473	.8195
	Boarding	1808	3.3601	.8185
Group (Pooled)	Day	478	37.9489	4.5663
	Boarding	1853	37.7782	4.6300

Table A-28 Frequency and Percentage Distribution on the Responses of Students by age on Personal Factors that Influence their Career Aspirations

Item	Resp	16yrs		17yrs		18yrs		19yrs		20yrs		21+yrs	
		N	%	N	%	N	%	N	%	N	%	N	%
I have interest in it	SA	47	83.9	434	83.1	836	83.6	421	84.0	143	78.6	68	86.1
	A	9	16.1	87	16.7	159	15.9	74	14.8	38	20.9	11	13.9
	D	0	0	1	.2	3	.3	5	1.0	1	.5	0	0
	SD	0	0	0	0	2	.2	1	.2	0	0	0	0
I have the mental ability to do it	SA	36	64.3	340	65.1	654	65.4	327	65.3	117	64.3	50	63.3
	A	18	32.1	178	34.1	325	32.5	165	32.9	57	31.3	26	32.9
	D	2	3.6	3	.6	19	1.9	8	1.6	6	3.3	3	3.8
	SD	0	0	0	0	2	.2	1	.2	0	0	0	0
	NR	0	0	1	.2	0	0	0	0	2	1.1	0	0
My best school subjects are related to it	SA	30	53.6	296	56.7	553	55.3	262	52.3	102	56.0	45	57.0
	A	17	30.4	166	31.8	325	32.5	181	36.1	56	30.8	30	38.0
	D	7	12.5	47	9.0	87	8.7	38	7.6	18	9.9	3	3.8
	SD	2	3.6	10	1.9	22	2.2	17	3.4	5	2.7	1	1.3
	NR	0	0	3	.6	13	1.3	3	.6	1	.5	0	0
I have the required aptitude to function effectively in it	SA	40	71.4	318	60.9	579	57.9	301	60.1	103	56.6	47	59.5
	A	13	23.2	177	33.9	352	35.2	170	33.9	68	37.4	28	35.4
	D	3	5.4	17	3.3	43	4.3	21	4.2	5	2.7	2	2.5
	SD	0	0	4	.8	10	1.0	5	1.0	3	1.6	1	1.3
	NR	0	0	6	1.1	16	1.6	4	.8	3	1.6	1	1.3
I know a lot about the profession	SA	24	42.9	173	33.1	294	29.4	173	34.5	73	40.1	39	49.4
	A	22	39.3	253	48.5	491	49.1	242	48.3	78	42.9	29	36.7
	D	9	16.1	69	13.2	153	15.3	65	13.0	25	13.7	6	7.6
	SD	0	0	8	1.5	23	2.3	9	1.8	3	1.6	4	5.1
	NR	1	1.8	19	3.6	39	3.9	12	2.4	3	1.6	1	1.3
It will give me the opportunity to	SA	39	69.6	347	66.5	646	64.6	316	63.1	129	70.9	53	67.1
	A	13	23.2	154	29.5	305	30.5	158	31.5	48	26.4	23	29.1
	D	3	5.4	15	2.9	24	2.4	19	3.8	4	2.2	1	1.3

use my	SD	0	0	2	.4	8	8	3	6	0	0	1	1.3
talent(s)	NR	1	1.8	4	.8	17	1.7	5	1.0	1	.5	1	1.3
I believe it will	SA	34	60.7	310	59.4	597	59.7	295	58.9	101	55.5	48	60.8
best meet my	A	17	30.4	161	30.8	304	30.4	169	33.7	65	35.7	21	26.6
personal needs	D	2	3.6	41	7.9	67	6.7	23	4.6	7	3.8	8	10.1
	SD	0	0	4	.8	21	2.1	6	1.2	5	2.7	0	0
	NR	3	5.4	6	1.1	11	1.1	8	1.6	4	2.2	2	2.5
It will improve	SA	34	60.7	320	61.3	582	58.2	302	60.3	102	56.0	50	63.3
on my self-	A	17	30.4	156	29.9	351	35.1	174	34.7	66	36.3	26	32.9
concept	D	2	3.6	35	6.7	39	3.9	19	3.8	11	6.0	3	3.8
	SD	1	1.8	3	.6	14	1.4	4	.8	1	.5	0	0
	NR	2	3.6	8	1.5	14	1.4	2	.4	2	1.1	0	0
It will raise my	SA	39	69.6	321	61.5	595	59.5	287	57.3	102	56.0	45	57.0
self-esteem	A	11	19.6	151	28.9	323	32.3	178	35.5	64	35.2	24	30.4
	D	3	5.4	25	4.8	58	5.8	17	3.4	11	6.0	6	7.6
	SD	1	1.8	11	2.1	15	1.5	13	2.6	3	1.6	3	3.8
	NR	2	3.6	14	2.7	9	.9	6	1.2	2	1.1	1	1.3
It is suitable	SA	28	50.0	255	48.9	480	48.0	226	45.1	97	53.3	39	49.4
for my	A	18	32.1	156	29.9	314	31.4	172	34.3	59	32.4	28	35.4
personality	D	4	7.1	52	10.0	118	11.8	58	11.6	19	10.4	8	10.1
make-	SD	4	7.1	30	5.7	52	5.2	35	7.0	3	1.6	2	2.5
up/characterist	NR	2	3.6	29	5.6	36	3.6	10	2.0	4	2.2	2	2.5
ics													
It will give me	SA	34	60.7	287	55.0	500	50.0	257	51.3	93	51.1	45	57.0
the	A	17	30.4	161	30.8	350	35.0	161	32.1	66	36.3	20	25.3
opportunity to	D	3	5.4	41	7.9	79	7.9	46	9.2	14	7.7	8	10.1
bring out my	SD	0	0	19	3.6	48	4.8	29	5.8	4	2.2	4	5.1
hidden self	NR	2	3.6	14	2.7	23	2.3	8	1.6	5	2.7	2	2.5

*Significant at .05 level

Table A-29 One-Way ANOVA Results for the Responses of Students by Age on Personal Factors that Influence their Career Aspirations

Item	Source	SS	DF	MS	F	Sig.
I have interest in it	Between	502	5	.100	.627	.679
	Within	373.708	2334	.160		
I have the mental ability to do it	Between	301	5	6.027	.218	.955
	Within	643.225	2334	.276		

My best school subjects are related to it	Between	2.004	5	.401	.711	.616
	Within	1305.086	2314	.564		
I have the required aptitude to function effectively in it	Between	1.586	5	.317	.820	.536
	Within	891.924	2304	.387		
I know a lot about the profession	Between	7.670	5	1.534	2.822	.015*
	Within	1227.690	2259	.543		
It will give me the opportunity to use my talent(s)	Between	1.651	5	.330	1.004	.414
	Within	758.053	2305	.329		
I believe it will best meet my personal needs	Between	1.108	5	.222	.469	.800
	Within	1087.330	2300	.473		
It will improve on my self-concept	Between	.920	5	.184	.456	.809
	Within	930.380	2306	.403		
It will raise my self-esteem	Between	2.204	5	.441	.930	.460
	Within	1090.047	2300	.474		
It is suitable for my personality make-up/characteristics	Between	6.386	5	1.277	1.677	.137
	Within	1714.580	2251	.762		
It will give me the opportunity to bring out my hidden self	Between	5.968	5	1.194	1.785	.113
	Within	1525.042	2280	.669		

Table A-30 Descriptive Statistics on Responses of Students by Age on Personal Factors that Influence their Career Aspirations

Item	Age	Number	Mean	Std. Deviation
I have interest in it	16.00	56	3.8393	.3706
	17.00	522	3.8295	.3815
	18.00	1000	3.8290	.3999
	19.00	501	3.8263	.4193
	20.00	182	3.7802	.4283
	21.00	79	3.8608	.3484
I have the mental ability to do it	16.00	56	3.6071	.5618
	17.00	521	3.6468	.4903
	18.00	1000	3.6310	.5321
	19.00	501	3.6327	.5262
	20.00	180	3.6167	.5520
	21.00	79	3.5949	.5666
My best school subjects are related to it	16.00	56	3.3393	.8372
	17.00	519	3.4412	.7378
	18.00	987	3.4276	.7452

	19.00	498	3.3815	.7711
	20.00	181	3.4088	.7808
	21.00	79	3.5063	.6380
I have the required	16.00	56	3.6607	.5808
aptitude to function	17.00	516	3.5678	.5987
effectively in it	18.00	984	3.5244	.6310
	19.00	497	3.5433	.6275
	20.00	179	3.5140	.6391
	21.00	78	3.5513	.6168
I know a lot about the	16.00	55	3.2727	.7317
profession	17.00	503	3.1750	.7177
	18.00	961	2.0989	.7427
	19.00	489	3.1840	.7263
	20.00	179	3.2346	.7501
	21.00	78	3.3205	.8295
It will give me the	16.00	55	3.6545	.5843
opportunity to use my	17.00	518	3.6332	.5603
talent(s)	18.00	983	3.6165	.5783
	19.00	496	3.5867	.5967
	20.00	181	3.6906	.5092
	21.00	78	3.6410	.5805
I believe it will best meet	16.00	53	3.6038	.5664
my personal needs	17.00	516	3.5058	.7165
	18.00	989	3.4934	.7165
	19.00	493	3.5274	.6453
	20.00	178	3.4719	.7065
	21.00	77	3.5195	.6808
It will improve on my	16.00	56	3.4286	.6635
self-concept	17.00	522	3.4885	.6482
	18.00	1000	3.4730	.6436
	19.00	501	3.5369	.6102
	20.00	182	3.4560	.6386
	21.00	79	3.5949	.5666
It will raise my self-	16.00	54	3.6296	.6812
esteem	17.00	508	3.5394	.6812
	18.00	991	3.5116	.6769
	19.00	495	3.4929	.6908
	20.00	180	3.4722	.6885
	21.00	79	3.4231	.7980

I have the required aptitude to function effectively in it	SA	848	60.9	376	57.3	164	56.4	1388	59.3
	A	458	32.9	247	37.7	103	35.4	808	34.5
	D	54	3.9	20	3.0	17	5.8	91	3.9
	SD	13	.9	6	.9	4	1.4	23	1.0
	NR	20	1.4	7	1.1	3	1.0	30	1.3
I know a lot about the profession	SA	432	31.0	234	35.7	110	37.8	775	33.2
	A	660	47.4	323	49.2	132	45.4	1115	47.6
	D	219	15.7	68	10.4	40	13.7	327	14.0
	SD	29	2.1	11	1.7	7	2.4	47	2.0
	NR	53	3.8	20	3.0	2	.7	75	3.2
It will give me the opportunity to use my talent(s)	SA	913	65.5	435	66.3	182	62.5	1530	65.4
	A	408	29.3	200	30.5	93	32.0	701	30.0
	D	39	2.8	15	2.3	12	4.1	66	2.8
	SD		.7	2	.3	2	.7	14	.6
	NR	23	1.7	4	.6	2	.7	29	1.2
I believe it will best meet my personal needs	SA	825	59.2	390	59.5	170	58.4	1385	59.2
	A	429	30.8	210	32.0	98	33.7	737	31.5
	D	90	6.5	43	6.6	15	5.2	148	6.3
	SD	23	1.7	8	1.2	5	1.7	36	1.5
	NR	26	1.9	5	.8	3	1.0	34	1.5
It will improve on my self-concept	SA	854	61.3	378	57.6	158	54.3	1390	59.4
	A	435	31.2	241	36.7	114	39.2	790	33.8
	D	69	5.0	28	4.3	12	4.1	109	4.7
	SD	12	.9	7	1.1	4	1.4	23	1.0
	NR	23	1.7	2	.3	3	1.0	28	1.2
It will raise my self-esteem	SA	858	61.6	374	57.0	157	54.0	1389	59.4
	A	414	29.7	224	34.1	113	38.8	751	32.1
	D	70	5.0	37	5.6	13	4.5	120	5.1
	SD	23	1.7	18	2.7	5	1.7	46	2.0
	NR	28	2.0	3	.5	3	1.0	34	1.5
It is suitable for my personality make-up/characteristics	SA	651	46.7	334	50.9	140	48.1	1125	48.1
	A	437	31.4	209	31.9	101	34.7	747	31.9
	D	158	11.3	71	10.8	30	10.3	259	11.1
	SD	83	6.0	30	4.6	13	4.5	126	5.4
	NR	64	4.6	12	1.8	7	2.4	83	3.5
It will give me the opportunity to bring out my hidden self	SA	747	53.6	326	49.7	143	49.1	1216	52.0
	A	443	31.8	229	34.9	103	35.4	775	33.1
	D	112	8.0	52	7.9	27	9.3	191	8.2
	SD	53	3.8	38	5.8	13	4.5	104	4.4

NR 38 2.7 11 1.7 5 1.7 54 2.3

Table A-32 One-Way ANOVA Results for Responses of Students by their School Settings on Personal Factors that Influence their Career Aspirations.

Item	Source	SS	DF	MS	F	Sig
I have interest in it	Between	.779	2	.390	2.439	.088
	Within	373.431	2337	.160		
I have the mental ability to do it	Between	.551	2	.275	1.00	.368
	Within	642.975	2334	.275		
My best school subjects are related to it	Between	2.012	2	1.006	1.786	.168
	Within	1305.076	2317	.563		
I have the required aptitude to function effectively in it	Between	1.521	2	.760	1.967	.140
	Within	891.990	2307	.387		
I know a lot about the profession	Between	5.744	2	2.872	5.283	.005*
	Within	1229.616	2262	.544		
It will give me the opportunity to use my talent(s)	Between	.824	2	.412	1.253	.286
	Within	758.880	2308	.329		
I believe it will best meet my personal needs	Between	9.622	2	4.811	.010	.990
	Within	1088.428	2303	.473		
It will improve on my self-concept	Between	1.766	2	.883	2.193	.112
	Within	929.535	2309	.403		
It will raise my self-esteem	Between	3.687	2	1.843	3.900	.020*
	Within	1088.563	2303	.473		
It is suitable for my personality make-up/characteristics	Between	2.258	2	1.129	1.481	.228
	Within	1718.708	2254	.763		
It will give me the opportunity to bring out my hidden self	Between	3.638	2	1.819	2.719	.066
	Within	1527.372	2283	.669		

*Significant at .05 level

Table A-33 Descriptive Statistics on Responses of Students by their School Setting on Personal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
I have interest in it	Urban	1393	3.8406	.3815
	Small town	656	3.8095	.4230
	Rural	291	3.7938	.4300
I have the mental ability to	Urban	1381	3.4374	.7575

do it	Small town	650	3.4154	.6932
	Rural	289	3.3460	.8362
My best school subjects are related to it	Urban	1381	3.4374	.7575
	Small town	650	3.4154	.6932
I have the required aptitude to function effectively in it	Rural	289	3.3460	.8362
	Urban	1373	3.5594	.6182
I know a lot about the profession	Small town	649	3.5300	.6056
	Rural	288	3.4826	.6728
It will give me the opportunity to use my talent(s)	Urban	1340	3.1157	.7479
	Small town	636	3.2264	.7025
I believe it will best meet my personal needs	Rural	289	3.1938	.7618
	Urban	1370	3.6234	.5794
It will improve on my self- concept	Small town	636	3.6380	.5439
	Rural	289	3.5744	.6085
It will raise my self-esteem	Urban	1367	3.5040	.6950
	Small town	651	3.5084	.6756
It is suitable for my personality make- up/characteristics	Rural	288	3.5035	.6782
	Urban	1370	3.5555	.6329
It will give me the opportunity to bring out my hidden self	Small town	654	3.5138	.6327
	Rural	288	3.4792	.6463
Group (Pooled)	Urban	1365	3.5436	.6724
	Small town	653	3.4609	.7266
I have interest in it	Rural	288	3.4653	.6669
	Urban	1329	3.2460	.8936
I have interest in it	Small town	644	3.3152	.8467
	Rural	284	3.2958	.8347
I have interest in it	Urban	1355	3.3904	.7990
	Small town	645	3.3070	.8536
I have interest in it	Rural	286	3.3147	.8244
	Urban	1393	37.7538	4.7900
I have interest in it	Small town	656	37.9939	4.2770
	Rural	291	37.6942	4.5089

Table A-34 Frequency and Percentage Distribution on Responses of Students by their School Type on Personal Factors that Influence Career Aspirations.

Item	Respon.	Mixed		Boys		Girls		Total	
		N	%	N	%	N	%	N	%
I have interest in it	SA	1349	83.2	238	82.4	362	84.2	1949	83.3
	A	260	16.0	51	17.6	67	15.6	378	16.2

	D	9	.6			1	.2	10	.4
	SD	3	.2					3	.1
I have the mental ability to do it	SA	1020	62.9	206	71.3	298	69.3	1524	65.1
	A	563	34.7	83	28.7	123	28.6	769	32.9
	D	32	2.0			9	2.1	41	1.8
	SD	3	.2					3	.1
	NR	3	.2					3	.1
My best school subjects are related to it	SA	864	53.3	187	64.7	237	55.1	1288	55.0
	A	545	33.6	86	29.8	144	33.5	775	33.1
	D	153	9.4	11	3.8	36	8.4	200	8.5
	SD	44	2.7	5	1.7	8	1.9	57	2.4
	NR	15	.9			5	1.2	20	.9
I have the required aptitude to function effectively in it	SA	955	58.9	179	61.9	254	59.1	1388	59.3
	A	572	35.3	96	33.2	140	32.6	808	34.5
	D	58	3.6	9	3.1	24	5.6	91	3.9
	SD	17	1.0	2	.7	4	.9	23	1.0
	NR	19	1.2	3	1.0	8	1.9	30	1.3
I know a lot about the profession	SA	583	36.0	89	30.8	104	24.2	776	33.2
	A	752	46.4	147	50.9	216	50.2	1115	47.6
	D	204	12.6	37	12.8	86	20.0	327	14.0
	SD	33	2.0	4	1.4	10	2.3	47	2.0
	NR	49	3.0	12	4.2	14	3.3	75	3.2
It will give me the opportunity to use my talent(s)	SA	1073	66.2	175	60.6	282	65.6	1530	65.4
	A	480	29.6	101	34.9	120	27.9	701	30.0
	D	46	2.8	7	2.4	13	3.0	66	2.8
	SD	6	.4	3	1.0	5	1.2	14	.6
	NR	16	1.0	3	1.0	10	2.3	29	1.2
I believe it will best meet my personal needs	SA	940	58.0	190	65.7	255	59.3	1385	59.2
	A	533	32.9	72	24.9	132	30.7	737	31.5
	D	100	6.2	21	7.3	27	6.3	148	6.3
	SD	20	1.2	4	1.4	12	2.8	36	1.5
	NR	28	1.7	2	.7	4	.9	34	1.5
It will improve on my self-concept	SA	931	57.4	186	64.4	273	63.5	1390	59.4
	A	583	36.0	86	29.8	121	28.1	790	33.8
	D	77	4.8	12	4.2	20	4.7	109	4.7
	SD	15	.9	1	.3	7	1.6	23	1.0
	NR	15	.9	4	1.4	9	2.1	28	1.2

It will raise my self-esteem	SA	934	57.6	205	70.9	250	58.1	1389	59.4
	A	544	33.6	70	24.2	137	31.9	751	32.1
	D	84	5.2	9	3.1	27	6.3	120	5.1
	SD	35	2.2	3	1.0	8	1.9	46	2.0
	NR	24	1.5	2	.7	8	1.9	34	1.5
It is suitable for my personality make-up/characteristics	SA	790	48.7	136	47.1	199	46.3	1125	48.1
	A	518	32.0	91	31.5	138	32.1	747	31.9
	D	179	11.0	32	11.1	48	11.2	259	11.1
	SD	84	5.2	12	4.2	30	7.0	126	5.4
	NR	50	3.1	18	6.2	15	3.5	83	3.5
It will give me the opportunity to bring out my hidden self	SA	839	51.8	153	52.9	224	52.15	1216	52.0
	A	537	33.1	98	33.9	140	32.6	775	33.1
	D	132	8.1	20	6.9	39	9.1	191	8.2
	SD	35	4.8	7	2.4	19	4.4	104	4.4
	NR		2.2	11	3.8	8	1.9	54	2.3

Table A-35 One –Way ANOVA Results for the Responses of Students by School-Type on Personal Factors that Influence Career Aspirations

Item	Source	SS	DF	MS	F	Sig
I have interest in it	Between	.125	2	6.272	.392	.676
	Within	374.084	2337	.160		
I have the mental ability to do it	Between	4.523	2	2.261	8.260	.000*
	Within	639.003	2334	.274		
My best school subjects Are related to it	Between	8.974	2	4.487	8.009	.000*
	Within	129.114	2317	.560		
I have the required aptitude to function effectively in it	Between	.501	2	.251	.647	.524
	Within	893.009	2307	.387		
I know a lot about the profession	Between	13.525	2	6.762	12.51	.000*
	Within	1221.835	2262	.540	9	
It will give me the opportunity to use my talent(s)	Between	1.312	2	.656	1.997	.136
	Within	758.392	2308	.329		
I believe it will best meet my personal needs	Between	2.467	2	1.234	2.616	.073
	Within	1085.970	2303	.472		
It will improve on my self-concept	Between	3.105	2	1.553	3.863	.021*
	Within	928.195	2309	.402		
It will raise my self-esteem	Between	9.552	2	4.776	10.15	.000*

	Within	1082.699	2303	.470	9	
It is suitable for my personality make-up/characteristics	Between	2.342	2	1.171	1.536	.216
	Within	1718.624	2254	.762		
It will give me the opportunity to bring out my hidden self	Between	3.679	2	1.840	2.750	.064
	Within	1527.331	2283	.669		

*Significant at .05 level

Table A-36 Descriptive Statistics on Responses of Students by their School Type on Personal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Dev.
I have interest in it	Mixed	1634	3.8219	.4105
	Boys	266	3.8271	.3789
	Girls	440	3.8409	.3723
I have the mental ability to do it	Mixed	1631	3.6039	.5393
	Boys	266	3.7218	.4490
	Girls	440	3.6818	.5039
My best school subjects are related to it	Mixed	1619	3.3873	.7687
	Boys	266	3.5827	.6578
	Girls	435	3.4414	.7236
I have the required aptitude to function effectively in it	Mixed	1615	3.5381	.6195
	Boys	263	3.5817	.5926
	Girls	432	3.5301	.6491
I know a lot about the profession	Mixed	1584	3.1982	.7387
	Boys	255	3.1647	.7017
	Girls	426	2.9975	.7404
It will give me the opportunity to use my talent(s)	Mixed	1618	3.6310	.5587
	Boys	263	3.5551	.6083
	Girls	430	3.6214	.6044
I believe it will best meet my personal needs	Mixed	1606	3.4969	.6742
	Boys	264	3.5947	.6744
	Girls	436	3.4817	.7379
It will improve on my self- concept	Mixed	1619	3.5114	.6341
	Boys	262	3.6145	.5874
	Girls	431	3.5708	.6605
It will raise my self-esteem	Mixed	1610	3.4870	.6964
	Boys	264	3.6894	.5867
	Girls	432	3.4884	.7012

It is suitable for my personality make-up/characteristics	Mixed	1584	3.2784	.8686
	Boys	248	3.3306	.8220
	Girls	425	3.2141	.9183
It will give me the opportunity to bring out my hidden self	Mixed	1599	3.3427	.8305
	Boys	255	3.4706	.8310
	Girls	432	3.3449	.8186
Group (Pooled)	Mixed	1634	37.7693	4.6326
	Boys	266	38.4436	4.6669
	Girls	440	37.5977	4.5025

Table A-37 Frequency and Percentage Distribution on the Responses of Students by the Size of settlement where they Usually Reside on Personal Factors that Influence their Career Aspirations

Item	Resp	Urban		Small town		Rural		Total	
		No.	%	No.	%	No.	%	No.	%
I have interest in it	SA	743	84.7	759	83.3	447	81.0	1949	83.3
	A	130	14.8	145	15.9	103	18.7	378	16.2
	D	2	.2	6	.7	2	.4	10	.4
	SD	2	.2	1	.1			3	.1
I have the mental ability to do it	SA	559	63.7	600	65.9	365	66.1	1524	65.1
	A	304	34.7	294	32.3	171	31.0	769	32.9
	D	11	1.3	16	1.8	14	2.5	41	1.8
	SD	1	.1			2	.4	3	.1
My best school subjects are related to it	NR	2	.2	1	.1			3	.1
	SA	472	53.8	518	56.9	298	54.0	1288	55.0
	A	287	32.7	297	32.6	191	34.6	775	33.1
	D	83	9.5	73	8.0	44	8.0	200	8.5
	SD	29	3.3	14	1.5	14	2.5	57	2.4
I have the required aptitude to function effectively in it	NR	6	.7	9	1.0	5	.9	20	.9
	SA	520	59.3	546	59.9	322	58.3	1388	59.3
	A	308	35.1	305	33.5	195	35.3	808	34.5
	D	29	3.3	40	4.4	22	4.0	91	3.9
	SD	5	.6	13	1.4	5	.9	23	1.0
I know a lot about the profession	NR	15	1.7	7	.8	8	1.4	30	1.3
	SA	281	32.0	295	32.4	200	36.2	776	33.2
	A	430	49.0	438	48.1	247	44.7	1115	47.6
	D	128	14.6	128	14.1	71	12.9	327	14.0
	SD	12	1.4	18	2.0	17	3.1	47	2.0
It will give me the opportunity to use my	NR	26	3.0	32	3.5	17	3.1	75	3.2
	SA	568	64.8	602	66.1	360	65.2	1530	65.4
	A	257	29.3	277	30.4	167	30.3	701	30.0
	D	28	3.2	20	2.2	18	3.3	66	2.8

talent(s)	SD	6	.7	5	.5	3	.5	14	.6
	NR	18	2.1	7	.8	4	.7	29	1.2
I believe it will best meet my personal needs	SA	522	59.5	555	60.9	308	55.8	1385	59.2
	A	275	31.4	278	3.05	184	33.3	737	31.2
	D	51	5.8	51	5.6	46	8.3	148	6.3
	SD	8	.9	19	2.1	9	1.6	36	1.5
	NR	21	2.4	8	.9	5	.9	34	1.5
It will improve on my self-concept	SA	513	58.5	560	61.5	317	57.4	1390	59.4
	A	302	34.4	289	31.7	199	36.1	790	33.8
	D	39	4.4	47	5.2	23	4.2	109	4.7
	SD	8	.9	8	.9	7	1.3	23	1.0
	NR	15	1.7	7	.8	6	1.1	28	1.2
It will raise my self-esteem	SA	535	61.0	549	60.3	305	55.3	1389	59.4
	A	267	30.4	286	31.4	198	35.9	751	32.1
	D	37	4.2	49	5.4	34	6.2	120	5.1
	SD	19	2.2	15	1.6	12	2.2	46	2.0
	NR	19	2.2	12	1.3	3	.5	34	1.5
It is suitable for my personality make-up/characteristics	SA	427	48.7	421	46.2	277	50.2	1125	48.1
	A	276	31.5	288	31.6	183	33.2	747	31.9
	D	85	9.7	115	12.6	59	10.7	259	11.1
	SD	48	5.5	60	6.6	18	3.3	126	5.4
	NR	41	4.7	27	3.0	15	2.7	83	3.5
It will give me the opportunity to bring out my hidden self	SA	482	55.0	462	50.7	272	49.3	1216	52.0
	A	285	32.5	306	33.6	184	33.3	775	33.1
	D	64	7.3	77	8.5	50	9.1	191	8.2
	SD	29	3.3	42	4.6	33	6.0	104	4.4
	NR	17	1.9	24	2.6	13	2.4	54	2.3

Table A-38 One-Way ANOVA Results for the Responses of Students by their Size of the settlement where they Usually Reside on Personal Factors that Influence Career Aspirations.

Item	Source	SS	DF	MS	F	Sig.
I have interest in it	Between	.401	2	.200	1.252	.286
	Within	373.809	2337	.160		
I have the mental ability to do it	Between	.149	2	1.447	.270	.763
	Within	643.377	2334	.276		
My best school subjects are related to it	Between	3.032	2	1.516	2.693	.068
	Within	1304.056	2317	.563		

I have the required aptitude to function effectively in it	Between	.373	2	.187	.482	.617
	Within	893.137	2307	.387		
I know a lot about the profession	Between	.307	2	.153	.281	.755
	Within	1235.053	2262	.546		
It will give me the opportunity to use my talent(s)	Between	.193	2	9.632	.293	.746
	Within	759.511	2308	.329		
I believe it will best meet my personal needs	Between	2.613	2	1.306	2.771	.063
	Within	1085.825	2303	.471		
It will improve on my self-concept	Between	.476	2	.238	.591	.554
	Within	930.825	2309	.403		
It will raise my self-esteem	Between	2.715	2	.403	2.870	.057
	Within	1089.535	2303	.473		
It is suitable for my personality make-up/characteristics	Between	6.173	2	3.086	4.057	.017*
	Within	1714.793	2254	.761		
It will give me the opportunity to bring out my hidden self	Between	6.001	2	3.001	4.492	.011*
	Within	1525.009	2283	.668		

*Significant at .05

Table A-39 Descriptive Statistics on Responses of Students by Size of settlement where they Usually Reside on Personal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Dev
I have interest in it	Urban	877	3.8404	.3906
	Small town	911	3.8244	.4059
	Rural	552	3.8062	.4047
I have the mental ability to do it	Urban	875	3.6240	.5167
	Small town	910	3.6418	.5151
	Rural	552	3.6286	.5536
My best school subjects are related to it	Urban	871	3.3800	.7916
	Small town	902	3.4623	.7100
	Rural	547	3.4132	.7469
I have the required aptitude to function effectively in it	Urban	862	3.5580	.5909
	Small town	904	3.5310	.6514
	Rural	544	3.5331	.6210
I know a lot about the profession	Urban	851	3.1516	.7174
	Small town	879	3.1490	.7359
	Rural	535	3.1776	.7767

It will give me the opportunity to use my talent(s)	Urban	859	3.6147	.5868
	Small town	904	3.6327	.5569
	Rural	548	3.6131	.5800
I believe it will best meet my personal needs	Urban	856	3.5315	.6517
	Small town	903	3.5161	.6996
	Rural	547	3.4461	.7176
It will improve on my self-concept	Urban	862	3.5313	.6290
	Small town	904	3.5498	.6364
	Rural	546	3.5128	.6417
It will raise my self-esteem	Urban	858	3.5361	.6844
	Small town	899	3.5228	.6776
	Rural	549	3.4499	.7095
It is suitable for my personality make-up/characteristics	Urban	836	3.2943	.8697
	Small town	884	3.2104	.9135
	Rural	537	3.3389	.8038
It will give me the opportunity to bring out my hidden self	Urban	860	3.4186	.7715
	Small town	887	3.3393	.8262
	Rural	539	3.2894	.8717
Group (pooled)	Urban	877	37.7788	4.6473
	Small town	911	37.8880	4.5431
	Rural	552	37.7464	4.6932

Table A-40 Frequency and Percentage Distribution on the Responses of Students by Ethnic Group on Personal Factors that Influence Career Aspirations

Item	Resp	Fanti		Ashanti		Ewe		Ga	
		N	%	N	%	N	%	N	%
I have interest in it	SA	401	83.0	566	85.1	98	86.0	72	79.1
	A	79	16.4	93	14.0	16	14.0	19	20.9
	D	2	.4	4	.6				
	SD	1	.2	2	.3				
I have the mental ability to do it	SA	293	60.7	464	69.8	68	59.6	54	59.3
	A	177	36.6	190	28.6	44	38.6	37.4	
	D	12	2.5	11	1.7	1	.9	3	3.3
	SD					1	.9		
My best school	NR	1	.2						
	SA	251	52.0	390	58.6	68	59.6	48	52.7

subjects are related to it	A	169	35.0	204	30.7	28	24.6	35	38.5
	D	45	9.3	48	7.2	14	12.3	5	5.5
	SD	15	3.1	16	2.4	3	2.6	3	3.3
	NR	3	.6	7	1.1	1	.9		
I have the required aptitude to function effectively in it	SA	291	60.2	389	58.5	65	57.0	52	57.1
	A	159	32.9	240	36.1	42	36.8	29	31.9
	D	19	3.9	21	3.2	3	2.6	7	7.7
	SD	4	.8	6	.9	2	1.8	1	1.1
I know a lot about the profession	NR	10	2.1	9	1.4	2	1.8	2	2.2
	SA	162	33.5	217	32.6	38	33.3	29	31.9
	A	226	46.8	309	46.5	56	49.1	47	51.6
	D	68	14.1	102	15.3	14	12.3	12	13.2
It will give me the opportunity to use my talent(s)	SD	10	2.1	13	2.0	2	1.8	1	1.1
	NR	17	3.5	24	3.6	4	3.5	2	2.2
	SA	315	65.2	446	67.1	71	62.3	56	61.5
	A	143	29.6	191	28.7	36	31.6	28	30.8
I believe it will best meet my personal needs	D	14	2.9	16	2.4	4	3.5	3	3.3
	SD	4	.8	4	.6	1	.9	1	1.1
	NR	7	1.4	8	1.2	2	1.8	3	3.3
	SA	292	60.5	420	63.2	77	67.5	50	54.9
It will improve on my self-concept	A	150	31.1	179	26.9	31	27.2	31	34.1
	D	25	5.2	44	6.6	4	3.5	8	7.8
	SD	7	1.4	15	2.3	2	1.8	2	2.2
	NR	9	1.9	7	1.1				
It will raise my self-esteem	SA	280	58.0	427	64.2	74	64.9	52	57.1
	A	168	34.8	195	29.3	34	29.8	28	30.8
	D	23	4.8	30	4.5	6	5.3	5	5.5
	SD	4	.8	10	1.5			1	1.1
It is suitable for my personality make-up/characteristics	NR	8	1.7	3	.5			5	5.5
	SA	289	59.5	426	64.1	72	63.2	51	56.0
	A	165	34.2	187	28.1	35	30.7	27	29.7
	D	18	3.7	28	4.2	5	4.4	7	7.7
It is suitable for my personality make-up/characteristics	SD	5	1.0	17	2.6	2	1.8	4	4.4
	NR	6	1.2	7	1.1			2	2.2
	SA	245	50.7	324	48.7	60	52.6	42	46.2
	A	152	31.5	211	31.7	30	28.1	26	28.6
It is suitable for my personality make-up/characteristics	D	44	9.1	66	9.9	13	11.4	13	14.3
	SD	22	4.6	37	5.6	6	5.3	4	4.4
It is suitable for my personality make-up/characteristics	NR	20	4.1	27	4.1	3	2.6	6	6.6

It will give me the opportunity to bring out my hidden self	SA	253	52.4	365	54.9	58	50.9	52	57.1
	A	164	34.0	216	32.5	39	34.2	26	28.6
	D	33	6.8	43	6.5	11	9.6	8	8.8
	SD	22	6.6	25	3.8	4	3.5	3	3.3
	NR	11	2.3	16	2.4	2	1.8	2	2.2

Table A-40 Frequency and Percentage Distribution on Responses of Students by Ethnic Group on Personal Factors that Influence Career Aspirations (Continue)

Item	Resp	Brong		Bulsa/Frafra		Other Akan		Others		Total	
		N	%	N	%	N	%	N	%	N	%
I have interest in it	SA	59	8.3	410	79.0	230	86.5	113	85.6	1949	83.3
	A	11	15.7			35	13.2	19	14.4	378	16.2
	D			106	20.4	1	.4			10	.4
	SD			3	.6					3	.1
I have the mental ability to do it	SA	45	64.3	334	64.4	184	69.2	82	62.1	1524	65.1
	A	25	35.7	176	33.9	80	30.1	43	32.6	769	32.9
	D			9	1.7	2	.8	3	2.3	41	1.8
	SD							2	1.5	3	.1
NR							2	1.5	3	.1	
My best school subjects are related to it	SA	42	60.0	262	50.5	159	59.8	68	51.5	1288	55.0
	A	17	24.3	188	36.2	80	30.1	54	40.9	775	33.1
	D	6	8.6	56	10.8	18	6.8	8	6.1	200	8.5
	SD	1	1.4	10	1.9	8	3.0	1	.8	57	2.4
NR	4	5.7	3	.6	1	.4	1	.8	20	.9	
I have the required aptitude to function effectively in it	SA	44	62.9	312	60.1	164	61.7	71	53.8	1388	59.3
	A	24	34.3	173	33.3	88	33.1	53	40.2	808	34.5
	D			26	5.0	8	3.0	7	5.3	91	3.9
	SD	1	1.4	6	1.2	3	1.1			23	1.0
NR	1	1.4	2	.4	3	1.1	1	.8	30	1.3	
I know a lot about the profession	SA	23	32.9	180	34.7	83	31.2	44	33.3	776	33.2
	A	33	47.1	246	47.4	129	48.5	69	52.3	1115	47.6
	D	5	7.1	67	12.9	42	15.8	17	12.9	327	14.0
	SD	1	1.4	14	2.7	4	1.5	2	1.5	47	2.0
NR	8	11.4	12	2.3	8	3.0			75	3.2	
It will give me the opportunity to use my	SA	49	70.0	328	63.2	171	64.3	94	71.2	1530	65.4
	A	18	25.7	174	33.5	79	29.7	32	24.2	701	30.0
	D	2	2.9	13	2.5	10	3.8	4	3.0	66	2.8
	SD			2	.4			2	1.5	14	.6

talent(s)	NR	1	1.4	2	.4	6	2.3			29	1.2
I believe it will best meet my personal needs	SA	42	60.0	270	52.0	158	59.4	76	57.6	1385	59.2
	A	24	34.3	194	37.4	86	32.3	42	31.8	737	31.5
	D	4	5.7	41	7.9	17	6.4	5	3.8	148	6.3
	SD			7	1.3			3	2.3	36	1.5
	NR			7	1.3	5	1.9	6	4.5	34	1.5
It will improve on my self-concept	SA	46	65.7	273	52.6	161	60.5	77	58.3	1390	59.4
	A	23	32.9	213	41.0	81	30.5	48	36.4	790	33.8
	D	1	1.4	25	4.8	13	4.9	6	4.5	109	4.7
	SD			6	1.2	2	.8			23	1.0
	NR			2	.4	9	3.4	1	.8	28	1.2
It will raise my self-esteem	SA	38	54.3	253	48.7	171	64.3	89	67.4	1389	59.4
	A	26	37.1	206	39.7	73	27.4	32	24.2	751	32.1
	D	2	2.9	43	8.3	12	4.5	5	3.8	120	5.1
	SD	2	2.9	10	1.9	4	1.5	2	1.5	46	2.0
	NR	2	2.9	7	1.3	6	2.3	4	3.0	34	1.5
It is suitable for my personality make-up/characteristics	SA	32	45.7	231	44.5	126	47.4	65	49.2	1125	48.1
	A	24	34.3	177	34.1	87	32.7	38	28.8	747	31.9
	D	7	10.0	70	13.5	31	11.7	15	11.4	259	11.1
	SD	5	7.1	32	6.2	11	4.1	9	6.8	126	5.4
	NR	2	2.9	9	1.7	11	4.1	5	3.8	83	5.5
It will give me the opportunity to bring out my hidden self	SA	36	51.4	231	44.5	149	56.0	72	54.5	1216	52.0
	A	30	42.9	184	35.5	78	29.3	38	28.8	775	33.1
	D	2	2.9	59	11.4	21	7.9	14	10.6	191	8.2
	SD	2	2.9	36	6.9	7	2.6	5	3.8	104	4.4
	NR			9	1.7	11	4.1	3	2.3	54	2.3

Table A-41 One –Way ANOVA Results for the Responses of Students by Ethnic Group on the Influence of Personal Factors on their Career Aspirations

Item	Source	SS	DF	MS	F	SIG
I have interest in it	Between	1.731	7	.247	1.548	.146
	Within	372.479	2332	.160		
I have the mental ability to do it	Between	4.815	7	.688	2.508	.014*
	Within	638.711	2329	.274		
My best school subjects	Between	6.307	7	.901	1.601	.130

are related to it	Within	1300.781	2312	.563		
I have the required	Between	1.464	7	.209	.540	.805
aptitude to function	Within	892.047	2302	.388		
effectively in it						
I know a lot about the	Between	1.241	7	.177	.324	.943
profession	Within	1234.119	2257	.547		
It will give me the	Between	1.218	7	.174	.528	.814
opportunity to use my	Within	758.486	2303	.329		
talent(s)						
I believe it will best meet	Between	6.664	7	.952	2.022	.049*
my personal needs	Within	1081.773	2298	.471		
It will improve on my	Between	5.457	7	.780	1.940	.060
self-concept	Within	925.844	2304	.402		
It will raise my self-	Between	16.064	7	2.295	4.900	.000*
esteem	Within	1076.187	2298	.468		
It is suitable for my	Between	6.212	7	.887	1.164	.320
personality make-	Within	1714.753	2249	.762		
up/characteristics						
It will give me the	Between	18.729	7	2.676	4.030	.000*
opportunity to bring out	Within	1512.281	2278	.664		
my hidden self						

* Significant at .05

Table A-42 Descriptive Statistics on Responses of Students by Ethnic Group on Personal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
I have interest in it	Fanti	483	3.8219	.4091
	Ashanti	665	3.8391	.4066
	Ewe	114	3.8596	.3489
	Ga	91	3.7912	.1087
	Brong	70	3.8429	.3666
	Bulsa/Frafra	519	3.7842	.4256
	Other Akans	266	3.8609	.3574
	Others	132	3.8261	.3524
I have the mental ability to do it	Fanti	482	3.5830	.5418
	Ashanti	665	3.6812	.5006
	Ewe	114	3.5702	.5640

	Ga	91	3.5604	.5619
	Brong	70	3.6429	.4826
	Bulsa/Frafra	519	3.6262	.5189
	Other Akans	266	3.6842	.4816
	Others	130	3.5769	.6209
My best school subjects	Fanti	480	3.3667	.7801
are related to it	Ashanti	658	3.4711	.7361
	Ewe	113	3.4248	.8107
	Ga	91	3.4066	.7450
	Brong	66	3.5152	.7284
	Bulsa/Frafra	516	3.3605	.7516
	Other Akans	265	3.4717	.7539
	Others	131	3.4427	.6464
I have the required aptitude to	Fanti	473	3.5581	.6152
function effectively in it	Ashanti	665	3.5427	.6063
	Ewe	112	3.5179	.6435
	Ga	89	3.4831	.6927
	Brong	69	3.6087	.5744
	Bulsa/Frafra	517	3.5300	.6482
	Other Akans	263	3.5703	.6130
	Others	131	3.4885	.5996
It will give me the opportunity to	Fanti	476	3.6155	.5887
use my talent(s)	Ashanti	657	3.6423	.5617
	Ewe	112	3.5804	.6098
	Ga	88	3.5795	.6200
	Brong	69	3.6812	.5284
	Bulsa/Frafra	517	3.6015	.5602
	Other Akans	260	3.6192	.5603
	Others	132	3.6515	.6176
I believe it will best meet my	Fanti	474	3.5338	.6663
personal needs	Ashanti	658	3.5258	.7216
	Ewe	114	3.6053	.6465
	Ga	91	3.4176	.7463
	Brong	70	3.5429	.6064
	Bulsa/Frafra	512	3.4199	.7977
	Other Akans	261	3.5402	.6165

	Others	126	3.5159	.6897
It will improve on my self- concept	Fanti	475	3.5242	.6306
	Ashanti	662	3.5695	.6535
	Ewe	114	3.5965	.5908
	Ga	86	3.5233	.6638
	Brong	70	3.6429	.5118
	Bulsa/Frafra	517	3.4565	.6444
	Other Akans	257	3.5603	.6291
	Others	131	3.5420	.5852
It will raise my self-esteem	Fanti	477	3.5472	.6221
	Ashanti	658	3.5532	.6986
	Ewe	114	3.5526	.6664
	Ga	89	3.4045	.8218
	Brong	68	3.4706	.7012
	Bulsa/Frafra	512	3.3711	.7208
	Other Akans	260	3.5808	.6555
	Others	128	3.6250	.6399
It is suitable for my personality make-up/characteristics	Fanti	463	3.3391	.8371
	Ashanti	638	3.2884	.8725
	Ewe	111	3.3153	.8840
	Ga	85	3.2471	.8851
	Brong	68	3.2206	.9117
	Bulsa/Frafra	510	3.1902	.8981
	Other Akans	255	3.2863	.8421
	Others	127	3.2520	.9256
It will give me the opportunity to bring out my hidden self	Fanti	472	3.3729	.8091
	Ashanti	649	3.4191	.7798
	Ewe	112	3.3482	.8021
	Ga	89	3.4270	.7961
	Brong	70	3.4286	.6931
	Bulsa/Frafra	510	3.1961	.9023
	Other Akans	255	3.4471	.7608
	Others	129	3.3721	.8298
Group (Pooled)	Fanti	483	37.7723	4.5309
	Ashanti	665	38.1233	4.4647
	Ewe	114	38.1404	4.5328
	Ga	91	37.1868	4.6474

Brong	70	37.9857	4.4118
Bulsa/Frafra	519	37.3680	4.5709
Other Akans	266	37.9737	4.8560
Others	132	37.8938	5.3933

Table A-43 Frequency and Percentage Distribution on the Responses of Students by Gender on Interpersonal Factors that Influence Career Aspirations

Item	Resp	Female		Male		Total	
		No.	%	No.	%	No.	%
It is the same as my fathers' work.	SA	76	6.0	72	6.7	148	6.3
	A	38	3.0	66	6.1	104	4.4
	D	447	35.3	346	32.2	793	33.9
	SD	661	52.3	551	51.3	1212	51.8
	NR	43	3.4	40	3.7	83	3.5
It is the same as my mother's work.	SA	52	4.1	25	2.3	77	3.3
	A	50	4.0	34	3.2	84	3.6
	D	440	34.8	345	32.1	785	33.5
	SD	687	54.3	627	58.3	1341	56.2
	NR	36	2.8	44	4.1	80	3.4
It is the same as the work chosen by my best friend	SA	55	4.3	67	6.2	122	5.2
	A	78	6.2	85	7.9	163	7.0
	D	382	30.2	297	27.6	679	29.0
	SD	703	55.6	579	53.9	1282	54.8
	NR	47	3.7	47	4.4	94	4.0
Friends and classmates recommend it to me	SA	75	5.9	105	9.8	180	7.7
	A	144	11.4	123	11.4	267	11.4
	D	372	29.4	282	26.2	654	27.9
	SD	634	50.1	531	49.4	1165	49.8
	NR	40	3.2	34	3.2	74	3.2
Adult relatives and adult friends wish it for me	SA	135	10.7	140	13.0	275	11.8
	A	198	15.7	176	16.4	374	16.0
	D	358	28.3	272	25.3	630	26.9
	SD	546	43.2	453	42.1	999	42.7
	NR	28	2.2	34	3.2	62	2.6
My parents have chosen it to me.	SA	99	7.8	92	8.6	191	8.2
	A	122	9.6	109	10.1	231	9.9
	D	411	32.5	325	30.2	736	31.5
	SD	605	47.8	512	47.6	1117	47.7
	NR	28	2.2	37	3.4	65	2.8

It is the same as my brothers/sister's work.	SA	73	5.8	83	7.7	156	6.7
	A	88	7.0	75	7.0	163	7.0
	D	410	32.4	321	29.9	731	31.2
	SD	652	51.5	561	52.2	1213	51.8
	NR	42	3.3	35	3.3	77	3.3
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	SA	296	23.4	247	23.0	543	23.2
	A	354	28.0	293	27.3	547	27.6
	D	292	23.1	225	20.9	517	22.1
	SD	302	23.9	282	26.2	584	25.0
	NR	21	1.7	28	2.6	49	2.1
My school counsellor(s) have made me believe it is a good job and/or it will fit me.	SA	247	19.5	217	20.2	464	19.8
	A	322	25.5	266	24.7	588	25.1
	D	348	27.5	286	26.6	634	27.1
	SD	312	24.7	267	24.8	579	24.7
	NR	36	2.8	39	3.6	75	3.2
My church leader(s) (eg. Priest, paster, elder) have made me to believe that it is good and/or it will fit me.	SA	119	9.4	120	11.2	239	10.2
	A	208	16.4	177	16.5	385	16.5
	D	437	34.5	340	31.6	777	33.2
	SD	443	35.0	374	34.8	817	34.9
	NR	58	4.6	64	6.0	122	5.2
Somebody I have taken as my role model is/was in the same work/profession.	SA	415	32.8	380	35.3	795	34.0
	A	286	22.6	230	21.4	516	22.1
	D	274	21.7	234	21.8	508	21.7
	SD	263	20.8	195	18.1	458	19.6
	NR	27	2.1	36	3.3	63	2.7

Table A-44 One- Way ANOVA Results for Responses of Students by Gender on Interpersonal Factors that Influence Career Aspirations.

		SS	Df	MS	F	Sig.
It is the same as my father's work	Between	1.755	1	1.755	2.452	.118
	Within	1614.112	2255	.716		
It is the same as my mother's work	Between	4.848	1	4.848	9.207	.002*
	Within	1188.862	2258	.527		
It is the same as the work chosen by my best friend	Between	2.941	1	2.941	4.153	.042*
	Within	1589.175	2244	.708		

Friends and classmates recommend	Between	4.294	1	4.294	4.813	.028*
	Within	2019.973	2264	.892		
Adult relatives and adult friends	Between	2.458	1	2.458	2.266	.132
	Within	2468.073	2276	1.084		
My parents have chosen	Between	.208	1	.208	.236	.627
	Within	2000.087	2272	.880		
Same as brother's/sister's work	Between	.717	1	.717	.923	.337
	Within	1757.303	2261	.777		
Basic/SSS teachers made me believe it is good/suitable	Between	.711	1	.711	.576	.448
	Within	2826.034	2289	1.235		
School counselor made me believe it is good job/fit me	Between	3.477	1	3.477	.030	.863
	Within	2635.341	2263	1.165		
Church leader(s) made me believe it is good/fit me	Between	.882	1	.882	.907	.341
	Within	2156.164	2216	.973		
Somebody taken as role model /was in same profession	Between	3.275	1	3.275	2.519	.113
	Within	2957.969	2275	1.300		

*Significant at .05

Table A -45 Descriptive Statistics on Students' Responses by Gender on Interpersonal Factors that Influence their Career Aspirations

	Sex	N	Mean	Std. Deviation
It is the same as my father's work	Female	1222	1.6146	.8202
	Male	1035	1.6705	.8755
It is the same as my mother's work	Female	1229	1.5663	.7624
	Male	1031	1.4733	.6791
Same as the work chosen by my best friend	Female	1218	1.5772	.8022
	Male	1028	1.6498	.8859
Friends and classmates recommend for me	Female	1225	1.7224	.8964
	Male	1041	1.8098	.9982
Adult relatives and adult friends	Female	1237	1.9369	1.0173
	Male	1041	2.0029	1.0692
My parents have chosen it for me	Female	1237	1.7696	.9249
	Male	1037	1.7888	.9539
It is the same as brother's/sister's work	Female	1223	1.6566	.8523
	Male	1040	1.6923	.9148

My basic/SSS teachers made me believe	Female	1244	2.5177	1.1009
It is good work/suitable for me	Male	1047	2.4823	1.1231
My school counselor made me believe it is good job/fit me	Female	1229	2.4101	1.0736
	Male	1036	2.4180	1.0857
My church leader(s) made me believe it is good/fit me	Female	1207	2.0025	.9667
	Male	1011	2.0425	1.0094
Somebody I have taken as role model is/was in same profession	Female	1238	2.6890	1.1448
	Male	1039	2.7652	1.1348
Group (pooled)	Female	1265	20.8538	6.6177
	Male	1073	21.0345	7.211

Table A-46 Frequency and Percentage Distribution on the Responses of Students by Residential Status on Interpersonal Factors that Influence Career Aspirations

Item	Resp	Day		Boarding		Total	
		No.	%	No.	%	No.	%
It is the same as my fathers' work.	SA	45	9.2	103	5.6	148	6.3
	A	23	4.7	81	4.4	104	4.4
	D	171	35.1	622	33.6	793	33.9
	SD	225	46.2	987	53.3	1212	51.8
	NR	23	4.7	60	3.2	83	3.5
It is the same as my mother's work.	SA	27	5.5	50	2.7	77	3.3
	A	25	5.1	59	3.2	84	3.6
	D	176	36.1	609	32.9	785	33.5
	SD	240	49.3	1074	58.0	1314	56.2
	NR	19	3.9	61	3.3	80	3.4
It is the same as the work chosen by my best friend	SA	42	8.6	80	4.3	122	5.2
	A	48	9.9	115	6.2	163	7.0
	D	143	29.4	536	28.9	679	29.0
	SD	232	47.6	1050	56.7	1282	54.8
	NR	22	4.5	72	3.9	94	4.0
Friends and classmates recommend it to me	SA	45	9.2	135	7.3	180	7.7
	A	69	14.2	198	10.7	267	11.4
	D	127	26.1	527	28.4	654	27.9
	SD	228	46.8	637	50.6	1165	49.8
	NR	18	3.7	56	3.0	74	3.2
Adult relatives and adult friends wish it for me.	SA	67	13.8	208	11.2	275	11.8
	A	81	16.6	293	15.8	374	16.0
	D	135	27.7	495	26.7	630	26.9

	SD	188	38.6	811	43.8	999	42.7
	NR	16	3.3	46	2.5	62	2.6
My parents have chosen it to me.	SA	62	12.7	129	7.0	191	8.2
	A	54	11.1	177	9.6	231	9.9
	D	153	31.4	583	31.5	736	31.5
	SD	207	42.5	910	49.1	1117	47.7
	NR	11	2.3	54	2.9	65	2.8
It is the same as my brothers/sister's work.	SA	52	10.7	104	5.6	156	6.7
	A	38	7.8	125	6.7	163	7.0
	D	164	33.7	567	30.6	731	31.2
	SD	213	43.7	1000	54.0	1213	51.8
	NR	20	4.1	57	3.1	77	3.3
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	SA	135	27.7	408	22.0	543	23.2
	A	136	27.9	511	27.6	647	27.6
	D	116	23.8	401	21.6	517	22.1
	SD	86	17.7	498	26.9	584	25.0
	NR	14	2.9	35	1.9	49	2.1
My school counsellor(s) have made me believe it is a good job and/or it will fit me.	SA	119	24.4	345	18.6	464	19.8
	A	135	27.7	453	24.4	588	25.1
	D	128	26.3	506	27.3	634	27.1
	SD	88	18.1	491	26.5	579	24.7
	NR	17	3.5	58	3.1	75	3.2
My church leader(s) (eg. Priest, pastor, elder) have made me to believe that it is good and/or it will fit me.	SA	68	14.0	171	9.2	239	10.2
	A	91	18.7	294	15.9	385	16.5
	D	152	31.2	625	33.7	777	33.2
	SD	149	30.6	668	36.0	817	34.9
	NR	27	5.5	95	5.1	122	5.2
Somebody I have taken as my role model is/was in the same work/profession.	SA	176	36.1	619	33.4	795	34.0
	A	99	20.3	417	22.5	516	22.1
	D	110	22.6	398	21.5	508	21.7
	SD	89	18.3	369	19.9	458	19.6
	NR	13	2.7	50	2.7	63	2.7

Table A-47 One-Way ANOVA Results for Responses of Students by Residential Status on Interpersonal Factors that Influence Career Aspirations.

		SS	df	MS	F	Sig.
It is the same as my father's work	Between	8.187	1	8.187	11.483	.001*
	Within	1607.681	2255	.713		
It is the same as my mother's work	Between	10.298	1	10.298	19.649	.000*
	Within	1183.412	2258	.524		
Same as the work chosen by my best friend	Between	17.862	1	17.862	25.461	.000*
	Within	1574.254	2244	.702		
Friends and classmates recommend it for me	Between	4.822	1	4.822	5.407	.020*
	Within	2019.444	2264	.892		
Adult relatives and adult friends wish it for me	Between	4.836	1	4.836	4.464	.035*
	Within	2465.695	2276	1.083		
My parents have chosen it for me	Between	15.549	1	15.549	17.799	.000*
	Within	1984.747	2272	.874		
Same as brother's/sister's work	Between	18.014	1	18.014	23.407	.000*
	Within	1740.007	2261	.770		
Basic/SSS teachers made me believe it is good/suitable work for me	Between	18.255	1	18.255	14.879	.000*
	Within	2808.489	2289	1.227		
School counsellor made me believe it is good job/fit me	Between	22.022	1	22.022	19.069	.000*
	Within	2613.354	2263	1.155		
Church leader(s) made me believe it is good/fit me	Between	12.855	1	12.855	13.285	.000*
	Within	2144.191	2216	.968		
Somebody taken as role model is/was in same profession	Between	.956	1	.956	.734	.392
	Within	2960.289	2275	1.301		

* Significant at .05

Table A-48: Descriptive Statistics on the Responses of Students by their Residential Status on Interpersonal Factors that Influence their Career Aspirations

Item	Residential Status	N	Mean	Std Deviation
It is the same as my fathers' work	Day	464	1.7586	9306
	Boarding	1793	1.6096	8206
It is the same as my mother's work	Day	468	1.6560	8247
	Boarding	1792	1.4894	6953
It is the same as the work chosen by my best friend	Day	465	1.7849	9587
	Boarding	1781	1.5649	8030
Friends and classmates recommend it to me	Day	469	1.8529	9988
	Boarding	1797	1.7390	9298
Adult relatives and adult friends wish it for me.	Day	471	2.0573	10674
	Boarding	1807	1.9436	10338
My parents have chosen it to me.	Day	476	1.9391	10334
	Boarding	1798	1.7358	9068
It is the same as my brothers sister's work.	Day	467	1.8480	9807
	Boarding	1796	1.6275	8483
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	Day	473	2.6765	10751
	Boarding	1818	2.4560	11160
My school counsellor(s) have made me believe it is a good job and/or it will fit me.	Day	470	2.6064	10592
	Boarding	1795	2.3632	10786
My church leader(s) (eg. Priest, pastor, elder) have made me to believe that it is good and/or it will fit me.	Day	460	2.1696	10424
	Boarding	1758	1.9818	9677
Somebody I have taken as my role model is/was in the same work/profession.	Day	474	2.7637	11408
	Boarding	1803	2.7133	11407
Group (pooled)	Day	486	22.3128	7.3712
	Boarding	1852	20.5756	6.7207

Table A-49: Frequency and Percentage Distribution on the Responses of by Age on Inter-Personal Factors that Influence Career Aspirations of Students on the Basis of Age

Item	Resp	16yrs		17yrs		18yrs		19yrs		20yrs	
		N	%	N	%	N	%	N	%	N	%
It is the same as my fathers' work.	SA	5	8.9	34	6.5	53	5.3	35	7.0	17	9.3
	A	4	7.1	25	4.8	42	4.2	18	3.6	12	6.6
	D	22	39.3	182	34.9	340	34.0	162	32.3	67	36.8
	SD	21	7.5	260	49.8	537	53.7	270	53.9	77	42.3
	NO	4	7.1	21	4.0	28	2.8	16	3.2	9	4.9
It is the same as my mother's work.	SA	1	1.8	12	2.3	27	2.7	19	3.8	14	7.7
	A	2	3.6	14	2.7	45	4.5	17	3.4	4	2.2
	D	42	9	182	34.9	331	33.1	161	32.1	67	36.8
	SD	26	46.4	292	55.9	572	57.2	289	57.7	87	47.8
	NR	3	5.4	22	4.2	25	2.5	15	3.0	10	5.5
It is the same as the work chosen by my best friend	SA	1	1.8	19	3.6	41	4.1	30	6.0	17	9.3
	A	3	5.4	38	7.3	58	5.8	41	8.2	18	9.9
	D	15	26.8	129	24.7	313	31.3	138	27.5	63	34.6
	SD	33	58.9	314	60.2	548	54.8	273	54.5	75	41.2
	NR	4	7.1	22	4.2	40	4.0	19	3.8	9	4.9
Friends and classmates recommend it to me	SA	2	3.6	37	7.1	70	7.0	43	8.6	20	11.0
	A	6	10.7	55	10.5	606	60.6	63	12.6	23	12.6
	D	16	28.6	127	24.3	298	29.8	138	27.5	57	31.3
	SD	29	51.8	285	54.6	497	49.7	243	48.5	75	41.2
	NR	3	5.4	18	3.4	29	2.9	14	2.8	7	3.8
Adult relatives and adult friends wish it for me.	SA	6	10.7	60	11.5	113	11.3	64	12.8	23	12.6
	A	7	12.5	79	15.1	155	15.5	84	16.8	32	17.6
	D	22	39.3	133	25.5	267	26.7	132	26.3	56	30.8
	SD	18	32.1	234	44.8	443	44.3	213	42.5	62	34.1
	NR	3	5.4	16	3.1	22	2.2	8	1.6	9	4.9
My parents have chosen it to me.	SA	3	5.4	34	6.5	79	7.9	48	9.6	18	9.9
	A	4	7.1	46	8.8	98	9.8	45	9.0	28	15.4
	D	16	28.6	157	30.1	307	30.7	168	33.5	66	36.3
	SD	30	53.6	267	51.1	488	48.8	232	46.3	66	36.3
	NR	3	5.4	18	3.4	28	2.8	8	1.6	4	2.2
It is the same as my brothers/sister's work.	SA	4	7.1	30	7.5	55	5.5	39	7.8	18	9.9
	A	6	10.7	26	5.0	70	7.0	40	8.0	15	8.2
	D	12	21.4	153	29.3	313	31.3	153	30.5	75	41.2
	SD	31	55.4	292	55.9	257	52.7	260	51.9	68	37.4

	NR	3	5.4	21	4.0	35	3.5	9	8.1	6	3.3
My basis/senior secondary school level teachers have made me to believe it is in a good work	SA	10	17.9	91	17.4	118	21.8	142	28.3	52	28.6
	A	8	14.3	135	25.9	277	27.7	141	28.1	58	31.9
	D	19	33.9	120	23.0	229	22.9	94	18.8	41	22.5
	SD	18	32.1	156	29.9	259	25.9	116	23.2	28	15.4
	NR	1	1.8	20	3.8	17	7.1	8	1.6	3	1.6
My school counsellor(s) have made me believe it is a good job	SA	6	10.7	76	14.6	186	18.6	119	23.8	52	28.6
	A	13	23.2	114	21.8	250	25.0	141	28.1	43	23.6
	D	14	25.5	148	28.4	275	27.5	125	25.0	55	30.2
	SD	21	37.5	160	30.7	253	25.3	107	21.4	28	15.4
	NR	2	3.6	24	4.6	36	3.6	9	1.8	4	2.2
My church leader(s) have made me to believe that it is good	SA	3	5.4	41	7.9	100	10.0	63	12.6	23	12.6
	A	11	19.6	81	15.5	148	14.8	84	16.8	41	22.5
	D	20	35.7	183	35.1	332	33.2	169	33.7	53	29.1
	SD	19	33.9	189	36.2	362	36.2	162	32.3	57	31.3
	NR	3	5.4	28	5.4	58	5.8	23	4.6	8	4.4
Somebody I have taken as my role model is/was in the same work/profession.	SA	29	51.8	165	31.6	349	34.9	172	34.3	56	30.8
	A	4	7.1	120	23.0	218	21.8	114	22.8	41	22.5
	D	15	26.1	119	22.8	207	20.7	102	20.4	47	25.8
	SD	6	10.7	105	20.1	194	19.4	106	21.2	30	16.5
	NR	2	3.6	13	2.5	23	3.2	7	1.4	8	4.4

Table A-50: One Way ANOVA Results for Responses of Students by Age on Interpersonal Factors that Influence Career Aspirations

Item	Source	S S	Df	M S	F	Sig.
It is the same as my father's work	Between	11.521	5	2.304	3.233	.007*
	Within	1604.346	2251	.713		
It is the same as my mother's work	Between	5.107	5	1.021	1.937	.085
	Within	1188.603	2254	.527		
It is the same as the work chosen by my best friend	Between	25.772	5	5.154	7.371	.000*
	Within	1566.344	2240	.699		
Friends and classmates recommend it	Between	11.686	5	2.337	2.625	.023*
	Within	2012.580	2260	.891		
Adult relatives and adult friends recommend it for me	Between	5.863	5	1.173	1.081	.369
	Within	2464.668	2272	1.085		
My parents have chosen it	Between	14.997	5	2.999	3.427	.004*

for me	Within	1985.298	2268	.875		
It is the same as	Between	18.086	5	3.617	4.692	.000*
brother's/sister's work	Within	1739.934	2257	.771		
My basic/SSS teachers made	Between	63.916	5	12.783	10.572	.000*
me believe it is good	Within	2762.829	2285	1.209		
work/suitable						
My school counsellors made	Between	63.233	5	12.647	11.107	.000*
me believe it is good job/fit	Within	2572.143	2259	1.139		
me						
My church leader(s) made	Between	11.989	5	2.398	2.473	.030*
me believe it is good/fit me	Within	2145.057	2212	.970		
Somebody taken as role	Between	7.493	5	1.499	1.152	.331
model is/was in same	Within	2953.751	2271	1.301		
profession						

* Significant at .05

Table A-51: Descriptive Statistics on Responses of Students by Age on Interpersonal Factors that Influence their Career Aspirations

Item	Age	Number	Mean	Std. Deviation
It is the same as my fathers' work.	16.00	52	1.8654	.9294
	17.00	501	1.6667	.8548
	18.00	972	1.5998	.8089
	19.00	485	1.6247	.8621
	20.00	173	1.8208	.9383
	21.00	74	1.5135	.8150
It is the same as my mother's work.	16.00	53	1.5849	.6631
	17.00	500	1.4920	.6714
	18.00	975	1.5149	.7133
	19.00	486	1.5185	.7452
	20.00	172	1.6802	.8699
	21.00	74	1.4865	.7980
It is the same as the work chosen by my best friend	16.00	52	1.4615	.6991
	17.00	500	1.5240	.7942
	18.00	960	1.5750	.7887
	19.00	482	1.6432	.8802
	20.00	173	1.8671	.9583

	21.00	79	1.9241	1.1297
Friends and classmates	16.00	53	1.6415	.8342
recommend it to me	17.00	504	1.6905	.9350
	18.00	971	1.7415	.9184
	19.00	487	1.8070	.9727
	20.00	175	1.9314	1.0091
	21.00	76	1.9211	1.0426
Adult relatives and adult	16.00	53	2.0189	.9705
friends wish it for me.	17.00	506	1.9308	1.0442
	18.00	978	1.9366	1.0347
	19.00	493	1.9980	1.0602
	20.00	173	2.0925	1.0358
	21.00	75	2.0800	1.0496
My parents have chosen it	16.00	53	1.6226	.8599
to me.	17.00	506	1.6964	.8946
	18.00	978	1.7613	.9338
	19.00	493	1.8150	.9596
	20.00	173	1.9888	.9684
	21.00	75	1.9200	1.0366
It is the same as my	16.00	53	1.6792	.9562
brothers/sister's work.	17.00	501	1.5888	.8406
	18.00	965	1.6383	.8465
	19.00	492	1.7114	.9194
	20.00	176	1.9034	.9361
	21.00	76	1.8816	1.0324
My basis/senior	16.00	55	2.1818	1.0902
secondary school level	17.00	502	2.3207	1.0974
teachers have made me to	18.00	983	2.4619	1.1047
believe it is in a good	19.00	493	2.6268	1.1328
work and/or it will be	20.00	179	2.7486	1.0431
suitable for me.	21.00	79	3.0253	.9604
My school counsellors	16.00	54	2.0741	1.0134
have made me believe it	17.00	498	2.2129	1.0572
is a good job and/or it will	18.00	964	2.3828	1.0716
fit me.	19.00	492	2.5528	1.0809
	20.00	178	2.6685	1.0615
	21.00	79	2.8481	1.0139
My church leader(s) (eg.	16.00	53	1.9623	.8979
Priest, pastor, elder) have	17.00	494	1.9474	.9368

made me to believe that it	18.00	942	1.9851	.9833
is good and/or it will fit	19.00	478	2.1004	1.0168
me.	20.00	174	2.1724	1.0336
	21.00	77	2.1299	1.0432
Somebody I have taken as	16.00	54	3.0370	1.1321
my role model is/was in	17.00	509	2.6778	1.1322
the same work/profession.	18.00	968	2.7459	1.1458
	19.00	494	2.7126	1.1546
	20.00	174	2.7069	1.0966
	21.00	78	2.6410	1.1406
Group (pooled)	16.00	56	20.727	5.8210
	17.00	522	19.9521	6.6454
	18.00	100	20.6670	6.7891
	19.00	500	21.6260	6.9153
	20.00	182	22.7033	7.7517
	21.00	79	22.7466	7.0173

Table A-52: Frequency and Percentage Distribution on Responses of Students by School Setting on Interpersonal Factors that Influence Career Aspirations

Item	Resp	Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
It is the same as my fathers' work.	SA	89	6.4	31	4.7	28	9.6	148	6.3
	A	58	4.2	29	4.4	17	5.8	104	4.4
	D	459	33.0	222	33.8	112	38.5	793	33.9
	SD	734	52.7	358	54.6	120	41.2	1212	51.8
	NR	53	3.8	16	2.4	14	4.8	83	3.5
It is the same as my mother's work.	SA	35	2.5	25	3.8	17	8.8	77	3.3
	A	49	3.5	17	2.6	18	6.2	84	3.6
	D	446	32.0	218	33.2	121	41.6	785	33.5
	SD	807	57.9	387	59.0	120	41.2	1314	56.2
	NR	56	4.0	9	1.4	15	5.2	80	3.4
It is the same as the work chosen by my best friend	SA	49	3.5	38	5.8	35	12.0	122	5.2
	A	69	5.0	59	9.0	35	12.0	163	7.0
	D	375	26.9	206	31.4	98	33.7	679	29.0
	SD	835	59.9	342	52.1	105	36.1	1282	54.8
	NR	65	4.7	11	1.7	18	6.2	94	4.0
Friends and classmates recommend it to me	SA	94	6.7	50	7.6	36	12.4	180	7.7
	A	125	9.0	84	12.8	58	19.9	267	11.4
	D	364	26.1	207	31.6	83	28.5	654	27.9

	SD	758	54.4	302	46.0	105	36.1	1165	49.8
	NR	52	3.7	13	2.0	9	3.1	74	3.2
Adult relatives and adult friends wish it for me.	SA	144	10.3	77	11.7	54	18.6	275	11.8
	A	187	13.4	129	19.7	58	19.9	374	16.0
	D	355	25.5	194	29.6	81	27.8	630	26.9
	SD	663	47.6	247	37.7	89	30.6	999	42.7
My parents have chosen it to me.	NR	44	3.2	9	1.4	9	3.1	62	2.6
	SA	80	5.7	67	10.2	44	15.1	191	8.0
	A	109	7.8	78	11.9	44	15.1	231	9.9
	D	414	29.7	219	33.4	103	35.4	736	31.5
It is the same as my brothers/sister's work.	SD	741	53.2	282	43.0	94	32.3	1117	47.7
	NR	49	3.5	10	1.5	6	2.1	65	2.8
	SA	70	5.0	49	7.5	37	12.7	156	6.7
	A	79	5.7	61	9.3	23	7.9	163	7.0
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	D	401	28.8	221	33.7	109	37.5	731	31.2
	SD	789	56.6	314	47.9	110	37.8	1213	51.8
	NR	54	3.9	11	1.7	12	4.1	77	3.3
	SA	270	19.4	173	26.4	100	34.4	543	23.2
My school counsellors have made me believe it is a good job and/or it will fit me.	A	337	24.2	211	32.2	99	34.0	647	27.6
	D	328	23.5	134	20.4	55	18.9	517	22.1
	SD	419	30.1	132	20.1	33	11.3	584	25.0
	NR	39	2.8	6	.9	4	1.4	49	2.1
My church leader(s) (eg. Priest, poster, elder) have made me to believe that it is good and/or it will fit me.	SA	211	15.1	151	23.0	102	35.1	464	19.8
	A	296	21.2	203	30.9	89	30.6	588	25.1
	D	390	28.0	171	26.1	73	25.1	634	27.1
	SD	435	31.2	122	18.6	22	7.6	579	24.7
Somebody I have taken as my role model is/was in the	NR	61	4.4	9	1.4	5	1.7	75	3.2
	SA	123	8.8	70	10.7	46	15.8	239	10.2
	A	184	13.2	132	22.1	69	23.7	385	16.5
	D	462	33.2	123	34.0	92	31.6	777	33.2
Somebody I have taken as my role model is/was in the	SD	548	39.3	203	30.9	66	22.7	817	34.9
	NR	76	5.5	28	4.3	18	6.2	122	2.5
	SA	484	34.7	211	32.2	100	34.4	795	34.0
	A	286	20.5	152	23.2	78	26.8	516	22.1
model is/was in the	D	283	20.3	159	24.2	66	22.7	508	21.7

same	SD	293	21.0	124	18.9	41	14.1	458	19.6
work/profession.	NR	47	3.4	10	1.5	6	2.1	63	2.7

Table A -53: One Way ANOVA Results for the Responses of Students by School Setting on Interpersonal Factors that Influence Career Aspirations

Item	Source	SS	Df	MS	F	Sig.
It is the same as my father's work	Between	12.308	2	6.154	8.651	.000*
	Within	1603.559	2254	.711		
It is the same as my mother's work	Between	16.767	2	8.383	16.077	.000*
	Within	1176.943	2257	.521		
It is the same as the work chosen by my best friend	Between	61.561	2	30.780	45.108	.000*
	Within	1530.555	2243	.682		
Friends and classmates recommend	Between	43.807	2	21.904	25.028	.000*
	Within	1980.459	2263	.875		
Adult relatives and adult friends	Between	46.759	2	23.379	21.944	.000*
	Within	2423.772	2275	1.065		
My parents have chosen	Between	66.833	2	33.416	39.250	.000*
	Within	1933.463	2271	.851		
It is the same as my brother's/sister's work	Between	40.224	2	20.112	26.460	.000*
	Within	1717.797	2260	.760		
My basic/SSS teachers made me believe it is good work/suitable	Between	103.088	2	51.544	43.299	.000*
	Within	2723.657	2288	1.190		
My school Counsellors made me believe it is good job/fit me	Between	156.011	2	78.006	71.167	.000*
	Within	2479.365	2262	1.096		
My church leader(s) made me believe it is good/fit me	Between	50.258	2	25.129	26.420	.000*
	Within	2106.788	2215	.951		
Somebody I have taken as role model is/was in the same profession	Between	3.919	2	1.959	1.507	.222
	Within	2957.326	2274	1.300		

Significant at .05

Table A-54: Descriptive Statistics on Responses of Students by their School Setting on Interpersonal Factors that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
It is the same as my fathers' work.	Urban	1340	1.6284	.8480
	Small town	640	1.7828	.7908
	Rural	277	1.8303	.9345
It is the same as my mother's work.	Urban	1337	1.4854	.6932
	Small town	647	1.5054	.7316
	Rural	276	1.7536	.8296
It is the same as the work chosen by my best friend	Urban	1328	1.4970	.7588
	Small town	645	1.6791	.8692
	Rural	273	2.0000	1.0146
Friends and classmates recommend it to me	Urban	1341	1.6682	.9107
	Small town	643	1.8165	.9376
	Rural	282	2.0887	1.0415
Adult relatives and adult friends wish it for me.	Urban	1349	1.8606	1.0190
	Small town	647	2.0556	1.0275
	Rural	282	2.2730	1.1032
My parents have chosen it to me.	Urban	1343	1.6485	.8650
	Small town	646	1.8916	.9808
	Rural	285	2.1333	1.0430
It is the same as my brothers/sister's work.	Urban	1339	1.5728	.8218
	Small town	645	1.7597	.9104
	Rural	279	1.9534	1.0043
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	Urban	1354	2.3383	1.1147
	Small town	650	2.6538	1.0801
	Rural	287	2.9268	.9991
My school counsellors have made me believe it is a good job and/or it will fit me.	Urban	1332	2.2125	1.0668
	Small town	647	2.5920	1.0426
	Rural	286	2.9476	.9592
My church leader(s) (eg.	Urban	1317	1.9104	.9602

Priest, poster, elder) have	Small town	628	2.1099	.9843
made me to believe that it is	Rural	273	2.3480	1.0253
good and/or it will fit me.				
Somebody I have taken as my	Urban	1346	2.7140	1.1661
role model is/was in the same	Small town	646	2.6966	1.1182
work/profession.	Rural	285	2.8316	1.0647
Group (pooled)	Urban	1392	19.7593	6.8005
	Small town	655	21.9756	6.4663
	Rural	291	24.2302	6.8611

Table A-55: Frequency and Percentage Distribution on the Responses of Students by School-Type on Interpersonal Factors that Influence Career Aspirations

Item	Resp.	Mixed		Boys		Girls		Total	
		N	%	N	%	N	%	N	%
It is the same as my fathers' work.	SA	113	7.0	18	6.0	17	4.0	148	6.3
	A	77	4.8	15	5.2	12	2.8	104	4.4
	D	562	34.7	103	35.6	128	29.8	793	33.9
	SD	804	49.6	141	48.8	267	62.1	1212	51.8
	NO	65	4.0	12	4.2	6	1.4	83	3.5
It is the same as my mother's work.	SA	69	4.3	1	.3	7	1.6	77	3.1
	A	67	4.1	6	2.1	11	2.6	84	3.6
	D	550	33.9	109	37.7	126	29.3	785	33.5
	SD	874	53.9	163	56.4	277	64.4	1314	56.2
	NR	61	3.8	10	3.5	9	2.1	80	3.4
It is the same as the work chosen by my best friend	SA	111	6.8	5	1.7	6	1.4	122	5.2
	A	141	8.7	16	5.5	6	1.4	162	7.0
	D	485	29.9	86	29.8	108	25.1	679	29.0
	SD	816	50.3	167	57.8	299	69.5	1282	54.8
	NR	68	4.2	15	5.2	11	2.6	94	4.0
Friends and classmates recommend it to me	SA	141	8.7	20	6.9	19	4.4	180	7.7
	A	207	12.8	22	7.6	38	8.8	267	11.4
	D	469	28.9	73	25.3	112	26.0	654	27.9
	SD	746	46.0	165	57.1	254	59.1	1165	49.8
	NR	58	3.6	9	3.1	7	1.6	74	3.2
Adult relatives and adult	SA	210	13.0	38	13.1	27	6.3	275	11.8

friends wish it for me.	A	270	16.7	33	15.1	66	15.3	374	16.0	
	D	455	28.1	70	24.2	105	24.4	630	26.9	
	SD	442	39.6	132	45.7	225	52.3	999	42.7	
	NR	44	2.7	11	3.8	7	1.6	62	2.6	
My parents have chosen it to me.	SA	161	9.9	16	5.5	14	33.3	191	8.2	
	A	171	10.5	23	8.0	37	8.6	231	9.9	
	D	540	33.3	81	28.0	115	26.7	736	31.5	
	SD	700	43.2	157	54.3	260	60.5	117	47.7	
NR	NR	49	3.0	12	4.2	4	9	65	2.8	
	It is the same as my brothers/sister's work.	SA	134	8.3	9	3.1	13	3.0	156	6.7
		A	129	8.0	13	4.5	21	4.9	163	7.0
		D	531	32.8	86	29.8	114	26.5	731	31.2
SD		771	47.6	169	58.5	273	63.5	1213	51.8	
NR	NR	56	3.5	12	4.2	9	2.1	77	3.3	
	My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	SA	446	27.5	37	12.8	60	14.0	543	23.2
		A	487	30.0	58	20.1	102	23.7	647	27.6
		D	344	21.2	72	24.9	101	23.5	517	22.1
SD		313	19.3	109	37.7	162	37.7	584	25.0	
NR	NR	31	1.9	13	4.5	5	1.2	49	2.1	
	My school counsellors have made me believe it is a good job and/or it will fit me.	SA	382	23.6	32	11.1	50	11.6	464	19.8
		A	443	27.3	58	20.1	87	20.2	588	25.1
		D	431	26.6	75	26.0	128	29.8	634	27.1
SD		313	19.3	112	38.8	154	35.8	579	24.7	
NR	NR	52	3.2	12	4.2	11	2.6	75	3.2	
	My church leader(s) (eg. Priest, pastor, elder) have made me to believe that it is good and/or it will fit me.	SA	196	12.1	20	6.9	23	5.3	239	10.2
		A	304	18.8	36	12.5	45	10.5	285	16.5
		D	541	33.4	94	32.5	142	33.0	777	33.2
SD		488	30.1	123	42.6	206	47.9	817	34.9	
NR	NR	92	5.7	16	5.5	14	3.3	122	5.2	
	Somebody I have taken as my role model is/was in the same work/profession.	SA	557	34.4	109	37.7	129	30.0	795	34.0
		A	364	22.5	61	21.1	91	21.2	516	22.1
		D	365	22.5	56	19.4	87	20.2	508	21.7
SD		289	17.8	55	19.0	114	26.5	458	19.6	
NR	NR	46	2.8	8	2.8	9	2.1	63	2.7	

Table 56: One Way ANOVA Results for Responses of Students by School Type on Interpersonal Factors that Influence Career Aspirations

	Source	S S	df	M S	F	Sig.
It is the same as my father's work	Between	16.852	2	8.426	11.878	.000*
	Within	1599.015	2254	.709		
It is the same as my mother's work	Between	13.919	2	6.960	13.314	.000*
	Within	1179.791	2257	.523		
Same as the work chosen by my best friend	Between	51.291	2	25.645	37.332	.000*
	Within	1540.826	2243	.687		
Friends and classmates recommend it	Between	29.609	2	14.804	16.796	.000*
	Within	1994.658	2263	.881		
Adult relatives and adult friends recommend it for me	Between	26.738	2	13.369	12.446	.000*
	Within	2443.792	2275	1.074		
My parents have chosen it for me	Between	46.473	2	23.236	27.008	.000*
	Within	1953.823	2271	.860		
It is same as my brother's/sister's work	Between	46.551	2	23.276	30.735	.000*
	Within	1711.469	2260	.757		
My basic/SSS teachers made me Believe it is good work/suitable	Between	160.676	2	80.338	68.945	.000*
	Within	2666.069	2288	1.165		
My school counsellors made me Believe it is good job/fit me	Between	131.486	2	65.743	59.392	.000*
	Within	2503.890	2262	1.107		
My church leader(s) made me believe it is good/fit me	Between	71.591	2	35.795	38.019	.000*
	Within	2085.455	2215	.942		
Somebody I have taken as role model is/was in same profession	Between	14.325	2	7.162	5.527	.004*
	Within	2946.920	2274	1.296		

Significant at .05 level

Table A-57 Descriptive Statistics on the Responses of Students by their School Type on Interpersonal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Standard Deviation
It is the same as my fathers' work.	Mixed	1568	1.6824	.8692
	Boys	255	1.6824	.8678
	Girls	434	1.4631	.7191
It is the same as my mother's work.	Mixed	1573	1.5753	.7751
	Boys	256	1.4297	.5414
	Girls	431	1.3921	.6114
It is the same as the work chosen	Mixed	1566	1.7075	.9023

by my best friend	Boys	251	1.4661	.6766
	Girls	429	1.3403	.5965
Friends and classmates recommend it to me	Mixed	1576	1.8376	.9721
	Boys	257	1.6265	.9060
	Girls	433	1.5704	.8279
Adult relatives and adult friends wish it for me.	Mixed	1590	1.0321	1.0534
	Boys	256	1.9219	1.0782
	Girls	432	1.7546	.9439
My parents have chosen it to me.	Mixed	1584	1.8725	.9755
	Boys	254	1.5866	.8283
	Girls	436	1.5482	.7936
It is the same as my brothers/sister's work.	Mixed	1578	1.7674	.9299
	Boys	254	1.4685	.7147
	Girls	431	1.4478	.7130
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	Mixed	1603	2.6744	1.0839
	Boys	253	2.0435	1.0626
	Girls	435	2.1310	1.0728
My school counsellors have made me believe it is a good job and/or it will fit me.	Mixed	1582	2.5714	1.0621
	Boys	254	2.0000	1.0292
	Girls	429	2.0769	1.0282
My church leader(s) (eg. Priest, paster, elder) have made me to believe that it is good and/or it will fit me.	Mixed	1542	2.1388	1.0075
	Boys	250	1.8040	.9170
	Girls	426	1.7207	.8565
Somebody I have taken as my role model is/was in the same work/profession.	Mixed	1588	2.7563	1.1222
	Boys	258	2.7946	1.1571
	Girls	431	2.5615	1.1853

Table A-58 Frequency Distribution on Responses of Students by the Size of settlement where they Usually Reside on Interpersonal Factors that Influence Career Aspirations

Item	Responses	Urban		Small town		Rural		Total	
		No	%	No	%	No	%	No	%
It is the same as my father's work	SA	53	6.0	67	7.4	28	5.1	148	6.3
	A	43	4.9	34	3.7	27	4.9	104	4.4
	D	306	34.9	291	31.9	196	35.5	793	33.9
	SD	439	50.1	492	54.0	281	50.9	1212	51.8
	No	36	4.1	27	3.0	20	3.6	83	3.5

It is the same as my mother's work	SA	21	2.4	36	4.0	20	3.6	77	3.3
	A	38	4.3	28	3.1	18	3.3	84	3.6
	D	291	33.2	302	33.2	192	34.8	785	33.5
	SD	496	56.6	516	56.6	302	54.7	1314	56.2
	No	31	3.5	29	3.2	20	3.6	80	5.4
It is the same as the work chosen by my best friend	SA	30	3.4	54	5.9	38	6.9	122	5.2
	A	51	5.8	65	7.1	47	8.5	163	7.0
	D	246	28.1	278	30.5	155	28.1	679	29.0
	SD	509	58.0	484	55.1	289	52.4	1288	54.8
	No	41	4.7	30	3.3	23	4.2	94	4.0
Friend and Classmates recommend it to me	SA	54	6.2	85	9.2	41	7.4	180	7.7
	A	93	10.6	104	11.4	70	12.7	267	11.4
	D	226	25.8	250	27.4	178	32.2	654	27.9
	SD	475	54.2	444	48.7	246	44.6	1165	49.8
	No	29	3.3	28	3.1	17	3.1	74	3.2
Adult relatives and friends wish it for me	SA	86	9.8	126	13.8	63	11.4	275	11.8
	A	142	16.2	132	14.5	100	18.1	374	16.06
	D	208	23.7	262	28.8	160	29.0	630	26.9
	SD	413	47.1	372	40.8	214	38.8	999	42.7
	No	28	3.2	19	2.1	15	2.7	62	2.6
My parents have chose it for me	SA	50	5.7	89	9.8	52	9.4	191	8.2
	A	82	9.4	80	8.8	69	12.5	231	9.9
	D	265	30.2	287	31.5	184	33.3	736	31.5
	SD	454	51.8	430	47.2	233	42.2	111	47.7
	No	26	3.0	25	2.7	14	2.5	65	2.8
It is the same as my brother's/sister's work	SA	48	5.5	68	7.5	40	7.2	156	6.7
	A	59	6.7	63	6.9	41	7.4	163	7.0
	D	256	29.2	285	31.3	190	34.4	731	31.2
	SD	484	55.2	467	51.3	262	47.5	1213	51.8
	No	30	3.4	28	3.1	19	3.4	77	3.3
My Basis/Senior Secondary School level teachers have made me to believe it is a good work and/or it will be suitable for me	SA	165	18.8	228	25.0	150	27.2	543	23.2
	A	215	24.5	264	29.0	168	30.4	647	27.6
	D	210	23.9	191	21.0	116	21.6	517	22.1
	SD	266	30.3	213	23.4	105	19.0	584	25.0
	No	21	2.4	15	1.6	13	2.4	49	2.1
My Schools counsellors have made me believe it is a good	SA	132	15.1	191	21.0	141	25.5	464	19.8
	A	208	23.7	234	25.7	146	26.4	588	25.1
	D	252	28.7	233	25.6	149	27.0	634	27.1

job and/or it will fit me	SD	251	28.6	227	24.9	101	18.3	579	24.7
	No	34	3.9	26	2.9	15	2.7	75	3.2
My Church leader(s) (eg, Priest, pastor, elder) have made me to believe that it is good and/or it will fit me	SA	64	7.3	108	11.9	67	12.1	239	10.2
	A	125	14.3	145	15.9	115	20.8	385	16.5
	D	300	34.2	298	32.7	179	32.4	777	33.2
	SD	332	37.9	315	34.6	170	30.8	817	34.9
	No	56	6.4	45	4.9	21	3.8	122	5.2
Somebody I have taken as my role model is was in the same work/profession	SA	288	32.8	319	35.0	188	34.1	795	34.0
	A	207	23.6	188	20.6	121	21.9	516	22.1
	D	175	20.0	203	22.3	130	23.6	508	21.7
	SD	180	20.5	177	19.4	101	18.3	458	19.6
	No	27	3.1	24	2.6	12	2.2	63	2.7

Table A-59: One - Way ANOVA Results for Responses of Students by the Size of settlement where they Usually Resided on Interpersonal Factors that Influence Career Aspirations

Item	Source	S S	df	M S	F	Sig.
It is the same as my father's work	Between	.310	2	.155	.216	.806
	Within	1615.557	2254	.717		
It is the same as my mother's work	Between	.386	2	.193	.365	.694
	Within	1193.324	2257	.529		
Same as the work chosen by my best friend	Between	10.471	2	5.235	7.425	.001*
	Within	1581.645	2243	.705		
Friends and classmates recommend it	Between	10.045	2	5.022	5.643	.004*
	Within	2014.222	2263	.890		
Adult relatives and adult friends recommend it for me	Between	9.504	2	4.752	4.393	.012*
	Within	2461.026	2275	1.082		
My parents have chosen it for me	Between	15.328	2	7.664	8.768	.000*
	Within	1984.968	2271	.874		
Same as brother's/sister's work	Between	5.520	2	2.760	3.560	.029*
	Within	1752.500	2260	.775		
My basic/SSS teachers made me believe it is good work/suitable	Between	46.035	2	23.017	18.939	.000*
	Within	2780.710	2288	1.215		
School counsellors made me believe it is good job/fit me	Between	40.420	2	20.210	17.617	.000*
	Within	2594.956	2262	20.210		
Church leader(s) made me believe it is good/fit me	Between	20.844	2	10.422	10.807	.000*
	Within	2136.202	2215	.964		

Somebody taken as role model is/was in same profession	Between	.280	2	.140	108	.898
	Within	2960.965	2274	1.302		

Table A-60: Descriptive Statistics on Responses of Students by the Size of settlement where they Usually Resided on Interpersonal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std Deviation
It is the same as my fathers' work.	Urban	841	1.6552	.8409
	Small town	884	1.6335	.8745
	Rural	532	1.6278	.8076
It is the same as my mother's work.	Urban	846	1.5083	.6995
	Small town	882	1.5283	.7471
	Rural	532	1.5414	.7366
It is the same as the work chosen by my best friend	Urban	836	1.5239	.7665
	Small town	881	1.6470	.8629
	Rural	529	1.6862	.9086
Friends and classmates recommend it to me	Urban	848	1.6769	.9061
	Small town	883	1.8075	.9847
	Rural	535	1.8243	.9316
Adult relatives and adult friends wish it for me.	Urban	849	1.8834	1.0230
	Small town	892	2.0135	1.0635
	Rural	537	2.0223	1.0274
My parents have chosen it to me.	Urban	851	1.6804	.8738
	Small town	886	1.8059	.9699
	Rural	537	1.8883	.9690
It is the same as my brothers/sister's work.	Urban	847	1.6116	.8472
	Small town	883	1.6965	.9039
	Rural	533	1.7317	.8934
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	Urban	856	2.3259	1.1082
	Small town	896	2.5658	1.1097
	Rural	539	2.6735	1.0809
My school counsellors have made me believe it is a good job and/or it will fit me.	Urban	843	2.2622	1.0504
	Small town	885	2.4395	1.0919
	Rural	537	2.6089	1.0684
My church leader(s) (eg. Priest, paster,	Urban	821	1.9038	.9275

elder) have made me to believe that it is good and/or it will fit me.	Small town	866	1.0531	1.0141
	Rural	531	2.1488	1.0106
Somebody I have taken as my role model is/was in the same work/profession.	Urban	850	2.7094	1.1441
	Small town	887	2.7317	1.1473
	Rural	540	2.7333	1.1262

Table A-61: Frequency Distribution on the Responses of Student by Ethnic Groups on the Influence of Interpersonal Factors on the Career Aspiration Of Students

Tem	Res pon	Fanti		Ashanti		Ewe		Ga	
		No	%	No	%	No	%	No	%
It is the same as my father's work	SA	30	6.2	48	7.2	9	7.9	7	7.7
	A	22	4.6	30	4.5	5	4.4	2	2.2
	D	165	34.2	211	31.7	45	39.5	36	39.6
	SD	247	51.1	358	53.8	53	46.5	43	47.3
	No	19	3.9	18	2.7	2	1.8	3	3.3
It is the same as my mother's work	SA	10	2.1	16	2.4	4	3.5	4	4.4
	A	20	4.1	25	3.8	6	5.3	3	3.3
	D	170	35.2	206	31.0	39	34.2	34	37.4
	SD	268	55.5	399	60.0	63	55.3	47	51.6
	No	15	3.1	19	2.9	2	1.8	3	3.3
It is the same as the work chosen by my best friend	SA	22	4.6	23	3.5	8	7.0	2	2.2
	A	38	7.9	29	4.4	8	7.0	4	4.4
	D	131	27.1	198	29.8	35	30.7	23	25.3
	SD	273	56.5	390	58.6	59	51.8	60	65.9
	No	19	3.9	25	3.8	4	3.5	2	2.2
Friends and classmates recommend it to me	SA	35	7.2	54	8.1	11	9.6	7	7.7
	A	53	7.0	79	11.9	2	10.5	6	6.6
	D	123	25.5	169	25.4	34	29.8	26	28.6
	SD	252	52.2	350	52.6	54	47.4	50	54.9
	No	20	4.1	13	2.0	3	2.6	2	2.2
Adult relatives and adult friends wish it for me	SA	48	9.9	88	13.2	12	10.5	10	11.0
	A	80	16.6	101	15.2	21	18.4	12	13.2
	D	116	24.0	158	23.8	36	31.6	27	29.7
	SD	223	46.2	303	45.6	42	36.8	40	44.0
	No	16	3.3	15	2.3	3	2.6	2	2.2

Table A-61 continued

Item	Res Pon	Brong		Bulsa/Frafra		Other Akans		Others	
		No	%	No	%	No	%	No	%
It is the same as my father's work	SA	2	2.9	22	4.2	17	6.4	13	9.8
	A	2	2.9	20	3.9	12	4.5	11	8.3
	D	24	34.3	129	36.4	76	28.6	47	35.6
	SD	39	55.7	266	51.3	150	56.4	56	42.4
	No	3	4.3	22	4.2	11	4.1	5	3.8
It is the same as my mother's work	SA	4	5.7	20	3.9	8	3.0	11	8.3
	A	2	2.9	20	3.9	6	2.3	2	1.5
	D	21	30.0	178	34.3	88	33.1	49	37.1
	SD	40	57.1	281	54.1	150	56.4	66	50.0
	No	3	4.3	20	3.9	14	5.3	4	3.0
It is the same as the work chosen by my best friend	SA	3	4.3	37	7.1	16	6.0	11	8.3
	A	3	4.3	53	10.2	22	8.3	6	4.5
	D	20	28.6	159	30.6	69	25.9	44	33.3
	SD	41	58.6	249	48.0	143	53.8	67	50.8
	No	3	4.3	21	4.0	16	6.0	4	3.0
Friends and classmates recommend it to me	SA	4	5.7	38	7.3	14	5.3	17	12.9
	A	3	4.3	75	14.5	29	10.9	10	7.6
	D	18	25.7	176	33.9	71	26.7	37	28.0
	SD	42	60.0	214	41.2	140	52.6	63	47.7
	No	3	4.3	16	3.1	12	4.5	5	3.8
Adult relatives and adult friends wish it for me	SA	4	5.7	53	10.2	36	13.5	24	18.2
	A	10	14.3	97	18.7	38	14.3	15	11.4
	D	16	22.9	167	32.2	70	26.3	40	30.3
	SD	39	55.7	185	35.6	116	43.6	51	38.6
	No	1	1.4	17	3.3	6	2.3	2	1.5

Table A-61 continued

Item	Res pon	Fanti		Ashanti		Ewe		Ga	
		No	%	No	%	No	%	No	%
My parents have chosen it for me	SA	29	6.0	50	7.5	9	7.9	7	7.7
	A	45	9.3	53	8.0	11	9.6	6	6.6
	D	160	33.1	188	28.3	35	30.7	26	28.6
	SD	232	48.0	356	53.5	56	49.1	52	57.1
	No	17	3.5	18	2.7	3	2.6	0	0
It is same as my brother's sister's work	SA	25	5.2	45	6.8	10	8.8	3	3.3
	A	29	6.0	40	6.0	9	7.9	7	7.7
	D	154	31.1	186	28.0	33	28.9	24	26.4
	SD	255	52.8	374	56.2	59	51.8	54	59.3
	No	20	4.1	20	3.0	3	2.6	3	3.3
My Basis/Senior Secondary School level teachers have made me to believe it is a good work and or it will be suitable for me	SA	144	23.6	140	21.1	31	26.2	12	13.2
	A	125	25.9	166	25.0	23	20.2	17	18.7
	D	13	21.3	154	23.2	33	28.9	28	30.8
	SD	130	26.9	194	29.2	27	23.7	31	34.1
	No	11	2.3	11	1.7	0	0	3	3.3
My Schools Counsellors have made me believe it is a good job and/or it will fit me	SA	95	19.7	117	17.6	21	18.4	12	13.2
	A	115	23.8	160	24.1	33	28.9	13	14.3
	D	115	23.8	190	28.6	30	26.3	26	39.6
	SD	137	28.4	178	26.8	26	22.8	28	30.8
	No	21	4.3	20	3.0	4	3.5	2	22

Table A-61 continued

Item	Res Pon	Brong	Bulsa/Frafr	Other	Others					
		No	%	No	%	No	%	No	%	
My parents have chosen it for me	SA	3	4.3	52	10.0	26	9.8	15	11.4	
	A	4	5.7	73	14.1	24	9.0	15	11.4	
	D	20	28.6	178	34.3	83	31.2	46	34.8	
	SD	42	60.0	198	38.2	127	47.7	54	40.9	
	No	1	1.4	19	3.5	6	2.3	2	1.5	
It is same as my brother's sister's work	SA	3	4.3	39	7.5	17	6.4	14	10.6	
	A	5	7.1	58	11.2	9	3.4	6	4.5	
	D	22	31.4	187	36.0	82	30.8	43	32.6	
	SD	39	55.7	216	41.6	148	55.6	68	51.5	

	No	1	1.4	19	3.7	10	3.8	1	8
My Basis /Senior Sec. School teachers made me believe it is suitable for me	SA	12	17.1	138	26.6	64	24.1	32	24.2
	A	23	32.9	185	35.6	74	27.8	34	25.8
	D	15	21.4	97	18.7	58	21.8	29	22.0
	SD	17	24.3	89	17.1	63	23.7	33	25.0
	No	3	4.3	10	1.9	7	2.6	4	3.0
My school counsellors made me believe it will fit me	SA	15	21.4	128	24.7	50	18.8	26	19.7
	A	15	21.4	160	30.8	59	22.2	33	25.0
	D	24	34.3	125	24.1	76	28.6	38	28.8
	SD	14	20.0	93	17.9	72	27.1	31	23.5
	No	2	2.9	13	2.5	9	3.4	4	3.0

Table A-61 continued

Item	Res pon	Fanti		Ashanti		Ewe		Ga	
		No	%	No	%	No	%	No	%
My church leader(s) (eg. Priest, poster, elder) have made me to believe that it is good and/or it will fit me	SA	50	10.4	62	9.3	14	12.3	5	5.5
	A	66	13.7	103	15.5	22	19.3	8	8.8
	D	160	33.1	218	32.8	35	30.7	37	40.7
	SD	174	36.0	248	37.3	33	28.9	37	40.7
	No	33	6.8	34	5.1	10	8.8	4	4.4
Somebody I have taken as my role model is/was in the same work/profession	SA	171	35.4	234	35.2	38	33.3	26	28.6
	A	106	21.9	133	20.0	26	22.8	22	24.2
	D	87	18.0	133	20.0	26	22.8	25	27.5
	SD	100	20.7	148	22.3	22	19.3	17	18.7
	No	19	3.9	17	2.6	2	1.8	1	1.1

Table A-61 continued

Item	Res Pon	Brong		Bulsa/Frafra		Other Akans		Others	
		No	%	No	%	No	%	No	%
My church leader(s) have made me to believe that will fit me	SA	6	8.6	56	10.8	29	10.9	17	12.9
	A	13	18.6	109	21.0	38	14.3	26	19.7
	D	24	34.3	171	32.9	87	32.7	45	24.1
	SD	21	30.0	163	31.4	100	37.6	41	31.1
	No	6	8.6	20	3.9	12	4.5	3	2.3
Somebody I have taken as my role model is/was in the	SA	27	38.6	146	28.1	97	36.5	56	42.4
	A	15	21.4	124	23.9	64	24.1	26	19.7
	D	15	21.4	138	26.6	55	20.7	29	22.0

same work	SD	12	17.1	97	18.7	43	16.2	19	14.4
/profession	No	1	1.4	14	2.7	7	2.6	2	1.5

Table A-62 One –Way ANOVA Results for the Responses of Students by Ethnic Group on Interpersonal Factors that Influence Career Aspirations

Item	Source	S S	Df	M S	F	Sig.
It is the same as my father's work	Between	9.664	7	1.381	1.933	.061
	Within	1606.203	2249	.714		
It is the same as my mother's work	Between	6.118	7	.874	1.657	.115
	Within	1187.592	2252	.527		
Same as the work chosen by my best friend	Between	23.034	7	3.291	4.693	.000*
	Within	1569.082	2238	.701		
Friends and classmates recommend	Between	14.873	7	2.125	2.388	.020*
	Within	2009.394	2258	.890		
Adult relatives and adult friends recommend	Between	12.384	7	1.769	1.634	.121
	Within	2458.147	2270	1.083		
My parents have chosen it for me	Between	31.871	7	4.553	5.241	.000*
	Within	1968.424	2266	.869		
Same as my brother's/sister's work	Between	21.139	7	3.020	3.921	.000*
	Within	1736.882	2255	.770		
My basic/SSS teachers made me believe it is a good work/suitable for me	Between	49.762	7	7.109	5.844	.000*
	Within	2776.983	2283	1.216		
School counsellors made me believe it is good job/fit me	Between	41.088	7	5.870	5.107	.000*
	Within	2594.288	2257	1.149		
My church leader(s) made me believe it is good/fit me	Between	16.668	7	2.381	2.459	.016*
	Within	2140.378	2210	.968		
Somebody I have taken as role model is/was in same profession	Between	14.168	7	2.024	1.558	.143
	Within	2947.077	2269	1.299		

* Significant at .05

Table A-63: Descriptive Statistics on Responses of Students by Ethnic Group on Interpersonal Factors that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
It is the same as my fathers' work.	Fanti	464	1.6444	.8447
	Ashanti	647	1.6414	.8770
	Ewe	112	1.7321	.8800

	Ga	88	1.6932	.8625
	Brong	67	1.5075	.7044
	Bulsa/Frafra	497	1.5936	.7671
	Other Akans	255	1.5922	.8594
	Others	125	1.8504	.9601
It is the same as my mother's work.	Fanti	468	1.5128	.6815
	Ashanti	646	1.4706	.6898
	Ewe	112	1.5625	.7567
	Ga	88	1.5909	.7677
	Brong	67	1.5522	.8217
	Bulsa/Frafra	499	1.5571	.7540
	Other Akans	252	1.4921	.7000
	Others	128	1.6719	.8794
It is the same as the work chosen by my best friend	Fanti	464	1.5884	.8318
	Ashanti	640	1.5078	.7464
	Ewe	110	1.6818	.8978
	Ga	89	1.4157	.6877
	Brong	67	1.5224	.7854
	Bulsa/Frafra	498	1.7550	.9194
	Other Akans	250	1.6440	.8902
	Others	128	1.6953	.9098
Friends and classmates recommend it to me	Fanti	463	1.7214	.9410
	Ashanti	652	1.7500	.9634
	Ewe	111	1.8198	.9835
	Ga	89	1.6629	.9163
	Brong	67	1.5373	.8408
	Bulsa/Frafra	503	1.8748	.9289
	Other Akans	254	1.6732	.8844
	Others	127	1.8502	1.0471
Adult relatives and adult friends wish it for me.	Fanti	467	1.8994	1.0257
	Ashanti	650	1.9600	1.0785
	Ewe	111	2.0270	1.0042
	Ga	89	1.9101	1.0185
	Brong	69	1.6957	.9284
	Bulsa/Frafra	502	2.0359	.9923
	Other Akans	260	1.9769	1.0724
	Others	130	2.0923	1.1168
My parents have chosen it to me.	Fanti	466	1.7232	.8766
	Ashanti	647	1.6862	.9188
	Ewe	111	1.7568	.9363
	Ga	91	1.6484	.913
	Brong	69	1.5362	.7967

	Bulsa/Frafra	501	1.9581	.9779
	Other Akans	260	1.9038	.9726
	Others	129	1.9302	1.0015
It is the same as my brothers/sister's work.	Fanti	463	1.6199	.8285
	Ashanti	645	1.6217	.8826
	Ewe	111	1.7297	.9529
	Ga	88	1.5341	.7871
	Brong	69	1.5942	.8102
	Bulsa/Frafra	500	1.8360	.9137
	Other Akans	256	1.5898	.8447
	Others	131	1.7405	.9655
My basis/senior secondary school level teachers have made me to believe it is in a good work and/or it will be suitable for me.	Fanti	472	2.4725	1.1340
	Ashanti	654	2.3853	1.1226
	Ewe	114	2.5088	1.1308
	Ga	88	2.1136	1.0442
	Brong	67	2.4478	1.0629
	Bulsa/Frafra	509	2.7308	1.0444
	Other Akans	259	2.5367	1.1109
	Others	128	2.5078	1.1294
My school counsellors have made me believe it is a good job and/or it will fit me.	Fanti	462	2.3636	1.1128
	Ashanti	645	2.3349	1.0673
	Ewe	110	2.4455	1.0544
	Ga	89	2.1011	1.0005
	Brong	68	2.4559	1.0571
	Bulsa/Frafra	506	2.6383	1.0519
	Other Akans	257	2.3385	1.0853
	Others	128	2.4219	1.0693
My church leader(s) (eg. Priest, pastor, elder) have made me to believe that it is good and/or it will fit me.	Fanti	450	1.9822	.9898
	Ashanti	631	1.9667	.9745
	Ewe	104	2.1635	1.0250
	Ga	87	1.7816	.8412
	Brong	64	2.0625	.9574
	Bulsa/Frafra	499	2.1162	.9912
	Other Akans	254	1.9843	1.0019
	Others	129	2.1473	1.0163
Somebody I have taken as my role model is/was in the same	Fanti	464	2.7500	1.1656
	Ashanti	648	2.6991	1.1796

work/profession.	Ewe	112	2.7143	1.1345
	Ga	90	2.6333	1.0960
	Brong	69	2.8261	1.1370
	Bulsa/Frafra	505	2.6317	1.0943
	Other Akans	259	2.8301	1.1076
	Others	130	2.9154	1.1139
	Group	Fanti	483	20.4389
Ashanti		664	20.4593	6.7708
Ewe		114	21.5088	7.3680
Ga		91	19.5934	6.2253
Brong		70	20.0143	6.7146
Bulsa/Frafra		518	22.0405	6.9371
Other Akans		266	20.6880	6.7003
Others		132	22.2500	7.5527

Table A-64: Frequency and Percentage Distribution on Responses of Students by Gender on Work Values that Influence Career Aspirations

Item	Resp	Female		Male		Total	
		No.	%	No.	%	No.	%
It will give me high pay/financial benefits.	SA	523	41.3	523	48.7	1046	44.7
	A	484	38.3	372	34.6	856	36.6
	D	148	11.7	99	9.2	247	10.6
	SD	92	7.3	52	4.8	144	6.2
	NR	18	1.4	29	2.7	47	2.0
It will provide me with job security	SA	501	39.6	433	40.3	934	39.9
	A	427	33.8	382	35.5	809	34.6
	D	186	14.7	149	13.9	335	14.3
	SD	106	8.4	74	6.9	180	7.7
	NR	45	3.6	37	3.4	82	3.5
I will have my freedom or independence in doing the job	SA	474	37.5	440	40.9	914	39.1
	A	483	38.2	414	38.5	897	38.3
	D	195	15.4	132	12.3	327	14.0
	SD	72	5.7	53	4.9	125	5.3
	NR	41	3.2	36	3.9	77	3.3
It will help me to be original and creative	SA	596	47.1	544	50.6	1140	48.7
	A	478	37.8	393	36.6	871	37.2

	D	131	10.4	87	8.1	218	9.3
	SD	37	2.9	22	2.0	59	2.5
	NR	23	1.8	29	2.7	52	2.2
It involves regular routine	SA	371	29.3	342	31.8	713	30.5
	A	452	35.7	420	39.1	872	37.3
	D	277	21.9	196	18.2	473	20.2
	SD	107	8.5	66	6.1	173	7.4
	NR	58	4.6	51	4.7	109	4.7
It will provide me with variety of things to do	SA	424	33.5	366	34.0	790	3.8
	A	573	45.3	455	42.3	1028	4.6
	D	164	13.0	160	14.9	324	13.8
	SD	64	5.1	4.4	4.1	108	43.9
	NR	40	3.2	50	4.7	90	33.8
It will give me powers over others	SA	347	27.4	332	30.9	109	4.7
	A	353	27.9	296	27.5	365	15.6
	D	297	23.5	241	22.4	538	23.0
	SD	214	16.9	151	14.0	649	27.7
	NR	54	4.3	55	5.1	679	29.0
It will give me chance to help others	SA	881	69.6	689	64.1	1570	67.1
	A	320	25.3	324	30.1	644	27.5
	D	30	2.4	28	2.6	58	2.5
	SD	21	1.7	13	1.2	34	1.5
	NR	13	1.0	21	2.0	34	1.5
It will offer me the opportunity to make changes in society.	SA	726	57.4	594	55.3	1320	56.4
	A	409	32.3	366	34.0	775	33.1
	D	62	4.9	70	6.5	132	5.6
	SD	36	2.8	21	2.0	57	2.4
	NR	32	2.5	24	2.0	56	2.4
It make me feel important or recognised in society.	SA	518	40.9	492	45.8	1010	43.2
	A	501	39.6	405	37.7	906	38.7
	D	144	11.4	93	8.7	237	10.1
	SD	75	5.9	52	4.8	127	5.4
	NR	27	2.1	33	3.1	60	2.6
It will be able to save plant and animal life.	SA	250	19.8	238	22.1	488	20.9
	A	296	23.4	231	21.5	527	22.5
	D	338	26.7	260	24.2	598	25.6

SD	262	20.7	219	20.4	481	20.6
NR	119	9.4	127	11.8	246	10.5

Table A-65: One-Way ANOVA Results for Responses of Students by Gender on Work Values that Influence Career Aspirations

		SS	df	MS	F	Sig.
Give me high pay/financial benefits	Between	13.274	1	13.274	17.459	.000*
	Within	1741.848	2291	.760		
Provide me job security	Between	1.218	1	1.218	1.400	.237
	Within	1962.485	2256	.870		
Have freedom/independence in doing	Between	3.977	1	3.977	5.331	.021*
	Within	1686.838	2261	.746		
Will help me to be original and creative	Between	3.636	1	3.636	6.355	.012*
	Within	1307.840	2286	.572		
Involves regular routine	Between	7.086	1	7.086	8.464	.004*
	Within	1865.878	2229	.837		
Provide me with variety of things	Between	3.029	1	3.029	.045	.832
	Within	1518.192	2248	.675		
Give power over others	Between	6.136	1	6.136	5.438	.020*
	Within	2515.364	2229	1.128		
Give me chance to help others	Between	1.093	1	1.093	2.932	.087
	Within	858.685	2304	.373		
Will offer opportunity to make changes in society	Between	.263	1	.263	.510	.475
	Within	1174.713	2282	.515		
Make me feel important or recognised in society	Between	5.906	1	5.906	8.250	.004*
	Within	1630.953	2278	.716		
Will be able to save plant and animal life	Between	1.280	1	1.280	1.089	.297
	Within	2459.897	2092	1.176		

Table A-66: Descriptive Statistics on Responses of Students by Gender on Work Values that Influence Career Aspirations

Item	Sex	Number	Mean	Std. Deviation
It will give me high pay/financial benefits.	Female	1247	3.1532	.9002
	Male	1046	3.3059	.8370
It will provide me with job security	Female	1220	3.0844	.9509
	Male	1038	3.1310	.9108
I will have my freedom or	Female	1224	3.1103	.8777

independence in doing the job	Male	1039	3.1944	8470
It will help me to be original and creative	Female	1242	3.3148	.7784
	Male	1046	3.3948	.7294
It involves regular routine	Female	1207	2.9006	.9393
	Male	1024	3.0137	.8853
It will provide me with variety of things to do	Female	1225	3.1078	.8234
	Male	1025	3.1151	.8199
It will give me powers over others	Female	1211	2.6879	1.0687
	Male	1020	2.7931	1.0546
It will give me chance to help others	Female	1252	3.6462	.6144
	Male	1054	3.6025	.6058
It will offer me the opportunity to make changes in society.	Female	1233	3.4801	.7251
	Male	1051	3.4586	.7084
It make me feel important or recognised in society.	Female	1238	3.1809	.8631
	Male	1042	3.2831	.8256
It will be able to save plant and animal life.	Female	1146	2.4651	1.0693
	Male	948	2.5148	1.1024
Group	Female	1264	33.0704	5.9274
	Male	1075	33.4353	6.1155

Table A-67: Frequency and Percentage Distribution on the Responses of Students by Residential Status on Work Values that Influence Career Aspirations

Item	Resp	Day		Boarding		Total	
		No.	%	No.	%	No.	%
It will give me high pay/financial benefits.	SA	227	46.6	819	44.2	1046	44.7
	A	179	36.8	677	36.5	856	36.6
	D	45	9.2	202	10.9	247	10.6
	SD	27	5.5	117	6.3	144	6.2
	NO	9	1.8	38	2.1	47	2.0
It will provide me with job security	SA	200	41.1	734	39.6	934	39.9
	A	181	37.2	628	33.9	809	34.6
	D	68	14.0	267	14.4	335	14.3
	SD	30	6.2	150	8.1	180	7.7
	NO	8	1.6	74	4.0	82	3.5
I will have my freedom or independence in doing the job	SA	211	43.3	703	37.9	914	39.1
	A	181	37.2	716	38.6	897	38.3
	D	53	10.9	274	14.8	327	14.0
	SD	28	5.7	97	5.2	125	5.3

	NO	14	2.9	63	3.4	77	3.3
It will help me to be original and creative	SA	223	45.8	917	49.5	1140	48.7
	A	200	41.1	671	36.2	871	37.2
	D	42	8.6	176	9.5	218	9.3
	SD	14	2.9	45	2.4	59	2.5
	NO	8	1.6	44	2.4	52	2.2
It involves regular routine	SA	147	30.2	566	30.5	713	30.5
	A	179	36.8	693	37.4	872	37.3
	D	105	21.6	368	19.9	473	20.2
	SD	38	7.8	135	7.3	173	7.4
	NO	18	3.7	91	4.9	109	4.7
It will provide me with variety of things to do	SA	161	33.1	629	33.9	790	33.8
	A	219	45.0	809	43.7	1028	43.9
	D	69	14.2	255	13.8	324	13.8
	SD	27	5.5	81	4.4	108	4.6
	NO	11	2.3	79	4.3	90	3.8
It will give me powers over others	SA	175	35.9	504	27.2	679	29.0
	A	120	24.6	529	28.5	649	27.7
	D	104	21.4	434	23.4	538	23.0
	SD	68	14.0	297	16.0	365	15.6
	NO	20	4.1	89	4.8	109	4.7
It will give me chance to help others	SA	319	65.5	1251	67.5	1570	67.1
	A	145	29.8	499	26.9	644	27.5
	D	12	2.5	46	2.5	58	2.5
	SD	4	8	30	1.6	34	1.5
	NO	7	1.4	27	1.5	34	1.5
It will offer me the opportunity to make changes in society.	SA	271	55.6	1049	56.6	1320	56.4
	A	162	33.3	613	33.1	775	33.1
	D	34	7.0	98	5.3	132	5.6
	SD	11	2.3	46	2.5	57	2.4
	NO	9	1.8	47	2.5	56	2.4
It make me feel important or recognised in society.	SA	219	45.0	791	42.7	1010	43.2
	A	194	39.8	712	38.4	906	38.7
	D	46	9.4	191	10.3	237	10.1
	SD	21	4.3	106	5.7	127	5.4
	NR	7	1.4	53	2.9	60	2.6
It will be able to save plant and animal life.	SA	131	26.9	357	19.3	488	20.9
	A	93	19.1	434	23.4	527	22.5

D	131	26.9	467	25.2	598	25.6
SD	87	17.9	394	21.3	481	20.6
NR	45	9.2	201	10.8	246	10.5

Table A-68: One-Way ANOVA Results for Responses of Students by Residential Status on Work Values that Influence Career Aspirations.

Item	Source	SS	Df	MS	F	Sig.
Give me high pay/financial Benefits	Between	1.219	1	1.219	1.592	.207
	Within	1753.903	2291	.766		
Provide me job security	Between	1.202	1	1.202	1.382	.240
	Within	1962.501	2256	.870		
Have freedom/independence in doing	Between	2.663	1	2.663	3.566	.059
	Within	1688.152	2261	.747		
Will help me be original and creative	Between	.620	1	.620	1.081	.299
	Within	1310.856	2286	.573		
Involves regular routine	Between	.371	1	.371	.441	.507
	Within	1872.593	2229	.840		
Provide with variety of things	Between	.591	1	.591	.875	.350
	Within	1517.632	2248	.675		
Give me power over others	Between	9.202	1	9.202	8.165	.004*
	Within	2512.298	2229	1.127		
Give me chance to help others	Between	6.505	1	6.505	.017	.895
	Within	859.771	2304	.373		
Will offer opportunity to make changes in society	Between	.252	1	.252	.490	.484
	Within	1174.723	2282	.515		
Make me feel important or recognised in society	Between	1.247	1	1.247	1.737	.188
	Within	1635.612	2278	.718		
Will be able to save plant and animal life	Between	7.901	1	7.901	6.737	.010*
	Within	2453.276	2092	1.173		

* Significant at .05 level

Table A-69: Descriptive Statistics on the Responses of Students by their Residential Status on Work Values that Influence Career Aspirations

Item	Residential Status	N	Mean	Std. Deviation
It will give me high pay/financial benefits.	Day	478	3.2678	.8513
	Boarding	1815	3.2110	.8811
It will provide me with job security	Day	479	3.1503	.8883
	Boarding	1779	3.0939	.9443
I will have my freedom or independence in doing the job	Day	473	3.2156	.8660
	Boarding	1790	3.1313	.8636
It will help me to be original and creative	Day	479	3.3194	.7545
	Boarding	1809	3.3599	.7580
It involves regular routine	Day	469	2.9275	.9263
	Boarding	1762	2.9591	.9140
It will provide me with variety of things to do	Day	476	3.0798	.8398
	Boarding	1774	2.1195	.8167
It will give me powers over others	Day	467	2.8608	1.0784
	Boarding	1764	2.7029	1.0572
It will give me chance to help others	Day	480	3.6229	.5793
	Boarding	1826	3.6271	.6189
It will offer me the opportunity to make changes in society.	Day	478	3.4498	.7273
	Boarding	1806	3.4756	.7149
It make me feel important or recognised in society.	Day	480	3.2729	.8087
	Boarding	1800	3.2156	.8574
It will be able to save plant and animal life.	Day	442	2.6063	1.1081
	Boarding	1652	2.4558	1.0761
Group	Day	487	33.8152	5.8227
	Boarding	1852	33.0864	6.0583

Table A-70: Frequency and Percentage Distribution of the Responses of Students by Age on Work Values that Influence on their Career Aspirations

Item	Resp	16yrs		17yrs		18yrs		19yrs		20yrs		21+yrs	
		N	%	N	%	N	%	N	%	N	%	N	%
It is the same as my fathers' work.	SA	24	42.9	220	42.1	427	42.7	251	50.1	91	50.0	33	41.8
	A	23	41.1	194	37.2	369	36.9	172	34.3	68	37.7	30	38.0
	D	5	8.9	58	11.1	122	12.2	41	8.2	13	7.1	8	10.1
	SD	4	7.1	42	8.0	56	5.6	30	6.0	5	2.7	7	8.9
	NR	0	0	8	1.5	26	2.6	7	1.4	5	2.7	1	1.3
It is the same as my mother's work.	SA	30	53.6	215	41.2	402	40.2	189	37.7	69	37.9	29	36.7
	A	14	25.0	162	31.0	343	34.3	188	37.5	74	40.1	28	35.4
	D	4	7.1	83	15.9	147	14.7	65	13.0	22	12.1	14	17.7
	SD	7	12.5	42	8.0	73	7.3	42	8.4	11	6.0	5	6.3
	NR	1	1.8	20	3.8	35	3.5	17	3.4	6	3.3	3	3.8
It is the same as the work chosen by my best friend	SA	25	44.6	198	37.9	377	37.7	216	43.1	70	38.5	28	35.4
	A	14	25.0	189	36.2	396	39.6	189	37.7	76	41.8	33	41.8
	D	12	21.4	82	15.7	142	14.2	59	11.8	20	11.0	12	15.2
	SD	4	7.1	33	6.3	48	4.8	27	5.4	7	3.8	6	7.6
	NR	1	1.8	20	3.8	37	3.7	10	2.0	9	4.9	0	.0
Friends and classmates recommend it to me	SA	38	67.9	271	51.9	472	47.2	235	46.9	86	47.3	38	48.1
	A	15	26.8	181	34.7	388	38.8	185	36.9	67	36.8	35	44.3
	D	2	3.6	46	8.8	84	8.4	57	11.4	24	13.2	5	6.3
	SD	11	.8	19	3.6	23	2.3	12	2.4	3	1.8	1	1.3
	NR	0	0	5	.0	33	3.3	12	2.4	2	1.1	0	0
Adult relatives and adult friends wish it for me.	SA	22	39.3	167	32.0	296	29.6	146	29.1	56	30.8	26	32.9
	A	19	33.9	172	33.0	389	38.9	189	37.7	72	39.6	31	39.2
	D	9	16.1	107	20.5	204	20.4	101	20.2	37	20.3	15	19.0
	SD	3	5.4	50	9.6	64	6.4	43	8.6	9	4.9	4	5.1
	NR	3	5.4	26	5.0	47	4.7	22	4.4	8	4.4	3	3.8
My parents have chosen it to me.	SA	22	39.3	190	36.4	321	32.1	175	34.9	54	29.7	28	35.4
	A	22	39.3	121	42.3	444	44.4	220	43.9	86	47.3	35	44.3
	D	9	16.1	68	13.0	145	14.5	61	12.2	31	17.0	10	12.7
	SD	2	3.6	29	5.6	40	4.0	28	5.6	5	2.7	4	5.1
	NR	1	1.8	14	2.7	50	5.0	17	3.4	6	3.3	2	2.5
It is the same as my brothers/sister's work.	SA	19	33.9	145	27.8	273	27.3	143	28.5	66	36.3	33	41.8
	A	12	21.4	140	26.8	281	28.1	145	28.9	52	28.6	19	24.1
	D	12	21.4	108	20.7	246	24.6	112	22.4	43	23.6	17	21.5
	SD	9	16.1	95	18.2	161	16.1	78	15.6	15	8.2	7	8.9
	NR	4	7.1	34	6.5	39	3.9	23	4.6	6	3.3	3	3.8

My basis/senior	SA	40	71.4	345	66.1	671	67.1	346	69.1	118	64.8	50	63.3
sec. school	A	13	23.2	146	28.0	273	27.3	336	27.1	51	28.0	25	31.6
teachers have	D	2	3.6	12	2.3	27	2.7	5	1.0	9	4.9	3	3.8
made me to	SD	0	0	9	1.7	14	1.4	7	1.4	3	1.6	1	1.3
believe it will be	NR	11	.8	10	1.9	15	1.5	7	1.4	1	.5	0	.0
suitable for me.													
My school	SA	36	64.3	295	56.5	550	55.0	294	58.7	92	50.5	53	67.1
counsellors have	A	15	26.8	176	33.7	339	3.9	161	32.1	64	35.2	20	25.3
made me	D	1	1.8	22	4.2	57	5.7	31	6.2	17	9.3	4	5.1
believe it will fit	SD	2	3.6	13	2.5	28	2.8	7	1.4	6	3.3	1	1.3
me.	NR	2	3.6	16	3.1	26	2.6	8	1.6	3	1.6	1	1.3
My church	SA	26	46.4	235	45.0	415	41.5	233	46.5	72	39.6	29	36.7
leaders have	A	22	39.3	188	36.0	391	39.1	182	36.3	88	48.4	35	44.3
made me to	D	3	5.4	58	11.1	109	10.9	44	8.8	15	8.2	8	10.1
believe that	SD	4	7.1	30	5.7	53	5.3	28	5.6	7	3.8	5	6.3
good and/or it	NR	1	1.8	11	2.1	32	3.2	14	2.8	0	.0	2	2.5
will fit me.													
Somebody I	SA	11	19.6	108	20.0	199	19.9	107	21.4	45	24.7	18	22.8
have taken as	A	15	26.8	118	22.6	206	20.6	124	24.8	43	23.6	21	26.6
my role model	D	14	25.0	121	23.2	278	27.8	121	24.2	46	25.3	18	22.8
is/was in the	SD	13	23.2	122	23.4	197	19.7	103	20.6	29	15.9	17	21.1
same	NR	3	5.4	53	10.2	120	12.	46	9.2	19	10.4	5	6.3
work/profession.													

Table A-71: One – Way ANOVA Results for Responses of Students by Age on Work Values that Influence Career Aspirations.

		SS	Df	MS	F	Sig.
It will give me high pay/financial benefits	Between	11.585	5	2.317	3.039	.010*
	Within	1743.537	2287	.762		
It will provide me job security	Between	1.408	5	.282	.323	.899
	Within	1962.294	2252	.871		
I will have freedom/independence in doing	Between	4.614	5	.923	1.235	.290
	Within	1686.201	2257	.747		
It will help be original and creative	Between	4.798	5	.960	1.676	.137
	Within	1306.678	2282	.573		
It will involves regular routine	Between	4.108	5	.822	.978	.430
	Within	1868.856	2225	.840		

It will provide me with variety of things	Between	.668	5	.134	.198	.963
	Within	1517.554	2244	.676		
It will me give power over others	Between	18.372	5	3.674	3.266	.006*
	Within	2503.128	2225	1.125		
Give me chance to help others	Between	1.767	5	.353	.948	.449
	Within	858.010	2300	.373		
I will offer opportunity. to make changes in society	Between	5.666	5	1.133	2.208	.051
	Within	1169.309	2278	.513		
It will make me feel important in society	Between	2.114	5	.423	.588	.709
	Within	1634.745	2274	.719		
I will be able to save plant and animal life	Between	5.432	5	1.086	.924	.464
	Within	2455.745	2088	1.176		

* Significant at .05

Table A-72: Descriptive Statistics on Responses of Students by Age on Work Values that Influence their Career Aspirations

Item	Age	Number	Mean	Std. Deviation
It will give me high pay/financial benefits.	16.00	56	3.1964	.8826
	17.00	514	3.1518	.9200
	18.00	974	3.1982	.8690
	19.00	494	3.3036	.8622
	20.00	177	3.3842	.7457
	21.00	78	3.1410	.9359
It will provide me with job security	16.00	55	3.2182	1.0486
	17.00	502	3.0956	.9597
	18.00	965	3.1130	.9272
	19.00	484	3.0826	.9311
	20.00	176	3.1420	.8667
	21.00	76	3.0658	.9141
I will have my freedom or independence in doing the job	16.00	55	3.0909	.9864
	17.00	502	3.0996	.9013
	18.00	963	3.1443	.8475
	19.00	491	3.2098	.8588
	20.00	173	3.2081	.8016
	21.00	79	3.0506	.9044
It will help me to be original and	16.00	56	3.6071	.6517

creative	17.00	517	3.3617	.7941
	18.00	967	3.3537	.7386
	19.00	489	3.3149	.7729
	20.00	180	3.3111	.7644
	21.00	79	3.3924	.6683
It will involves regular routine	16.00	53	3.1321	.8995
	17.00	496	2.9194	.9752
	18.00	953	2.9622	.8903
	19.00	479	2.9144	.9323
	20.00	174	2.0057	.8635
	21.00	76	2.0395	.8709
It will provide me with variety of things to do	16.00	55	3.1636	.8336
	17.00	508	3.1260	.8496
	18.00	950	2.1011	.8059
	19.00	484	3.1198	.8403
	20.00	176	3.0739	.7710
	21.00	77	3.1299	.8327
It will give me powers over others	16.00	52	2.7885	1.1261
	17.00	488	2.6865	1.0960
	18.00	961	2.6930	1.0569
	19.00	478	2.7385	1.0584
	20.00	176	2.9602	.9819
	21.00	76	2.0263	1.0195
It will give me chance to help others	16.00	55	3.6909	.5400
	17.00	512	3.6152	.6244
	18.00	985	3.6254	.6122
	19.00	494	3.6619	.5742
	20.00	181	3.5691	.6683
	21.00	79	3.5696	.6341
It will offer me the opportunity to make changes in society.	16.00	54	3.5741	.7164
	17.00	506	3.4881	.7014
	18.00	974	3.4487	.7331
	19.00	493	3.5051	.6796
	20.00	179	3.3520	.7891
	21.00	78	3.6026	.6515
It will make me feel important or	16.00	55	3.2727	.8704

recognised in society.	17.00	511	3.2290	.8702
	18.00	968	3.2066	.8476
	19.00	487	3.2731	.8519
	20.00	182	3.2363	.7611
	21.00	77	3.1429	.8540
It will be able to save plant and animal life.	16.00	53	2.4528	1.0843
	17.00	469	2.4520	1.1096
	18.00	880	2.4625	1.0723
	19.00	455	2.5143	1.0842
	20.00	163	2.6380	1.0705
Group (pooled)	16.00	56	34.2678	5.6681
	17.00	521	33.0729	6.0608
	18.00	1000	32.9480	6.0589
	19.00	501	33.5549	6.0620
	20.00	182	33.8077	5.5515
	21.00	79	33.9494	6.0105

Table A-73: Frequency and Percentage Distribution of Responses of Students by School Setting on Work Values that Influence Career Aspirations

Item	Resp	Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
It will give me high pay/financial benefits.	SA	614	44.1	294	44.8	138	47.4	1046	44.7
	A	504	36.2	246	37.5	106	36.4	856	36.6
	D	151	10.8	65	9.9	31	10.7	247	10.6
	SD	90	6.5	43	6.6	11	3.8	144	6.6
	NO	34	2.4	8	1.2	5	1.7	47	2.0
It will provide me with job security	SA	555	39.8	255	38.9	124	42.6	934	39.9
	A	450	32.3	245	37.3	114	39.2	809	34.6
	D	210	15.1	89	13.6	36	2.4	335	14.3
	SD	118	8.5	51	7.8	11	3.8	180	7.7
	NO	60	4.3	16	2.4	6	2.1	82	3.5
I will have my freedom or independence in doing the job	SA	517	37.1	260	39.6	137	47.1	914	39.1
	A	529	38.0	266	40.5	102	35.1	897	38.3
	D	206	14.8	88	13.4	33	11.3	327	14.0
	SD	83	6.0	27	4.1	15	5.2	125	5.3
	NO	58	4.2	15	2.3	4	1.4	77	3.3

It will help me to be original and creative	SA	699	50.2	311	47.4	130	44.7	1140	48.7
	A	490	35.2	261	39.8	120	41.2	871	37.2
	D	126	9.0	59	9.0	33	11.3	218	9.3
	SD	40	2.9	14	2.1	5	1.3	59	2.5
	NO	38	2.7	11	1.7	3	1.0	52	2.2
It will involves regular routine	SA	429	30.8	191	29.1	93	32.0	713	30.5
	A	509	36.5	247	37.7	116	39.9	872	37.3
	D	278	20.0	143	21.8	52	17.9	473	20.2
	SD	105	7.5	49	7.5	19	6.5	173	7.4
	NO	72	5.2	26	4.0	11	3.8	109	4.7
It will provide me with variety of things to do	SA	475	34.1	217	33.1	98	33.7	790	33.8
	A	585	42.0	304	46.3	139	47.8	1028	43.9
	D	198	14.2	93	14.2	33	11.3	324	13.8
	SD	67	4.8	26	4.0	15	5.2	108	4.6
	NO	68	4.9	16	2.4	6	2.1	90	3.8
It will give me powers over others	SA	384	27.6	179	27.3	116	39.9	679	29.0
	A	376	27.0	196	29.9	77	26.5	649	27.7
	D	321	23.0	167	25.5	50	17.2	538	23.0
	SD	242	17.4	93	14.2	30	10.3	365	15.6
	NO	70	5.0	21	3.2	18	6.2	109	4.7
It will give me chance to help others	SA	941	67.6	445	67.8	184	63.2	1570	67.1
	A	369	26.5	185	28.2	90	30.9	644	27.1
	D	38	2.5	13	2.0	7	2.4	58	2.5
	SD	21	1.5	9	1.4	4	1.4	34	1.5
	NO	24	1.7	4	.6	6	2.1	34	1.5
It will offer me the opportunity to make changes in society.	SA	810	58.1	356	54.3	154	52.9	1320	56.4
	A	435	31.2	234	35.7	106	36.4	775	33.1
	D	68	4.9	44	6.7	20	6.9	132	5.6
	SD	37	2.7	13	2.0	7	2.4	57	2.4
	NO	43	3.1	9	1.4	4	.4	56	2.4
It will make me feel important or recognised in society.	SA	613	44.0	267	40.7	130	44.7	1010	43.2
	A	516	37.0	276	42.1	114	39.2	906	38.7
	D	149	10.7	60	9.1	28	9.6	237	10.1
	SD	73	5.2	39	5.9	15	2.5	127	5.4
	NO	42	3.0	14	2.1	4	1.4	60	2.6
It will be able to save plant and animal life.	SA	276	19.8	135	20.6	77	26.5	488	20.9
	A	279	21.3	167	25.5	63	21.6	527	22.5
	D	353	25.3	175	26.7	70	24.1	598	25.6
	SD	299	21.5	125	19.1	57	19.6	481	20.6
	NO	168	12.1	54	8.2	24	8.2	246	10.5

Table A-74: One-Way ANOVA Results for Responses of Students by their School Setting on Work Values that Influences Career Aspirations.

Item	Source	S S	Df	M S	F	Sig.
It will give me high pay/financial benefits	Between	1.874	2	.937	1.224	.294
	Within	1753.248	2290	.766		
It will provide me job security	Between	5.300	2	2.650	3.051	.048*
	Within	1958.403	2255	.868		
I will have freedom/independence in doing	Between	6.366	2	3.183	4.271	.014*
	Within	1684.448	2260	.745		
It will help me to be original and creative	Between	.921	2	.460	.803	.448
	Within	1310.555	2285	.574		
Involves regular routine	Between	1.599	2	.800	.952	.386
	Within	1871.364	2228	.840		
It will provide me with variety of things	Between	5.368	2	2.684	.040	.961
	Within	1518.169	2247	.676		
Give me power over others	Between	26.279	2	13.140	11.733	.000*
	Within	2495.220	2228	1.120		
Give me chance to help others	Between	.375	2	.187	.502	.605
	Within	859.403	2303	.373		
Offer opportunity. to make changes in society	Between	2.109	2	1.055	2.051	.129
	Within	1172.866	2281	.514		
It will make me feel important in society	Between	.694	2	.347	.483	.617
	Within	1636.166	2277	.719		
I will be able to save plant and animal life	Between	5.800	2	2.900	2.470	.085
	Within	2455.377	2091	1.174		

* Significant at .05

Table 75: Descriptive Statistics on Responses of Students by their School Settings on Work Values that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
It will give me high pay/financial benefits.	Urban	1359	3.2082	.8860
	Small town	648	3.2207	.8786
	Rural	286	3.2972	.8116
It will provide me with job security	Urban	1333	3.0818	.9602
	Small town	641	3.1000	.9206
	Rural	287	3.2316	.8152
I will have my freedom or	Urban	1335	3.1086	.8826

independence in doing the job	Small town	641	3.1841	8237
	Rural	287	3.2578	8588
It will help me to be original and creative	Urban	1355	3.3638	7714
	Small town	645	3.3473	7353
	Rural	288	3.3021	7390
It involves regular routine	Urban	1321	2.9553	9229
	Small town	630	2.9206	9145
	Rural	280	3.0107	8899
It will provide me with variety of things to do	Urban	1325	3.1079	8361
	Small town	640	3.1125	7970
	Rural	285	3.1228	8108
It will give me powers over others	Urban	1323	2.6818	10790
	Small town	635	2.7260	10282
	Rural	273	3.0220	10252
It will give me chance to help others	Urban	1369	3.6289	6174
	Small town	652	3.6350	5958
	Rural	285	3.5930	6132
It will offer me the opportunity to make changes in society.	Urban	1350	3.4948	7180
	Small town	647	3.4420	7099
	Rural	287	3.4181	7286
It will make me feel important or recognised in society.	Urban	1351	3.2354	8516
	Small town	642	3.2009	8444
	Rural	287	3.2509	8361
I will be able to save plant and animal life.	Urban	1225	2.4482	10895
	Small town	602	2.5183	10561
	Rural	267	2.5993	11174
Group (pooled)	Urban	1392	32.9037	6.1493
	Small town	656	33.5396	5.7980
	Rural	291	34.1581	5.7352

Table A-76: Frequency and Percentage Distribution on the Responses of Students by School Type on Work Values that Influence Career Aspirations

Item	Resp	Mixed		Boys		Girls		Total	
		N	%	N	%	N	%	N	%
It will give me high pay/financial benefits.	SA	754	46.5	137	47.4	155	36.0	104	44.7
	A	582	35.9	112	38.8	162	37.7	6	36.6
	D	164	10.1	25	8.7	58	13.5	856	10.6
	SD	91	5.6	9	3.1	44	10.2	247	6.2
	NO	30	1.9	6	2.1	11	2.6	144	2.0
								47	
It will provide me with job security	SA	643	39.7	136	47.1	155	36.0	934	39.9
	A	584	36.0	95	32.9	130	30.2	809	34.6
	D	230	14.2	33	11.4	72	16.7	335	14.3
	SD	112	6.9	14	4.8	54	12.6	180	7.7
	NO	52	3.2	11	3.8	19	4.4	82	3.5
I will have my freedom or independence in doing the job	SA	655	40.4	127	43.9	132	30.7	914	39.1
	A	626	38.6	107	37.0	164	38.1	897	38.3
	D	213	13.1	36	12.5	78	18.1	327	14.0
	SD	79	4.9	7	2.4	39	9.1	125	5.3
	NO	48	3.0	12	4.2	17	4.0	77	3.3
It will help me to be original and creative	SA	781	48.2	166	57.4	193	44.9	114	48.7
	A	622	38.4	93	32.2	156	36.3	0	37.2
	D	146	9.0	20	6.9	52	12.1	871	9.3
	SD	35	2.2	3	1.0	21	4.9	218	2.5
	NO	37	2.3	7	2.7	8	1.9	59	2.2
							52		
It involves regular routine	SA	498	30.7	94	32.5	121	28.1	713	30.5
	A	619	38.2	120	41.5	133	30.9	872	37.3
	D	323	19.9	47	16.3	103	24.0	473	20.2
	SD	109	6.7	14	4.8	50	11.6	173	7.4
	NO	72	4.4	14	4.8	23	5.3	109	4.7
It will provide me with variety of things to do	SA	551	34.0	108	27.4	131	30.5	790	33.8
	A	732	45.2	114	39.4	182	42.3	102	43.9
	D	213	13.1	42	14.5	69	16.0	8	13.8
	SD	66	4.1	9	3.1	33	7.7	324	4.6
	NO	59	3.6	16	5.5	15	3.5	108	3.8
							90		
It will give me powers over others	SA	503	31.0	82	28.4	94	21.9	679	29.0
	A	450	27.8	89	30.8	110	25.6	649	27.7
	D	376	23.2	57	19.7	105	24.4	538	23.0
	SD	223	13.8	42	14.7	100	23.3	365	15.6

	NO	69	4.3	19	6.6	21	4.9	109	4.7
It will give me chance to help others	SA	1079	66.6	194	67.1	297	69.1	157	67.1
	A	463	28.6	80	27.7	101	23.5	0	27.1
	D	38	2.3	8	2.8	12	2.8	644	2.5
	SD	20	1.2	1	.3	13	3.0	58	1.5
	NO	21	1.3	6	2.1	7	1.6	34	1.5
								34	
It will offer me the opportunity to make changes in society.	SA	885	54.6	175	60.6	260	60.5	132	56.4
	A	568	35.0	87	30.1	120	27.9	0	33.1
	D	94	5.8	18	6.2	20	4.7	775	5.6
	SD	37	2.3	4	1.4	16	3.7	132	2.4
	NO	37	2.3	5	1.7	14	3.3	57	2.4
								56	
It will make me feel important or recognised in society.	SA	721	44.5	138	47.8	151	35.1	101	43.2
	A	633	39.0	111	38.4	162	37.7	0	38.7
	D	147	9.1	22	7.6	68	15.8	906	10.1
	SD	82	5.1	9	3.1	36	8.4	237	5.4
	NO	38	2.3	9	3.1	13	3.0	127	2.6
								60	
I will be able to save plant and animal life.	SA	368	22.7	47	16.3	73	17.0	488	20.9
	A	371	22.9	57	19.7	99	23.0	527	22.5
	D	416	25.7	71	24.6	111	25.8	598	25.6
	SD	307	18.9	73	25.3	101	23.5	481	20.6
	NO	159	9.8	41	14.3	46	10.7	246	10.5

Table A-77: One-Way ANOVA Results for Responses of Students by School-Type on Work Values that Influence Career Aspiration.

		SS	df	MS	F	Sig.
It will give me high pay/financial benefits	Between	28.653	2	14.327	19.003	.000*
	Within	1726.469	2290	.754		
It will provide me job security	Between	19.431	2	9.716	11.268	.000*
	Within	1944.272	2255	.862		
I will have freedom/independence in doing	Between	18.980	2	9.490	12.829	.000*
	Within	1671.834	2260	.740		
It will help be to be original and creative	Between	10.412	2	5.206	9.143	.000*
	Within	1301.063	2285	.569		

Involves regular routine	Between	11.997	2	5.998	7.181	.001*
	Within	1860.967	2228	.835		
It will provide me with variety of things	Between	8.937	2	4.468	6.652	.001*
	Within	1509.286	2247	.672		
It will give me power over others	Between	33.257	2	16.629	14.889	.000*
	Within	2488.243	2228	1.117		
It will give me chance to help others	Between	.166	2	8.309	.223	.800
	Within	859.612	2303	.373		
It will offer me opportunity to make changes in society	Between	1.917	2	.958	1.864	.155
	Within	1173.059	2281	.514		
It will make me feel important in society	Between	24.919	2	12.459	17.600	.000*
	Within	1611.940	2277	.708		
I will be able to save plant and animal life	Between	18.877	2	9.438	8.081	.000*
	Within	2442.301	2091	1.168		

* Significant at .05

Table A-78: Descriptive Statistics on Responses of Students by their School Types on Work Values that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
It will give me high pay/financial benefits.	Mixed	1604	3.2575	.9589
	Boys	260	3.3731	.7477
	Girls	429	3.0023	.9655
It will provide me with job security	Mixed	1582	3.1182	.9099
	Boys	255	3.2902	.8523
	Girls	421	2.9477	1.0361
I will have my freedom or independence in doing the job	Mixed	1586	3.1784	.8468
	Boys	254	3.2677	.7947
	Girls	423	2.9669	.9433
It will help me to be original and creative	Mixed	1596	3.3553	.7384
	Boys	260	3.5000	.6835
	Girls	432	3.2477	.8488
It involves regular routine	Mixed	1562	2.9712	.8997
	Boys	252	3.0675	.8651
	Girls	417	2.8129	.9920
It will provide me with variety of	Mixed	1574	3.1321	.7991

things to do	Boys	252	3 1905	8104
	Girls	424	2 9858	8964
It will give me powers over others	Mixed	1565	2 7942	1 0480
	Boys	247	2 7976	1 0704
	Girls	419	2 4821	1 0812
It will give me chance to help others	Mixed	1613	3 6231	6013
	Boys	260	3 6500	5528
	Girls	433	3 6236	6764
It will offer me the opportunity to make changes in society.	Mixed	1597	3 4521	7113
	Boys	261	3 5326	6821
	Girls	426	3 5000	7585
It will make me feel important or recognised in society.	Mixed	1596	3 2581	8303
	Boys	258	3 3760	7447
	Girls	426	2 0235	9328
I will be able to save plant and animal life.	Mixed	1474	2 5482	1 0809
	Boys	228	2 3026	1 0827
	Girls	392	2 3673	1 0789
Group (pooled)	Mixed	1633	33 5646	6 0430
	Boys	266	33 8008	6 5103
	Girls	440	31 6864	5 9720

Table A-7 9 Frequency and Percentage Distribution of Responses of Students by the Size of settlement they Usually Reside on Work Values that Influence

Item	Resp	Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
It will give me high pay/financial benefits.	SA	397	45.3	397	43.6	252	45.7	1046	44.7
	A	307	35.0	341	37.4	208	37.7	856	36.6
	D	94	10.7	97	10.6	56	10.1	247	10.6
	SD	56	6.4	58	6.4	30	5.4	144	6.2
	NO	23	2.6	18	2.0	6	1.1	47	2.0
It will provide me with job security	SA	365	41.6	346	38.0	223	40.4	934	39.9
	A	294	33.5	322	35.3	193	35.0	809	34.6
	D	123	14.0	125	13.7	87	15.8	335	14.3
	SD	55	6.3	88	9.7	37	6.7	180	7.7
	NO	40	4.6	30	3.3	12	2.2	82	3.5
I will have my freedom or independence in doing the job	SA	338	38.5	354	38.9	222	40.2	914	39.1
	A	344	39.2	337	37.0	216	39.1	897	38.3
	D	121	13.8	130	14.3	76	13.8	327	14.0
	SD	41	4.7	60	6.6	24	4.3	125	5.3

	NO	33	3.8	30	3.3	14	2.5	77	3.3
It will help me to be original and creative	SA	432	49.3	465	51.0	243	44.0	1140	48.7
	A	316	36.0	332	36.4	223	40.4	871	37.2
	D	82	9.4	74	8.1	62	11.2	218	9.3
	SD	24	2.7	22	2.4	13	2.4	59	2.5
	NO	23	2.6	18	2.0	11	2.0	52	2.2
It involves regular routine	SA	264	30.1	292	32.1	157	28.4	713	30.5
	A	340	38.8	327	35.9	205	37.1	872	37.3
	D	166	18.9	176	19.3	131	23.7	473	20.2
	SD	58	6.6	78	8.6	37	6.7	173	7.4
	NO	49	5.6	38	4.2	22	4.0	109	4.7
It will provide me with variety of things to do	SA	289	33.0	328	36.0	173	31.3	790	33.8
	A	404	46.1	379	46.1	245	44.4	1028	43.9
	D	110	12.5	124	13.6	90	16.3	324	13.8
	SD	29	3.3	52	5.7	4.9	108	108	4.6
	NO	45	5.1	28	3.1	17	3.1	90	3.8
It will give me powers over others	SA	252	28.7	254	27.9	173	31.3	679	29.0
	A	256	29.2	248	27.2	145	26.3	649	27.7
	D	198	22.6	207	22.7	133	24.1	538	23.0
	SD	132	15.1	157	17.2	76	13.8	365	15.6
	NO	39	4.4	45	4.9	25	4.5	109	4.7
It will give me chance to help others	SA	572	65.2	633	69.5	365	66.1	1570	67.1
	A	252	28.7	232	25.5	160	29.0	644	27.1
	D	24	2.7	21	2.3	13	2.4	58	2.5
	SD	13	1.5	14	1.5	7	1.3	34	1.5
	NO	16	1.8	11	1.2	7	1.3	34	1.5
It will offer me the opportunity to make changes in society.	SA	491	56.0	527	57.8	302	54.7	1320	56.4
	A	290	33.1	295	32.4	190	34.4	775	33.1
	D	45	5.1	53	5.8	34	6.2	132	5.6
	SD	24	2.7	18	2.0	15	2.7	57	2.4
	NO	27	3.1	18	2.0	11	2.0	56	2.4
It will make me feel important or recognised in society.	SA	374	42.6	393	43.1	243	44.0	1010	43.2
	A	339	38.7	351	38.5	216	39.1	906	38.7
	D	87	9.9	93	10.2	57	10.3	237	10.1
	SD	49	5.6	55	6.0	23	4.2	127	5.4
	NO	28	3.2	19	2.1	13	2.4	60	2.6

I will be able to save plant and animal life.	SA	154	17.6	217	23.8	117	21.2	488	20.9
	A	195	22.2	212	23.5	120	21.7	527	22.5
	D	213	24.3	233	25.6	152	27.5	598	25.6
	SD	208	23.7	162	17.8	111	20.1	481	20.6
	NO	107	12.2	87	9.5	52	9.4	246	10.5

Table A-80: One – Way ANOVA Results for the Responses of Students by their Usual Place of Residence on Work Values that Influence Career Aspirations

Item	Source	SS	DF	MS	F	SIG.
It will give me high pay/financial benefits	Between	.628	2	.314	.410	.664
	Within	1754.494	2290	.766		
It will provide me job security	Between	4.937	2	2.469	2.842	.059
	Within	1958.766	2255	.869		
I will have freedom/independence in doing	Between	1.537	2	.768	1.028	.358
	Within	1689.278	2260	.747		
It will help me to be original and creative	Between	3.517	2	1.758	3.072	.047*
	Within	1307.959	2285	.572		
It involves regular routine	Between	1.535	2	.767	.914	.401
	Within	1871.429	2228	.840		
It will provide with variety of things	Between	2.717	2	1.358	2.014	.134
	Within	1515.506	2247	.674		
It will give me power over others	Between	3.248	2	1.624	1.437	.238
	Within	2518.252	2228	1.130		
It will give me chance to help others	Between	.825	2	.412	1.106	.331
	Within	858.953	2303	.373		
Offer me opportunity to make changes in society	Between	.866	2	.433	.842	.431
	Within	1174.109	2281	.515		
It will make me feel important in society	Between	.768	2	.384	.534	.586
	Within	1636.091	2277	.719		
I will be able to save plant and animal life	Between	16.616	2	8.308	7.106	.001
	Within	2444.561	2091	1.169		

• Significant at .05

Table A-81: Descriptive Statistics on Responses of Students by their Usual Places of Residence on Work Values that Influence their Career Aspirations

Item	Group	Number	Mean	Std. Deviation
It will give me high pay/financial benefits.	Urban	854	3.2237	.8878
	Small town	893	3.2060	.8783
	Rural	546	3.2491	.8504
It will provide me with job security	Urban	837	3.1577	.9066
	Small town	811	3.0511	.9657
	Rural	540	3.1148	.9146
I will have my freedom or independence in doing the job	Urban	844	3.1600	.8446
	Small town	811	3.1180	.8993
	Rural	538	3.1822	.8369
It will help me to be original and creative	Urban	854	3.3536	.7681
	Small town	893	3.3886	.7428
	Rural	541	3.2865	.7608
It involves regular routine	Urban	828	2.9783	.8944
	Small town	873	2.9542	.9447
	Rural	530	2.9094	.9033
It will provide me with variety of things to do	Urban	832	3.1454	.7737
	Small town	883	3.1133	.8576
	Rural	535	3.0542	.8318
Give power over others	Urban	838	2.7494	1.0515
	Small town	866	2.6917	1.0788
	Rural	527	2.7875	1.0557
It will give me chance to help others	Urban	861	3.6063	.6209
	Small town	900	3.6489	.6068
	Rural	545	3.6202	.6008
It will offer me the opportunity to make changes in society.	Urban	850	3.4682	.7245
	Small town	893	3.4905	.7001
	Rural	541	3.4399	.7345
It will make me feel important or recognised in society.	Urban	849	3.2226	.8516
	Small town	892	3.2130	.8643
	Rural	539	3.2597	.8130
I will be able to save plant and animal life.	Urban	770	2.3831	1.0854
	Small town	824	2.5874	1.0787
	Rural	500	2.4840	1.0789

Table A-82: Frequency and Percentage Distribution of the Responses of Students by Ethnic Group on Work Values that Influence Career Aspirations

Item	Resp	Fanti		Ashanti		Ewe		Ga	
		N	%	N	%	N	%	N	%
It will give me high pay/financial benefits.	SA	236	48.9	283	42.6	53	46.3	35	38.5
	A	168	34.8	239	35.9	44	38.6	39	42.9
	D	42	8.7	81	12.2	10	8.8	9	9.9
	SD	28	5.8	45	6.8	6	5.3	5	5.5
	NR	9	1.9	17	2.6	1	.9	3	3.3
It will provide me with job security	SA	205	42.4	285	42.9	44	38.6	31	34.1
	A	158	32.7	215	32.3	49	43.0	33	36.3
	D	61	12.6	92	13.8	13	11.4	15	16.5
	SD	37	7.7	49	7.4	6	5.3	9	9.9
	NR	22	4.6	24	3.6	2	1.8	3	3.3
I will have my freedom or independence in doing the job	SA	184	38.1	276	41.5	48	42.1	30	33.0
	A	186	38.5	255	38.3	43	37.7	40	44.0
	D	65	13.5	81	12.2	14	12.3	15	16.5
	SD	25	5.2	34	5.1	8	7.0	3	3.3
	NR	23	4.8	19	2.9	1	9	3	3.3
It will help me to be original and creative	SA	233	48.2	372	55.9	57	50.0	33	36.3
	A	181	37.5	209	31.4	38	33.3	46	50.5
	D	41	8.5	62	9.3	14	12.3	8	8.8
	SD	15	3.1	11	1.7	3	2.6	2	2.2
	NR	13	2.7	11	1.7	2	1.8	2	2.2
It involves regular routine	SA	152	31.5	215	32.3	38	33.3	32	35.2
	A	188	38.8	230	34.6	47	41.2	29	31.9
	D	86	17.8	134	20.2	15	13.2	20	22.0
	SD	38	7.9	54	8.1	9	7.9	5	5.5
	NR	19	3.9	32	4.8	5	4.4	5	5.5
It will provide me with variety of things to do	SA	183	37.9	246	37.0	44	38.6	27	29.7
	A	194	40.2	284	42.7	49	43.0	44	48.4
	D	65	13.5	82	12.3	12	10.5	12	12.2
	SD	18	3.7	28	4.2	4	3.5	4	4.4
	NR	23	4.8	25	3.8	5	4.4	4	4.4
It will give me chance to help others	SA	339	70.2	475	71.4	69	60.5	53	58.2
	A	119	24.6	158	23.8	38	33.3	31	34.1
	D	12	2.5	8	1.2	4	3.5	6	6.6
	SD	2	.4	13	2.0	1	.9	-	-
	NR	11	2.3	11	1.7	2	1.8	1	1.1

It will offer me the opportunity to make changes in society.	SA	279	57.8	389	58.5	62	54.4	45	49.5
	A	161	33.3	208	31.3	47	41.2	35	38.5
	D	23	4.8	19	2.9	3	2.6	6	6.6
	SD	4	.8	20	3.0	1	.9	1	1.1
	NR	16	3.3			1	.9	4	4.4
It will make me feel important or recognised in society.	SA	223	46.22	313	47.1	48	42.1	34	37.4
	A	179	37.1	239	35.9	52	45.6	40	40.0
	D	40	8.3	63	9.5	7	6.1	8	8.8
	SD	26	5.4	38	5.7	6	5.3	6	6.6
	NR	15	3.1	12	1.8	1	.9	3	3.3
I will be able to save plant and animal life.	SA	77	15.9	161	24.2	21	18.4	26	28.6
	A	107	22.2	147	22.1	29	25.4	13	14.3
	D	120	24.8	158	23.8	30	26.3	21	23.1
	SD	114	23.6	124	18.6	23	20.2	22	24.2
	NR	65	13.5	75	11.3	11	9.6	9	9.9

Table A-82: Frequency and Percentage Distribution on the Responses of Students by Ethnic Group on Work Values that Influence Career Aspirations (Cont'd)

Item	Resp	Brong		Bulsa/Frafra		Other Akan		Others		Total	
		N	%	N	%	N	%	N	%	N	%
It will give me high pay/ financial benefits.	SA	31	44.3	215	41.4	229	48.5	64	48.5	1046	44.7
	A	21	30.0	203	39.1	94	35.3	48	36.4	856	36.6
	D	8	11.4	60	11.6	29	10.9	8	6.1	247	10.6
	SD	7	10.0	34	6.6	9	3.4	10	7.6	144	6.2
	NO	3	4.3	7	1.3	5	1.9	2	1.2	47	2.0
It will provide me with job security	SA	27	38.6	168	32.4	115	43.2	59	44.7	934	39.9
	A	24	34.3	191	36.8	94	35.3	45	34.1	809	34.6
	D	10	14.3	92	17.7	35	13.2	17	12.9	335	14.3
	SD	7	10.0	52	10.0	11	4.1	9	6.8	180	7.7
	NR	2	2.9	16	3.1	11	4.1	2	1.5	82	3.5
I will have my freedom or independence in doing the job	SA	25	35.7	185	35.6	106	39.8	60	45.5	914	39.1
	A	27	38.6	206	39.7	96	36.1	44	33.3	897	38.3
	D	10	14.3	90	17.3	39	14.7	13	9.8	32	14.0
	SD	1	1.4	28	5.4	15	5.6	11	8.3	125	5.3
	NR	7	10.0	10	1.9	10	3.8	4	3.0	77	3.3

It will help me to be original and creative	SA	43	61.4	197	38.0	126	47.4	79	59.8	1140	48.7
	A	20	28.6	233	44.9	103	38.7	41	31.1	871	37.2
	D	5	7.1	66	10.8	24	9.0	8	6.1	218	9.3
	SD	1	1.4	17	3.3	7	2.6	3	2.3	59	2.5
	NR	1	1.4	16	3.1	6	2.5	1	8	52	2.2
It involves regular routine	SA	21	30.0	143	27.6	74	27.8	38	28.8	713	30.5
	A	28	40.0	195	37.6	104	39.1	51	38.6	872	37.3
	D	13	18.6	127	24.5	54	20.3	24	18.2	473	20.2
	SD	4	5.7	31	6.0	21	7.9	11	8.3	173	7.4
	NR	4	5.7	23	4.4	13	4.9	8	6.1	109	4.7
It will provide me with variety of things to do	SA	18	25.7	137	26.4	91	34.2	44	33.3	790	33.8
	A	33	47.1	247	47.6	11	44.0	60	45.5	1028	43.9
	D	14	20.0	86	16.6	36	13.5	17	12.9	324	13.8
	SD	3	4.3	31	6.0	13	4.9	7	5.3	108	4.6
	NR	2	2.9	18	3.5	9	3.4	4	3.0	90	3.8
It will give me powers over others	SA	14	20.0	138	26.6	72	27.1	43	32.6	679	29.0
	A	19	27.1	151	29.1	78	29.323	31	23.5	648	27.7
	D	20	28.6	134	25.8	63	.7	28	21.2	538	23.0
	SD	10	14.3	73	14.1	37	13.9	21	15.9	365	15.6
	NR	7	10.0	23	4.4	16	6.0	9	6.8	109	4.7
It will improve on my self-concept	SA	45	64.3	335	64.5	172	64.7	82	62.1	1570	67.1
	A	22	31.4	150	28.9	81	30.5	45	34.1	644	27.1
	D	-	-	20	3.9	5	1.9	3	2.3	58	2.5
	SD	-	-	10	1.9	6	2.3	2	1.5	34	1.5
	NR	3	4.3	4	8	2	8	-	-	34	1.5
It will raise my self-esteem	SA	40	57.1	274	62.8	153	57.5	78	59.1	1320	56.4
	A	25	35.7	180	34.7	76	28.6	43	32.6	775	33.1
	D	2	2.9	39	7.5	23	8.6	7	5.3	132	5.6
	SD	1	1.4	18	3.5	10	3.8	3	2.3	57	2.4
	NR	2	2.9	8	1.5	4	1.5	1	8	56	2.4
It will make me feel important or recognised in society.	SA	29	41.4	193	37.2	112	42.1	58	43.9	1010	43.2
	A	26	37.1	211	40.7	106	39.8	53	40.2	906	38.7
	D	8	11.4	72	13.9	30	11.3	9	6.8	237	10.1
	SD	2	2.9	29	5.6	12	4.5	8	6.1	127	5.4
	NR	5	7.1	14	2.7	6	2.3	4	3.0	60	2.6

I will be	SA	15	21.4	112	21.6	50	18.8	26	19.7	488	20.9
able to save	A	10	14.3	127	24.5	61	22.9	33	25.0	527	22.5
plant and	D	23	32.9	144	25.7	66	24.8	36	27.3	598	25.6
animal life.	SD	8	11.4	100	19.3	63	23.7	27	20.5	481	20.6
	NR	14	20.0	36	6.9	26	9.8	10	7.6	246	10.5

Table A-83: **One-Way ANOVA Results for Responses of Students by Ethnic Group on Work Values that Influence Career Aspirations.**

ITEM	SOURCE	S S	DF	M S	F	Sig.
It will give me high pay/financial benefits	Between	8.795	7	1.256	1.644	.118
	Within	1746.327	2285	.764		
It will provide me job security	Between	21.994	7	3.142	3.641	.001*
	Within	1941.709	2250	.863		
I will have freedom/independence in doing	Between	4.821	7	.689	.921	.489
	Within	1685.994	2255	.748		
It will help me to be original and creative	Between	20.898	7	2.985	5.274	.000*
	Within	1290.577	2280	.566		
It involves regular routine	Between	3.302	7	.472	.561	.788
	Within	1869.662	2223	.841		
It will provide me with variety of things	Between	15.805	7	2.258	3.369	.001*
	Within	1502.417	2242	.670		
It will give me power over others	Between	8.840	7	1.263	1.117	.349
	Within	2512.660	2223	1.130		
It will give me chance to help others	Between	6.989	7	.998	2.691	.009*
	Within	852.789	2298	.371		
It will offer me opportunity to make changes in society	Between	6.905	7	.986	1.922	.062
	Within	1168.071	2276	.513		
It will make me feel important in society	Between	8.314	7	1.188	1.657	.115
	Within	1628.545	2272	.717		
It will be able to save plant and animal life	Between	15.674	7	2.239	1.910	.064
	Within	2445.504	2086	1.172		

* Significant at .05

Table A-84: Descriptive Statistics on Responses of Students by Ethnic Group on Work Values that Influence their Career Aspirations

Item	Group	Number	Mean	Std Deviation
It will give me high pay/financial benefits.	Fanti	474	3.2911	.8600
	Ashanti	648	3.1728	.9005
	Ewe	113	3.2743	.8372
	Ga	83	3.1818	.8380
	Brong	67	3.1343	.9984
	Bulsa/Frafra	512	3.1699	.8806
	Other Akans	261	3.3142	.8044
	Others	130	3.2769	.8893
It will provide me with job security	Fanti	461	3.1518	.9364
	Ashanti	641	3.1482	.9345
	Ewe	112	3.1696	.8371
	Ga	88	2.9773	.9706
	Brong	68	3.0441	.9840
	Northern	503	2.9443	.9639
	Other Akans	255	3.2275	.8437
	Others	130	3.1846	.9132
I will have my freedom or independence in doing the job	Fanti	460	3.1500	.8590
	Ashanti	646	3.1966	.8518
	Ewe	113	3.1593	.9020
	Ga	88	3.1023	.8029
	Brong	63	2.2063	.7654
	Bulsa/Frafra	509	3.0766	.8694
	Other Akans	256	3.1445	.8848
	Others	128	3.1953	.9396
It will help me to be original and creative	Fanti	470	3.3447	.7701
	Ashanti	654	3.4404	.7333
	Ewe	112	3.3304	.7985
	Ga	89	3.2360	.7075
	Brong	69	3.5217	.6989
	Bulsa/Frafra	503	3.2127	.7708
	Other Akans	260	3.3385	.7565
	Others	131	3.4962	.7166
It involves regular routine	Fanti	464	2.9784	.9175
	Ashanti	633	2.9573	.9445

	Ewe	109	3.0459	.9066
	Ga	86	3.0233	.9201
	Brong	66	3.0000	.8771
	Bulsa/Frafra	496	2.9073	.8873
	Other Akans	253	2.9130	.9131
	Others	124	2.9355	.9261
It will provide me with variety of things to do	Fanti	460	3.1783	.8157
	Ashanti	640	3.1688	.8124
	Ewe	109	3.2202	.7860
	Ga	87	3.0805	.7956
	Brong	68	2.9706	.8098
	Bulsa/Frafra	501	2.9780	.8328
	Other Akans	257	3.1128	.8285
	Others	128	3.1016	.8309
It will give me powers over others	Fanti	462	2.8290	1.0492
	Ashanti	640	2.6750	1.1150
	Ewe	107	2.8037	1.0410
	Ga	90	2.7667	1.0283
	Brong	63	2.5873	1.0102
	Bulsa/Frafra	496	2.7137	1.0282
	Other Akans	250	2.7400	1.0338
	Others	123	2.7805	1.1054
It will give me chance to help others	Fanti	472	3.6843	.5412
	Ashanti	654	3.6743	.6032
	Ewe	112	3.5625	.6119
	Ga	90	3.5222	.6222
	Brong	67	3.6716	.4732
	Bulsa/Frafra	515	3.5728	.6631
	Other Akans	264	3.5871	.6467
	Others	132	3.5682	.6202
It will offer me the opportunity to make changes in society.	Fanti	467	3.5310	.6323
	Ashanti	645	3.4992	.7194
	Ewe	113	3.5044	.5995
	Ga	87	3.4253	.6757
	Brong	68	3.5294	.6341
	Bulsa/Frafra	511	3.3894	.7765
	Other Akans	262	3.4198	.8066
	Others	131	3.4962	.7057

It will make me feel important or recognised in society.	Fanti	468	3.2799	8410
	Ashanti	653	3.2665	8595
	Ewe	113	3.2566	7993
	Ga	88	3.1591	8562
	Brong	65	3.2615	7960
	Bulsa/Frafra	505	3.1248	8604
	Other Akans	260	3.2231	8268
	Others	128	3.2578	8441
I will be able to save plant and animal life.	Fanti	418	2.3517	1.0699
	Ashanti	590	2.5831	1.1006
	Ewe	103	2.4660	1.0555
	Ga	82	2.5244	1.1990
	Brong	56	2.5714	1.0420
	Bulsa/Frafra	483	2.5197	1.0629
	Other Akans	240	2.4083	1.0901
	Others	122	2.4754	1.0618
Group (pooled)	Fanti	482	33.3838	5.9847
	Ashanti	665	33.5609	5.9839
	Ewe	114	33.8158	5.2370
	Ga	91	32.7473	5.8908
	Brong	70	32.3857	6.2492
	Bulsa/Frafra	519	32.6262	6.1007
	Other Akans	266	33.2406	6.2134
	Others	132	33.7727	6.03112

Table A-85: Frequency and Percentage Distribution of Responses of Students by Gender on Gender Stereotyping that Influence Career Aspirations

Item	Resp	Female		Male		Total	
		No.	%	No.	%	No.	%
I think that it is appropriate for my sex	SA	384	30.4	331	30.8	715	30.6
	A	368	29.1	311	28.9	679	29.0
	D	267	21.1	224	20.8	491	21.0
	SD	193	15.3	168	15.6	361	15.4
	NO	53	4.2	41	3.6	94	4.0
Most of the people who do that work are of the same sex as me	SA	219	17.3	206	19.2	425	18.2
	A	278	22.0	243	22.6	521	22.3
	D	431	34.1	343	3.9	774	33.1

	SD	288	22.8	232	21.6	520	22.2
	NO	49	3.9	51	4.7	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	205	16.2	153	14.2	358	15.3
	A	272	21.5	226	21.0	498	21.3
	D	454	35.9	375	34.9	829	35.4
	SD	296	23.4	269	25.0	565	24.1
	NO	38	3.0	52	4.8	90	3.8
It will give me the chance to effectively play my sex-role in my marriage	SA	321	25.4	252	23.4	576	24.5
	A	389	30.8	307	28.6	696	29.7
	D	280	22.1	264	24.6	544	23.2
	SD	218	17.2	184	17.1	402	17.2
	NO	57	4.5	68	6.3	125	5.3
It will give me enough time to care for my children.	SA	291	23.0	254	23.6	545	23.3
	A	477	37.7	432	40.2	909	38.8
	D	287	22.7	225	20.9	512	21.9
	SD	150	11.9	98	9.1	248	10.6
	NO	60	4.7	66	6.1	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	218	17.2	160	14.9	378	16.2
	A	343	27.1	258	24.0	601	25.7
	D	382	30.2	358	33.3	740	31.6
	SD	272	21.5	233	21.7	505	21.6
	NO	50	4.0	66	6.1	116	5.0
Society generally have favourable attitude towards people in that job if they are of my sex-type.	SA	324	25.6	217	20.2	541	23.1
	A	422	33.4	346	32.2	768	32.8
	D	277	21.9	284	26.4	561	24.0
	SD	172	13.6	159	14.8	331	14.1
	NO	70	5.5	69	6.4	139	5.9
People of my sex-type who do that work usually become successful and rich.	SA	346	27.4	327	30.4	673	28.8
	A	485	38.3	400	37.2	885	37.8
	D	241	19.1	186	17.3	427	18.2
	SD	131	10.4	113	10.5	244	10.4
	NO	62	4.9	49	4.6	111	4.7

I do not want to be seen as more or less ambitious as is appropriate for my sex-type.	SA	199	15.7	181	16.8	380	16.2
	A	463	36.6	414	38.5	877	17.5
	D	331	26.2	247	23.0	578	24.7
	SD	186	4.7	110	10.2	296	12.6
	NO	86	6.8	123	11.4	209	8.9
The skill or talent needed to do that work is natural with people of my sex-type.	SA	259	20.5	215	20.0	474	20.3
	A	386	30.5	276	25.7	662	28.3
	D	356	28.1	304	28.3	660	28.2
	SD	198	15.7	202	18.8	400	17.1
	NR	66	5.2	78	7.3	144	6.2
The duties I perform at home guided my career choice.	SA	407	32.2	304	28.3	711	30.4
	A	452	35.7	384	35.7	836	50.7
	D	237	18.7	209	19.4	446	19.1
	SD	125	9.9	122	11.3	247	10.6
	NR	44	3.5	56	5.2	100	4.3

Table A-86: One-Way ANOVA Results for Responses of Students by Gender on Gender-Stereotyping that Influence Career Aspirations

ITEM	SOURCE	SS	df	MS	F	Sig.
I think it is appropriate for my sex	Between	1.270	1	1.270	.000	.992
	Within	2539.580	2244	1.132		
Most people who do that work are same sex as me	Between	2.076	1	2.076	1.923	.166
	Within	2415.620	2238	1.079		
Been encouraged by family since it is better for my sex	Between	1.845	1	1.845	1.798	.180
	Within	2305.955	2248	1.026		
Give me chance to play sex-role in my marriage	Between	1.393	1	1.393	1.257	.262
	Within	2452.444	2213	1.108		
Give me enough time to care for my children	Between	3.526	1	3.526	4.003	.046*
	Within	1948.649	2212	.881		
Been made to believe job is suitable for my sex	Between	3.131	1	3.131	3.040	.081
	Within	2288.474	2222	1.030		
Society's attitude towards people in my sex-type who do it	Between	9.832	1	9.832	9.806	.002*
	Within	2204.844	2199	1.003		
People of sex-type usually become successful/rich	Between	1.258	1	1.258	1.367	.242
	Within	2048.468	2227	.920		
Not to be seen as more or less ambitious than appropriate	Between	8.503	1	8.503	9.836	.002*
	Within	1840.629	2129	.865		

Skill/talent needed to do work is natural with my sex type	Between	3.778	1	3.778	3.623	.057
	Within	2287.510	2194	1.043		
Duties perform at home guided career choice	Between	3.617	1	3.617	3.822	.051
	Within	2117.971	2238	.946		

• Significant at .05

Table A-87 Descriptive Statistics on Responses of Students by Gender on Gender-Stereotyping that Influence Career Aspirations

Item	Sex	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Female	1264	2.6614	1.1788
	Male	1076	2.6729	1.1737
Most of the people who do that work are of the same sex as me	Female	1264	2.2611	1.1085
	Male	1076	2.2983	1.1441
I have been encouraged by my family to do it since it is better for my sex	Female	1264	2.2453	1.0766
	Male	1076	2.1478	1.0961
It will give me the chance to effectively play my sex-role in my marriage	Female	1264	2.5514	1.1706
	Male	1076	2.4582	1.2004
It will give me enough time to care for my children.	Female	1264	2.6234	1.1038
	Male	1076	2.6608	1.1170
I have been made to believe that the job is suitable for people of my sex-type	Female	1264	2.3212	1.1098
	Male	1076	2.1989	1.1221
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Female	1264	2.5997	1.1654
	Male	1076	2.4489	1.1542
People of my sex-type who do that work usually become successful and rich.	Female	1264	2.7294	1.1169
	Male	1076	2.7835	1.1233
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Female	1264	2.3979	1.1216
	Male	1076	2.3903	1.2108
The skill or talent needed to do that work is natural with people of my sex-type	Female	1264	2.4514	1.1337
	Male	1076	2.3234	1.1959
The duties I perform at home guided my career choice.	Female	1264	2.8323	1.0914
	Male	1076	2.7054	1.1459
Group (pooled)	Female	1262	27.7433	7.8914
	Male	1074	27.1127	8.2639

Table A-88: Frequency and Percentage Distribution on Responses of Students by Residential Status on Gender Stereotyping that Influence Career Aspirations

Item	Resp	Residential Status					
		Day		Boarding		Total	
		N	%	N	%	N	%
I think that it is appropriate for my sex	SA	162	33.3	553	29.8	715	30.6
	A	137	28.1	542	29.2	679	29.0
	D	100	20.5	391	21.1	491	21.0
	SD	71	14.6	290	15.7	361	15.4
	NO	17	3.5	77	4.2	94	4.0
Most of the people who do that work are of the same sex as me	SA	103	21.1	322	17.4	425	8.2
	A	117	24.0	404	21.8	521	22.3
	D	157	32.2	617	33.3	774	33.1
	SD	89	18.3	431	23.3	520	22.2
	NO	21	4.3	79	4.3	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	101	20.7	257	13.9	358	15.3
	A	107	22.0	391	21.1	498	21.3
	D	167	34.3	662	35.7	829	35.4
	SD	92	18.9	473	25.5	565	24.1
	NO	20	4.1	70	3.8	90	3.8
It will give me the chance to effectively play my sex-role in my marriage	SA	125	25.7	448	24.2	573	24.5
	A	158	32.4	338	29.0	696	29.7
	D	110	22.6	434	23.4	544	23.2
	SD	70	14.4	332	17.9	402	17.2
	NO	24	4.9	101	5.5	125	5.3
It will give me enough time to care for my children.	SA	140	28.7	405	21.9	545	23.3
	A	188	38.6	721	38.9	909	38.8
	D	94	19.3	418	22.6	512	21.9
	SD	44	9.0	204	11.0	248	10.6
	NO	21	4.3	105	5.7	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	83	17.0	295	15.9	378	16.2
	A	149	30.6	452	24.4	601	25.7
	D	149	30.6	591	31.9	740	31.6
	SD	83	17.6	422	22.8	505	21.6

	NO	23	4.7	93	5.0	116	5.0
Society generally have	SA	103	21.1	438	23.6	541	23.1
favourable attitude	A	170	34.9	598	32.3	768	32.8
towards people in that job	D	121	24.8	440	23.7	561	24.0
if they are of my sex-type.	SD	66	13.6	265	14.3	331	14.1
	NO	27	5.5	112	6.0	139	5.9
People of my sex-type	SA	130	26.7	543	29.3	673	28.8
who do that work usually	A	191	39.2	694	37.5	885	37.8
become successful and	D	94	19.3	333	18.0	427	18.2
rich.	SD	57	11.7	187	10.1	244	10.4
	NO	15	3.1	96	5.2	111	4.7
I do not want to be seen	SA	88	18.1	292	15.8	380	16.2
as more or less ambitious	A	184	37.8	693	37.4	877	37.5
than is appropriate for	D	122	25.1	456	24.6	578	24.7
my sex-type.	SD	54	11.1	242	13.1	296	12.6
	NO	39	8.0	170	9.2	209	8.9
The skill or talent needed	SA	95	19.5	379	20.5	474	20.3
to do that work is natural	A	150	30.8	512	27.6	662	28.3
with people of my sex-	D	140	28.7	520	28.1	660	28.2
type.	SD	70	15.2	326	17.6	400	17.1
	NO	28	5.7	1116	6.3	144	6.2
The duties I perform at	SA	156	32.0	555	30.0	711	30.4
home guided my career	A	189	38.8	647	34.9	836	35.7
choice.	D	77	15.8	369	19.9	446	19.1
	SD	46	9.4	201	10.8	247	10.6
	NO	19	3.9	81	4.4	100	4.3

	NO	23	4.7	93	5.0	116	5.0
Society generally have	SA	103	21.1	438	23.6	541	23.1
favourable attitude	A	170	34.9	598	32.3	768	32.8
towards people in that job	D	121	24.8	440	23.7	561	24.0
if they are of my sex-type.	SD	66	13.6	265	14.3	331	14.1
	NO	27	5.5	112	6.0	139	5.9
People of my sex-type	SA	130	26.7	543	29.3	673	28.8
who do that work usually	A	191	39.2	694	37.5	885	37.8
become successful and	D	94	19.3	333	18.0	427	18.2
rich.	SD	57	11.7	187	10.1	244	10.4
	NO	15	3.1	96	5.2	111	4.7
I do not want to be seen	SA	88	18.1	292	15.8	380	16.2
as more or less ambitious	A	184	37.8	693	37.4	877	37.5
than is appropriate for	D	122	25.1	456	24.6	578	24.7
my sex-type.	SD	54	11.1	242	13.1	296	12.6
	NO	39	8.0	170	9.2	209	8.9
The skill or talent needed	SA	95	19.5	379	20.5	474	20.3
to do that work is natural	A	150	30.8	512	27.6	662	28.3
with people of my sex-	D	140	28.7	520	28.1	660	28.2
type.	SD	70	15.2	326	17.6	400	17.1
	NO	28	5.7	1116	6.3	144	6.2
The duties I perform at	SA	156	32.0	555	30.0	711	30.4
home guided my career	A	189	38.8	647	34.9	836	35.7
choice.	D	77	15.8	369	19.9	446	19.1
	SD	46	9.4	201	10.8	247	10.6
	NO	19	3.9	81	4.4	100	4.3

Table A-89: One-Way ANOVH Results for Responses Students by Residential Status on Gender-Stereotyping that Influence Career Aspirations

		S S	Df	M S	F	Sig.
I think it is appropriate for my sex	Between	1.577	1	1.577	1.395	.238
	Within	2538.002	2244	1.131		
Most people who do that work are same sex	Between	8.792	1	8.792	8.168	.004*
	Within	2408.904	2238	1.076		
Been encouraged by family since it is better for my sex	Between	18.301	1	18.301	17.969	.000*
	Within	2289.498	2248	1.018		
Give me chance to play my sex-role in marriage	Between	3.738	1	3.738	3.376	.066
	Within	2450.100	2213	1.107		
Give me enough time to care for children	Between	8.358	1	8.358	9.511	.002*
	Within	1943.818	2212	.879		
Been made to believe job is suitable for my sex	Between	8.013	1	8.013	7.797	.005*
	Within	2283.591	2222	1.028		
Society's attitude towards people in my sex-type	Between	.153	1	.153	.152	.697
	Within	2214.523	2199	1.007		
People of my sex-type usually become successful/rich	Between	1.924	1	1.924	2.092	.148
	Within	2047.802	2227	.920		
Not to be ambitious than appropriate for my sex	Between	1.639	1	1.639	1.889	.169
	Within	1847.494	2129	.868		
Skill/talent needed to do work is natural with my sex type	Between	.472	1	.472	.452	.501
	Within	2290.816	2194	1.044		
Duties perform home guided career choice	Between	3.280	1	3.280	3.465	.063
	Within	2118.309	2238	.947		

* Significant at .05

Table A-90: Descriptive Statistics on Responses of Students by Residential Status on Gender-Stereotyping that Influence Career Aspirations

Item	Residential Status	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Day	470	2.8298	1.0654
	Boarding	1776	2.7646	1.0630
Most of the people who do that work are of the same sex as me	Day	466	2.5021	1.0375
	Boarding	1774	2.3478	1.0375
I have been encouraged by my family to do it since it is better for my sex	Day	467	2.4647	1.0381
	Boarding	1783	2.2423	1.0015
It will give me the chance to effectively play my sex-role in my marriage	Day	463	2.7300	1.0206
	Boarding	1752	2.6290	1.0604
It will give me enough time to care for my children.	Day	466	2.9099	.9347
	Boarding	1748	2.7592	.9382
I have been made to believe that the job is suitable for people of my sex-type	Day	464	2.5000	.9837
	Boarding	1760	2.3523	1.0215
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Day	460	2.6739	.9781
	Boarding	1741	2.6944	1.0101
People of my sex-type who do that work usually become successful and rich.	Day	472	2.8347	.9656
	Boarding	1757	2.9067	.9571
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Day	448	2.6830	.9232
	Boarding	1683	2.6150	.9337
The skill or talent needed to do that work is natural with people of my sex-type.	Day	459	2.5795	.9911
	Boarding	1737	2.5435	1.0298
The duties I perform at home guided my career choice.	Day	468	2.9722	.9445
	Boarding	1772	2.8781	.9802
Group (pooled)	Day	486	28.3374	7.8068
	Boarding	1850	27.2211	8.1228

Table A-91: Frequency and Percentage Distribution on Response of Students by Age on Gender-Stereotyping that Influence Career Aspirations

Item	Resp.	Age											
		16Yrs		17Yrs		18Yrs		19Yrs		20Yrs		21Yrs	
		N	%	N	%	N	%	N	%	N	%	N	%
I think that it is appropriate for my sex	SA	16	28.6	155	29.7	285	28.5	169	33.7	63	34.6	27	34.2
	A	11	19.6	139	26.6	296	29.6	156	31.1	54	29.7	23	29.1
	D	15	26.8	115	22.0	221	22.1	90	18.0	34	18.7	16	20.3
	SD	13	23.2	91	17.4	150	15.0	71	14.2	25	13.7	11	13.9
	NO	1	1.8	22	4.2	48	4.8	15	3.0	6	3.3	2	2.5
Most of the people who do that work are of the same sex as me	SA	8	14.3	82	15.7	182	18.2	101	20.2	36	19.8	16	20.3
	A	10	17.9	120	23.0	212	21.2	126	25.1	39	21.4	14	17.7
	D	23	41.1	186	35.6	336	33.6	140	27.9	64	35.2	25	31.6
	SD	14	25.0	117	22.4	217	21.7	116	23.2	37	20.3	19	24.1
	NO	1	1.8	17	3.3	53	5.3	18	3.6	6	3.3	5	6.3
I have been encouraged by my family to do it since it is better for my sex	SA	5	8.9	77	14.8	138	13.8	98	19.6	27	14.8	13	16.5
	A	8	14.3	89	17.0	213	21.3	126	25.1	46	25.3	16	20.3
	D	22	39.3	197	37.7	353	35.3	162	32.3	64	35.2	31	39.2
	SD	18	32.1	145	27.8	254	25.4	98	19.6	36	19.8	14	17.7
	NO	3	5.4	14	2.7	42	4.2	17	3.4	9	4.9	5	6.3
It will give me the chance to effectively play my sex-role in my marriage	SA	14	25.0	131	25.1	238	23.8	125	25.0	43	23.6	22	27.8
	A	18	32.1	137	26.2	301	30.1	155	30.9	62	34.1	23	29.1
	D	12	21.4	127	24.3	231	23.1	121	24.2	37	20.3	16	20.3
	SD	11	19.6	99	19.0	169	16.9	78	15.6	32	17.6	13	16.5
	NO	1	1.8	28	5.4	61	6.1	22	4.4	8	4.4	5	6.3
It will give me enough time to care for my children.	SA	13	23.2	97	18.6	223	22.3	125	25.0	60	33.0	27	34.2
	A	21	37.5	204	39.1	383	38.3	207	41.3	65	35.7	29	36.7
	D	16	28.6	112	21.5	226	22.6	109	21.8	37	20.3	12	15.2
	SD	3	5.4	77	14.8	106	10.6	40	8.0	15	8.2	7	8.9
	NO	3	5.4	32	6.1	62	6.2	20	4.0	5	2.7	4	5.1
I have been made to believe that the job is suitable for people of my sex-type	SA	4	7.1	84	16.1	147	14.7	94	18.8	34	18.7	15	19.0
	A	10	17.9	110	21.1	252	25.2	155	30.9	53	29.1	21	26.6
	D	28	50.0	168	32.2	320	32.0	141	28.1	58	31.9	25	31.6
	SD	13	23.2	139	26.6	221	22.1	90	18.0	30	16.5	12	15.2
	NO	7	1.8	61	4.6	60	6.0	21	4.2	37	3.8	6	7.6

Society generally have favourable attitude towards people in that job if they are of my sex-type.	SA	14	25.0	116	22.2	234	23.4	117	23.4	41	22.5	19	24.1
	A	17	30.4	170	32.6	301	30.1	180	35.9	72	39.6	28	35.4
	D	12	21.4	113	21.6	256	25.6	113	22.6	47	25.8	20	25.3
	SD	11	19.6	91	17.4	138	13.8	67	13.4	16	8.8	8	10.1
	NO	2	3.6	32	6.1	71	7.1	24	4.8	6	3.3	4	5.1
People of my sex-type who do that work usually become successful and rich.	SA	13	23.2	145	27.8	275	27.5	151	30.1	61	33.5	28	35.4
	A	17	30.4	182	34.9	382	38.2	196	39.1	80	44.0	28	35.4
	D	15	26.8	101	19.3	183	18.3	90	18.0	26	14.3	12	15.2
	SD	10	17.9	61	11.7	104	10.4	50	10.0	11	6.0	8	10.1
	NO	1	1.8	33	6.3	56	5.6	14	2.8	4	2.2	3	3.8
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	SA	11	19.6	71	13.6	155	15.5	92	18.2	40	22.0	11	13.9
	A	17	30.4	183	35.1	358	35.8	213	42.5	69	37.9	37	46.8
	D	12	21.4	140	26.8	261	26.1	109	21.8	39	21.4	17	21.5
	SD	13	23.2	73	14.0	121	12.1	59	11.8	21	11.5	9	11.4
	NO	3	5.4	55	10.5	105	10.5	28	5.6	13	7.1	5	6.3
The skill or talent needed to do that work is natural with people of my sex-type.	SA	8	14.3	113	21.6	170	17.0	117	23.4	45	24.7	21	26.6
	A	16	28.6	139	26.6	290	29.0	149	29.7	52	28.6	16	20.3
	D	14	25.0	143	27.4	304	30.4	127	25.3	48	26.4	23	29.1
	SD	3	5.4	96	18.4	167	16.7	85	17.0	25	13.7	13	16.5
	NO			31	5.9	69	6.9	23	4.6	12	6.6	6	7.6
The duties I perform at home guided my career choice.	SA	15	26.8	151	28.9	281	28.1	164	32.7	64	35.2	36	45.6
	A	12	21.4	175	33.5	365	36.5	188	37.5	68	37.4	28	35.4
	D	16	28.6	106	20.3	208	20.8	77	15.4	29	15.9	10	12.7
	SD	9	16.1	73	14.0	95	9.5	51	10.2	15	8.2	4	5.1
	NO	4	7.1	17	3.3	51	5.1	21	4.2	6	3.3	1	1.3

Table A-92: One-Way ANOVA Results for Responses of Students by Age on Gender-Stereotyping that Influence Career Aspirations

		SS	Df	MS	F	Sig.
I think it is appropriate for my sex	Between	12.019	5	2.404	2.130	.059
	Within	2527.560	2240	1.128		
Most people who do that work are same as sex as me	Between	4.651	5	.930	.861	.507
	Within	2413.045	2234	1.080		
Been encouraged by family since it is better for my sex	Between	27.292	5	5.458	5.371	.000*
	Within	2280.508	2244	1.016		
It will give me chance to play my sex-role in marriage	Between	1.947	5	.389	.351	.882
	Within	2451.890	2209	1.110		
It will give me enough time to care for my children	Between	21.078	5	4.216	4.820	.000*
	Within	1931.098	2208	.875		
I have been made to believe job is suitable for my sex	Between	26.498	5	5.300	5.189	.000*
	Within	2265.106	2218	1.021		
Society's attitude towards people in my sex-type	Between	4.552	5	.910	.904	.477
	Within	2210.124	2195	1.007		
People of my sex-type usually become successful/rich	Between	13.295	5	2.659	2.903	.013*
	Within	2036.431	2223	.916		
Not be more/less ambitious than appropriate for my sex-type	Between	11.443	5	2.289	2.646	.022*
	Within	1837.689	2125	.865		
Skill needed to do work is natural with people of my sex	Between	11.078	5	2.216	2.128	.059
	Within	2280.210	2190	1.041		
Duties I perform at home guided my career choice	Between	22.920	5	4.584	4.880	.000*
	Within	2098.668	2234	.939		

* Significant at .05

Table A-93: Description Statistics on Responses of Students by Age on Gender-Stereotyping that Influence Career Aspirations

Item	Age	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	16.00	55	2.5000	1.1518
	17.00	500	2.6092	1.0907
	18.00	952	2.6200	1.0495
	19.00	586	2.7844	1.0501
	20.00	176	2.7857	1.0542
	21.00	77	2.7848	1.0602
Most of the people who do that work are of the same sex as me	16.00	55	2.1786	.9943
	17.00	505	2.2605	1.0057
	18.00	947	2.2530	1.0388
	19.00	483	2.3513	1.0711
	20.00	176	2.3407	1.0389
	21.00	74	2.2152	1.0926
I have been encouraged by my family to do it since it is better for my sex	16.00	53	1.8929	.9405
	17.00	508	2.1398	1.0157
	18.00	958	2.1510	1.0023
	19.00	484	2.3792	1.0299
	20.00	173	2.2527	.9834
	21.00	74	2.2278	.9890
It will give me the chance to effectively play my sex-role in my marriage	16.00	55	2.5893	1.0778
	17.00	494	2.4751	1.0826
	18.00	939	2.4860	1.0470
	19.00	479	2.5649	1.0327
	20.00	174	2.5495	1.0443
	21.00	74	2.5570	1.0765
It will give me enough time to care for my children.	16.00	53	2.6786	.8712
	17.00	490	2.5000	.9685
	18.00	938	2.5990	.9376
	19.00	481	2.7525	.8962
	20.00	177	2.8791	.8436
	21.00	75	2.8608	.9514
I have been made to believe that the job is suitable for people of my sex-type	16.00	55	2.0536	.8449
	17.00	501	2.1897	1.0454
	18.00	940	2.2050	1.0051
	19.00	480	2.4212	1.0090
	20.00	175	2.4231	.9933
	21.00	73	2.3418	1.0011

Society generally have favourable attitude towards people in that job if they are of my sex-type.	16.00	54	2.5357	1.0867
	17.00	490	2.4789	1.0387
	18.00	929	2.4890	1.0099
	19.00	477	2.5968	.9858
	20.00	176	2.6923	.9065
	21.00	75	2.6329	.9526
People of my sex-type who do that work usually become successful and rich.	16.00	55	2.5536	1.0470
	17.00	489	2.6667	.9892
	18.00	944	2.7160	.9548
	19.00	487	2.8383	.9492
	20.00	178	3.0055	.8572
	21.00	76	2.8861	.9798
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	16.00	53	2.3571	1.0853
	17.00	467	2.2778	.9311
	18.00	895	2.3370	.9249
	19.00	473	2.5629	.9188
	20.00	169	2.5604	.9545
	21.00	74	2.5063	.8775
The skill or talent needed to do that work is natural with people of my sex-type.	16.00	53	2.2143	1.0367
	17.00	491	2.4023	1.0494
	18.00	931	2.3250	.9874
	19.00	478	2.5030	1.0403
	20.00	170	2.5110	1.0219
	21.00	73	2.4177	1.0882
The duties I perform at home guided my career choice.	16.00	52	2.4464	1.0852
	17.00	505	2.7146	1.0243
	18.00	949	2.7300	.9494
	19.00	480	2.8443	.9633
	20.00	176	2.9286	.9346
	21.00	78	3.1899	.8667
Group	16.00	56	26.00	8.1642
	17.00	520	26.7200	8.2223
	16.00	999	26.9379	8.1632
	17.00	500	28.6560	7.6296
	20.00	182	28.9266	7.6923
	21.00	79	28.6203	8.1434

Table A-94: Frequency and Percentage Distribution on the Responses of Students by School Setting on Gender Stereotyping that Influence Career Aspirations

Item	Resp	School Settings							
		Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
I think that it is appropriate for my sex	SA	386	27.7	218	33.2	111	38.1	715	30.6
	A	360	25.8	224	34.1	95	32.6	679	29.0
	D	324	23.3	121	18.4	46	15.8	491	21.0
	SD	255	18.3	74	11.3	32	11.0	361	15.4
	NO	68	4.9	19	2.9	7	2.4	94	4.0
Most of the people who do that work are of the same sex as me	SA	224	16.1	137	20.9	64	22.0	425	18.2
	A	271	19.5	179	27.3	71	24.4	521	22.3
	D	474	34.0	194	29.6	106	36.4	774	33.1
	SD	354	25.4	128	19.5	38	13.1	520	22.2
	NO	70	5.0	18	2.7	12	4.1	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	173	12.4	114	17.4	71	24.4	358	15.3
	A	261	18.7	169	25.8	68	23.4	498	21.3
	D	504	36.2	126	34.5	99	34.0	829	35.4
	SD	395	28.4	32	20.1	38	13.1	565	24.1
	NO	60	4.3	15	2.3	15	5.2	90	3.8
It will give me the chance to effectively play my sex-role in my marriage	SA	324	23.3	161	24.5	88	30.2	573	24.5
	A	380	27.3	221	33.7	95	32.6	696	29.7
	D	328	23.5	154	23.5	62	21.3	544	23.2
	SD	274	19.7	93	14.2	35	12.0	402	17.2
	NO	87	6.2	27	4.1	11	3.8	125	5.3
It will give me enough time to care for my children.	SA	297	21.3	145	22.1	103	35.4	545	23.3
	A	521	37.4	292	44.5	96	33.0	909	38.8
	D	322	32.1	141	21.5	49	16.8	512	21.9
	SD	160	11.5	55	8.4	33	11.3	248	10.6
	NO	93	6.7	23	3.5	10	3.4	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	188	13.5	126	19.2	64	22.0	378	16.2
	A	300	21.5	210	32.0	91	31.3	601	25.7
	D	466	33.5	194	29.6	80	27.5	740	31.6
	SD	357	25.6	106	16.2	42	14.4	505	21.6
	NO	82	5.9	20	3.0	14	4.8	116	5.0
Society generally have favourable attitude towards people in that job if they are of my	SA	326	23.4	154	23.5	61	21.0	541	23.1
	A	422	30.3	206	36.0	110	37.8	768	32.8
	D	325	23.3	166	25.3	70	24.1	561	24.0
	SD	224	16.1	72	11.0	35	12.0	331	14.1

sex-type.	NO	96	6.9	28	4.3	15	5.2	139	5.9
People of my sex-type	SA	410	29.4	181	27.6	82	28.2	673	28.8
who do that work	A	494	35.5	258	39.3	133	45.7	885	37.8
usually become	D	246	17.7	135	20.6	46	15.8	427	18.2
successful and rich.	SD	164	11.8	56	8.5	24	8.2	244	10.4
	NO	79	5.7	26	4.0	6	2.1	111	4.7
I do not want to be seen	SA	214	15.4	114	17.4	52	17.9	380	16.2
as more or less	A	455	32.7	297	43.3	125	43.0	877	37.5
ambitious than is	D	348	25.0	157	23.9	73	25.1	578	24.7
appropriate for my sex-	SD	223	16.0	45	6.9	28	9.6	296	12.6
type.	NO	153	11.0	43	6.6	13	4.5	209	8.9
The skill or talent	SA	264	19.0	145	22.1	65	22.3	474	20.3
needed to do that work	A	366	26.3	208	31.7	88	30.2	662	28.3
is natural with people of	D	389	27.9	196	29.9	75	25.8	660	28.2
my sex-type.	SD	265	19.0	84	12.8	51	17.5	400	17.1
	NO	109	7.8	23	3.5	12	4.1	144	6.2
The duties I perform at	SA	383	27.5	215	32.8	113	38.8	711	30.4
home guided my career	A	459	33.0	266	40.5	41	38.1	836	35.7
choice.	D	288	20.7	119	18.1	39	13.4	446	19.1
	SD	188	13.5	44	6.7	15	5.2	247	10.6
	NO	75	5.4	12	1.8	13	4.5	100	4.3

Table A-95: One-Way ANOVA Results for the Responses of Students by School Setting on Gender-Stereotyping that Influence Career Aspirations

Item	Source	SS	DF	M S	F	SIG.
I think it is appropriate for my sex	Between	45.141	2	22.571	20.295	.000*
	Within	2494.439	2243	1.112		
Most people who do that work are same as sex as me	Between	35.858	2	17.929	16.839	.000*
	Within	2381.838	2237	1.065		
Been encouraged by family since it is better for my sex	Between	63.260	2	31.630	31.665	.000*
	Within	2244.540	2247	.999		
It will give me chance to play my sex-role in marriage	Between	20.002	2	10.001	9.090	.000*
	Within	2433.835	2212	1.100		
It will give me enough time to care for children	Between	12.996	2	6.498	7.409	.001*
	Within	1939.179	2211	.877		
Been made to believe job is suitable for my sex	Between	63.597	2	31.798	31.698	.000*
	Within	2228.008	2221	1.003		
Society's attitude towards people in my sex-type who do that work	Between	4.095	2	2.047	2.036	.131
	Within	2210.581	2198	1.006		
People of my sex-type usually become successful/rich	Between	1.615	2	.807	.877	.416
	Within	2048.112	2226	.920		
Not more/less ambitious than appropriate for my sex	Between	28.607	2	14.303	16.719	.000*
	Within	1820.526	2128	.856		
Skill needed to do work is natural with people my sex	Between	12.148	2	6.074	5.844	.003*
	Within	2279.140	2193	1.039		
Duties I perform at home guided career choice	Between	43.562	2	21.781	23.447	.000*
	Within	2078.027	2237	.929		

*Significant at .05

Table A-96: Descriptive Statistics on Responses of Students by School Seating on Gender-Stereotyping that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Urban	1325	2.6619	1.0919
	Small town	637	2.9199	.9960
	Rural	284	2.0035	1.0035
Most of the people who do that work are of the same sex as me	Urban	1323	2.2759	1.0365
	Small town	638	2.5094	1.0404
	Rural	279	2.5771	.9893
I have been encouraged by my family to do it since it is better for my sex	Urban	1333	2.1590	.9933
	Small town	641	2.4134	1.0058
	Rural	276	2.6232	1.0141
It will give me the chance to effectively play my sex-role in my marriage.	Urban	1306	2.5773	1.0773
	Small town	629	2.7154	1.0064
	Rural	280	2.8429	1.0073
It will give me enough time to care for my children.	Urban	1300	2.7346	.9480
	Small town	633	2.8325	.8789
	Rural	281	2.9573	1.0062
I have been made to believe that the job is suitable for people of my sex-type	Urban	1311	2.2433	1.0081
	Small town	636	2.5597	.9887
	Rural	277	2.6390	1.0153
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Urban	1297	2.6554	1.0367
	Small town	628	2.7516	.9528
	Rural	276	2.7138	.9504
People of my sex-type who do that work usually become successful and rich.	Urban	1314	2.8752	.9918
	Small town	630	2.8952	.9206
	Rural	285	2.9579	.8871
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Urban	1240	2.5323	.9770
	Small town	613	2.7830	.8305
	Rural	278	2.7230	.8824
The skill or talent needed to do that work is natural with people of my sex-type.	Urban	1284	2.4899	1.0367
	Small town	633	2.6540	.9754
	Rural	279	2.5986	1.0372
The duties I perform at home guided my career choice.	Urban	1318	2.7868	1.0173
	Small town	644	3.0124	.8905
	Rural	278	3.1583	.8603
Group	Urban	1390	26.2662	8.3311
	Small town	655	29.0305	7.4755
	Rural	291	29.5739	6.9934

Table A-97: Frequency and Percentage Distribution on Responses of Students by School-Type on Gender-Stereotyping that Influence Career Aspirations

Item	Resp	School Type							
		Mixed		Boys		Girls		Total	
		N	%	N	%	N	%	N	%
I think that it is appropriate for my sex	SA	527	32.5	85	29.4	103	24.0	715	30.6
	A	501	30.9	74	25.6	104	24.2	679	29.0
	D	322	19.9	61	21.1	108	25.1	491	21.0
	SD	214	13.2	50	17.3	97	22.6	361	15.4
	NO	57	3.5	19	6.6	18	4.2	94	4.0
Most of the people who do that work are of the same sex as me	SA	334	20.6	56	19.4	35	8.1	425	18.2
	A	380	32.4	76	26.3	65	15.1	521	22.3
	D	518	32.0	88	30.4	168	39.1	774	33.1
	SD	325	20.2	55	19.0	140	32.6	520	22.2
	NO	64	3.9	14	4.8	22	5.1	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	291	18.0	35	12.1	32	7.4	358	18.3
	A	381	32.5	47	16.3	70	16.3	498	21.3
	D	556	34.3	104	36.0	169	39.3	829	35.4
	SD	327	20.2	91	31.5	147	34.2	565	24.1
	NO	66	4.1	12	4.2	12	2.8	90	3.8
It will give me the chance to effectively play my sex-role in my marriage	SA	421	28.0	70	24.2	82	19.1	573	24.5
	A	498	30.7	90	31.1	108	25.1	696	29.7
	D	379	23.4	66	22.8	99	23.0	544	23.2
	SD	237	14.6	49	17.0	116	27.0	402	17.2
	NO	86	5.3	14	4.8	25	5.8	125	5.3
It will give me enough time to care for my children.	SA	408	25.2	60	20.8	77	17.9	545	23.3
	A	644	39.7	134	46.4	131	30.5	909	38.8
	D	344	21.2	53	18.3	115	26.7	512	21.9
	SD	150	9.3	23	8.0	75	17.4	248	10.6
	NO	75	4.6	19	6.6	32	7.4	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	304	18.8	28	9.7	46	10.7	378	16.2
	A	470	29.0	54	18.7	77	17.9	601	25.7
	D	487	30.0	112	38.8	141	32.8	740	31.6
	SD	277	17.1	78	27.0	150	34.9	505	21.6
	NO	83	5.1	17	5.9	16	3.7	116	5.0

People of my sex-type who do that work usually become successful and rich.	SA	494	30.5	80	27.7	99	23.0	673	28.8
	A	620	38.2	110	38.1	155	36.0	885	37.8
	D	286	17.6	53	18.3	88	20.5	427	18.2
	SD	150	9.3	32	11.1	62	14.4	244	10.4
	NO	71	4.4	14	4.8	26	6.0	111	4.7
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	SA	269	16.6	51	17.6	60	14.0	380	16.2
	A	656	40.5	95	32.9	126	29.3	877	37.5
	D	395	24.4	68	23.5	115	26.7	575	24.7
	SD	161	9.9	36	12.5	99	23.0	296	12.6
	NO	140	8.6	39	13.5	30	7.0	209	8.9
The skill or talent needed to do that work is natural with people of my sex-type.	SA	359	22.1	48	16.6	67	15.6	474	20.3
	A	471	29.1	74	25.6	117	27.2	662	28.3
	D	449	27.7	88	30.4	123	28.6	660	28.2
	SD	249	15.4	57	19.7	94	21.9	400	17.1
	NO	93	5.7	22	7.6	29	6.7	144	6.2
The duties I perform at home guided my career choice.	SA	541	33.4	66	22.8	104	24.2	711	30.4
	A	622	38.4	82	28.4	132	30.7	836	35.7
	D	275	17.0	71	24.6	100	23.3	446	19.1
	SD	126	7.8	49	17.0	72	16.7	247	10.6
	NO	57	3.5	21	7.3	22	5.1	100	4.3

Table A- 98: One-Way ANOVA Results for Responses of Students by School-Type on Gender Stereotyping that Influence Career Aspirations

		SS	df	MS	F	Sig.
I think it is appropriate for my sex	Between	42.128	2	21.064	18.918	.000*
	Within	2497.451	2243	1.113		
	Total	2539.580	2245			
Most people who do that work are same sex as me	Between	87.970	2	43.985	42.234	.000*
	Within	2329.726	2237	1.041		
	Total	2417.696	2239			
Been encouraged by family since it is better for my sex	Between	80.960	2	40.480	40.847	.000*
	Within	2226.839	2247	.991		
	Total	2307.800	2249			
Give me chance to play sex-role in marriage	Between	33.565	2	16.783	15.339	.000*
	Within	2420.272	2212	1.094		
	Total	2453.837	2214			

It will give me enough time to care for my children	Between	32.926	2	16.463	18.965	.000*
	Within	1919.250	2211	.868		
	Total	1952.176	2213			
I have been made to believe job is suitable for my sex	Between	99.366	2	49.683	50.335	.000*
	Within	2192.238	2221	.987		
	Total	2291.604	2223			
Society attitude towards people my sex-type who do it	Between	9.043	2	4.521	4.506	.011*
	Within	2205.633	2198	1.003		
	Total	2214.676	2200			
People of my sex-type usually become successful/rich	Between	17.160	2	8.580	9.397	.000*
	Within	2032.566	2226	.913		
	Total	2049.726	2228			
Not more or less ambitious than appropriate for my sex	Between	35.974	2	17.987	21.110	.000*
	Within	1813.159	2128	.852		
	Total	1849.133	2130			
Skill needed to do work is natural with people my sex	Between	24.151	2	12.076	11.681	.000*
	Within	2267.137	2193	1.034		
	Total	2291.288	2195			
Duties I perform at home guided career choice	Between	65.059	2	32.529	35.384	.000*
	Within	2056.530	2237	.919		
	Total	2121.589	2239			

* Significant at .05

Table A-99: Descriptive Statistics on Responses of Students by School-Type on Gender-Stereotyping that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Mixed	1577	2.8605	1.0341
	Boys	249	2.7108	1.1202
	Girls	420	2.5095	1.0934
Most of the people who do that work are of the same sex as me	Mixed	1570	2.4688	1.0455
	Boys	253	2.5099	1.0374
	Girls	417	1.9664	.9087
I have been encouraged by my family to do it since it is better for my sex	Mixed	1568	2.4120	1.0192
	Boys	255	2.0745	.9873
	Girls	427	1.9625	.9082

It will give me the chance to effectively play my sex-role in my marriage	Mixed	1547	2 7207	1 0304
	Boys	254	2 6260	1 0435
	Girls	414	2 4010	1 0941
It will give me enough time to care for my children.	Mixed	1559	2 8493	9210
	Boys	247	2 8462	8605
	Girls	408	2 5343	1 0104
I have been made to believe that the job is suitable for people of my sex-type	Mixed	1551	2 5222	1 0010
	Boys	250	2 0800	9408
	Girls	423	2 0520	9963
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Mixed	1537	2 7306	9704
	Boys	247	2 5547	1 0496
	Girls	417	2 6211	1 0832
People of my sex-type who do that work usually become successful and rich.	Mixed	1563	2 9411	9395
	Boys	252	2 8770	9721
	Girls	414	2 7126	1 0046
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Mixed	1492	2 6984	8920
	Boys	228	2 6535	9610
	Girls	411	2 3650	1 0088
The skill or talent needed to do that work is natural with people of my sex-type.	Mixed	1541	2 6191	1 0159
	Boys	244	2 4139	1 0328
	Girls	411	2 3771	1 0104
The duties I perform at home guided my career choice.	Mixed	1577	2 0076	9186
	Boys	245	2 5918	1 0464
	Girls	418	2 6627	1 0497
	Mixed	161	28 4065	7 8872
	Boys	266	25 9925	8 1152
	Girls	439	24 7973	8 0007

Table A-100: Frequency and Percentage Distribution on Responses of Students by the Size of settlement they Usually Resided on Gender-Stereotyping that Influence Career Aspirations

Item	Resp	Usually Reside							
		Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
I think that it is appropriate for my sex	SA	255	29.1	286	31.4	174	31.5	715	30.6
	A	243	27.7	255	28.0	181	32.8	679	29.0
	D	187	21.3	198	21.7	106	19.2	491	21.0

	SD	150	17.1	141	15.5	70	12.7	361	15.4
	NO	42	4.8	31	3.4	21	3.8	94	4.0
Most of the people who do that work are of the same sex as me	SA	161	18.4	170	18.7	94	17.0	425	18.2
	A	185	21.1	209	22.9	127	23.0	521	22.3
	D	286	32.6	297	32.6	191	34.6	774	33.1
	SD	201	22.9	203	22.3	116	21.0	520	22.2
	NO	44	5.0	32	3.5	24	4.3	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	122	13.9	140	15.4	96	17.4	358	18.3
	A	164	18.7	211	23.2	123	22.3	498	21.3
	D	314	35.8	312	34.2	203	36.8	829	35.4
	SD	235	26.8	219	24.0	111	20.1	565	24.1
	NO	42	4.8	29	3.2	19	3.4	90	3.8
It will give me the chance to effectively play my sex-role in my marriage	SA	199	22.7	241	26.5	133	24.1	573	24.5
	A	266	30.3	252	27.5	178	32.2	696	29.7
	D	206	23.5	206	22.6	132	23.9	544	23.2
	SD	154	17.6	162	17.8	86	15.6	402	17.2
	NO	52	5.9	50	5.5	23	4.2	125	5.3
It will give me enough time to care for my children.	SA	172	19.6	215	23.6	158	28.6	545	23.3
	A	344	39.2	358	39.3	207	37.5	909	38.8
	D	209	23.8	185	20.3	118	21.4	512	21.9
	SD	97	11.1	100	11.0	51	9.2	248	10.6
	NO	55	6.3	53	5.8	18	3.3	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	129	14.7	152	16.7	97	17.6	378	16.2
	A	198	22.6	249	27.3	154	27.9	601	25.7
	D	296	33.8	272	29.9	172	31.2	740	31.6
	SD	207	23.6	194	21.3	104	18.8	505	21.6
	NO	47	5.4	44	4.8	25	4.5	116	5.0
Society generally have favourable attitude towards people in that job if they are of my sex-type.	SA	181	20.6	244	26.8	116	21.0	541	23.1
	A	293	33.4	283	31.1	192	34.8	768	32.8
	D	207	23.6	222	24.4	132	23.9	561	24.0
	SD	136	15.5	119	13.1	76	13.8	331	14.1
	NO	60	6.8	43	4.7	36	6.5	139	5.9
People of my sex-type who do that work usually become successful	SA	250	28.5	262	28.8	161	29.2	673	28.8
	A	335	38.2	349	38.3	201	36.4	885	37.8
	D	144	16.4	181	19.9	102	18.5	427	18.2
	SD	99	11.3	82	9.0	63	11.4	244	10.4

and rich.	NO	49	5.6	37	4.1	25	4.5	111	4.7
I do not want to be	SA	130	14.8	156	17.1	94	17.0	380	16.2
seen as more or	A	302	34.4	356	39.1	219	39.7	877	37.5
less ambitious than	D	222	25.3	222	24.4	134	24.3	575	24.7
is appropriate for	SD	131	14.9	98	10.8	67	12.1	296	12.6
my sex-type.	NO	92	10.5	79	8.7	38	6.9	209	8.9
The skill or talent	SA	176	20.1	196	21.5	102	18.5	474	20.3
needed to do that	A	242	27.6	248	27.2	172	31.2	662	28.3
work is natural	D	249	28.9	271	29.7	140	25.4	660	28.2
with people of my	SD	143	16.3	155	17.0	102	18.5	400	17.1
sex-type.	NO	67	7.6	41	4.5	36	6.5	144	6.2
The duties I	SA	248	28.3	291	31.9	172	31.2	711	30.4
perform at home	A	290	33.1	340	37.3	206	37.3	836	35.7
guided my career	D	181	20.6	156	17.1	109	19.7	446	19.1
choice.	SD	111	12.7	89	9.8	47	8.5	247	10.6
	NO	47	5.4	35	3.8	18	3.3	100	4.3

Table A-101: One-Way ANOVA Results for the Responses of Students by the Size of the settlement they Usually Reside on Gender-Stereotyping that Influence Career Aspirations

ITEM	SOURCE	SS	DF	MS	F	SIG.
I think it is appropriate for my sex	Between	6.570	2	3.285	2.909	.055
	Within	2533.009	2243	1.129		
Most people who do that work are same sex as me	Between	.302	2	.151	.140	.870
	Within	2417.394	2237	1.081		
Been encouraged by family to do since it is better for my sex	Between	10.604	2	5.302	5.186	.006*
	Within	2297.196	2247	1.022		
It will give me chance to play my sex-role in marriage	Between	1.391	2	.695	.627	.534
	Within	2452.447	2212	1.109		
It will give me enough time to care for my children	Between	8.973	2	4.487	5.105	.006*
	Within	1943.202	2211	.879		
Been made to believe job is suitable for	Between	9.928	2	4.964	4.832	.008*

my sex	Within	2281.677	2221	1.027		
Society's attitude towards people in my sex-type who do it	Between	5.820	2	2.910	2.896	.055
	Within	2208.856	2198	1.005		
People of sex-type who do it usually become successful rich	Between	3.49	2	1.74	1.89	.827
	Within	2049.378	2226	.921		
Not more or less ambitious than appropriate for my sex	Between	8.179	2	4.089	4.727	.009*
	Within	1840.954	2128	.865		
Skill needed to do work is natural for my sex	Between	.270	2	.135	.129	.879
	Within	2291.018	2193	1.045		
Duties I perform at home guided my career choice	Between	9.445	2	4.722	5.002	.007*
	Within	2112.144	2237	.944		

* Significant at .05

Table A-102: **Descriptive Statistics on Responses of Students by the Size of settlement they Usually Reside on Gender-Stereotyping that Influence Career Aspirations**

Item	Group	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Urban	835	2.7222	1.0826
	Small town	880	2.7795	1.0694
	Rural	531	2.8644	1.0189
Most of the people who do that work are of the same sex as me	Urban	833	2.3673	1.0502
	Small town	879	2.3936	1.0434
	Rural	528	2.3769	1.0160
I have been encouraged by my family to do it since it is better for my sex	Urban	835	2.2072	1.0102
	Small town	882	2.3084	1.0142
	Rural	533	2.3827	1.0074
It will give me the chance to effectively play my sex-role in my marriage.	Urban	825	2.6182	1.0455
	Small town	861	2.6643	1.0772
	Rural	529	2.6767	1.0241
It will give me enough time to care for my children.	Urban	822	2.7190	.9261
	Small town	858	2.8019	.9456
	Rural	534	2.8839	.9418

I have been made to believe that the job is suitable for people of my sex-type	Urban	830	2.3000	1.0104
	Small town	867	2.4141	1.0208
	Rural	527	2.4630	1.0067
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Urban	817	2.6353	1.0045
	Small town	868	2.7512	1.0122
	Rural	516	2.6744	.9827
People of my sex-type who do that work usually become successful and rich.	Urban	828	2.8889	.9710
	Small town	874	2.9050	.9350
	Rural	527	2.8729	.9813
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Urban	785	2.5490	.9559
	Small town	832	2.6851	.9096
	Rural	514	2.6615	.9231
The skill or talent needed to do that work is naturally with people of my sex-type.	Urban	810	2.5568	1.0177
	Small town	870	2.5575	1.0270
	Rural	516	2.5310	1.0207
The duties I perform at home guided my career choice.	Urban	830	2.8133	1.0090
	Small town	876	2.9509	.9567
	Rural	534	2.9419	.9362
Group	Urban	876	26.6484	8.3692
	Small town	910	27.8549	7.9426
	Rural	552	28.0709	7.6915

Table A-103: Frequency and Percentage Distribution on the Responses of Students by Ethnic Groups on Gender-Stereotyping that Influence Career Aspirations

Item	Resp	Ethnic Group									
		Fanti		Ashanti		Ewe		Ga		Brong	
		N	%	N	%	N	%	N	%	N	%
I think that it is appropriate for my sex	SA	163	33.7	202	30.4	33	28.9	26	28.6	19	27.1
	A	128	26.5	196	29.5	34	29.8	28	30.8	20	28.6
	D	98	20.3	128	19.2	21	18.4	21	23.1	13	17.1
	SD	71	14.7	111	16.7	20	17.5	13	14.3	10	14.3
	NO	23	4.8	28	4.2	6	5.3	3	3.3	9	12.9
Most of the people who do that work are of the same sex as me	SA	106	21.9	135	20.3	22	19.3	12	13.2	13	18.6
	A	111	23.0	162	24.4	24	21.1	16	17.6	16	22.9
	D	151	31.3	195	29.3	36	31.6	34	37.4	23	32.9
	SD	94	19.5	139	20.9	26	22.8	27	29.7	15	21.4
	NO	21	4.3	34	5.1	6	5.3	2	2.2	3	4.3

I have been encouraged by my family to do it since it is better for my sex	SA	75	15.5	110	16.5	16	14.0	9	9.9	10	14.3
	A	97	20.1	139	20.9	24	21.1	13	14.3	14	20.0
	D	180	37.3	228	34.3	37	32.5	34	37.4	20	28.6
	SD	116	24.0	160	24.1	31	27.2	30	33.0	21	30.0
	NO	15	3.1	28	4.2	6	5.3	5	5.5	5	7.1
It will give me the chance to effectively play my sex-role in my marriage.	SA	120	24.8	162	24.4	33	28.9	22	24.2	17	24.3
	A	156	32.3	190	28.6	32	28.1	25	27.5	19	27.1
	D	102	21.1	148	22.3	27	23.7	21	23.1	19	27.1
	SD	84	17.4	120	18.0	17	14.9	19	20.9	7	10.0
	NO	21	4.3	45	6.8	5	4.4	4	4.4	8	11.4
It will give me enough time to care for my children.	SA	104	21.5	147	22.1	26	22.8	12	13.2	15	21.4
	A	189	39.1	260	39.1	42	36.8	40	44.0	22	31.4
	D	108	22.4	145	21.8	25	21.9	22	24.2	17	24.3
	SD	52	10.8	71	10.7	19	16.7	11	12.1	6	8.6
	NO	30	6.2	42	6.3	2	1.8	6	6.6	10	14.3
I have been made to believe that the job is suitable for people of my sex-type	SA	88	18.2	102	15.3	20	17.5	8	8.8	13	18.6
	A	123	25.5	157	23.6	24	21.1	17	18.7	21	30.0
	D	159	32.9	201	30.2	36	31.6	38	41.8	18	25.7
	SD	85	17.6	167	25.1	30	26.3	25	27.5	10	14.3
	NO	28	5.8	38	5.7	4	3.5	3	3.3	8	11.4
Society generally have favourable attitude towards people in that job if they are of my sex-type.	SA	117	24.2	166	25.0	21	18.4	16	17.6	16	22.9
	A	164	34.0	220	33.1	36	31.6	22	24.2	19	27.1
	D	99	20.5	153	23.0	29	25.4	31	34.1	18	25.7
	SD	64	13.3	84	12.6	22	19.3	19	20.9	9	12.9
	NO	39	8.1	42	6.3	6	5.3	3	3.3	8	11.4
People of my sex-type who do that work usually become successful and rich.	SA	296	26.4	204	30.7	36	31.6	21	23.1	20	28.6
	A	190	39.3	247	37.1	38	33.3	32	35.2	30	42.9
	D	85	17.6	117	17.6	22	19.7	22	24.2	7	10.0
	SD	42	8.7	65	9.8	13	11.4	10	11.0	9	12.9
	NO	23	4.8	32	4.8	5	4.7	6	6.6	4	5.7
I do not want to be seen as more or less	SA	77	15.9	108	16.2	13	11.4	11	12.1	14	20.0
	A	193	40.0	241	36.2	45	39.5	27	29.7	24	34.3

ambitious than is	D	117	24.2	152	22.9	26	22.8	33	36.3	14	20.0
appropriate for my sex-type.	SD	53	11.0	85	12.8	22	19.3	12	13.2	8	11.4
	NO	43	8.9	79	11.9	8	7.0	8	8.8	10	14.3
The skill or talent	SA	121	25.1	134	20.2	17	14.9	13	14.3	21	30.0
needed to do that work	A	139	28.8	175	26.3	34	29.8	29	31.9	15	21.4
is naturally with people of my sex-type.	D	126	26.1	188	28.3	30	26.3	29	31.9	17	24.3
	SD	67	13.9	120	18.0	28	24.6	13	14.3	8	11.4
	NO	30	6.2	48	7.2	5	4.4	7	7.7	9	12.9
The duties I perform at	SA	158	32.7	199	29.9	27	23.7	24	16.4	21	31.0
home guided my career	A	161	33.3	241	36.2	42	36.8	32	35.2	22	31.4
choice.	D	87	18.0	120	18.0	23	20.2	20	22.0	16	22.9
	SD	56	11.6	71	10.7	16	14.0	13	14.3	5	7.1
	NO	21	4.3	34	5.1	6	5.3	2	2.2	6	8.6

Table A-103 continued

Item	Resp	Ethnic Group							
		Bulsa/Frafra		Other Akans		Others		Total	
		N	%	N	%	N	%	N	%
It think that it is appropriate for my sex	SA	145	27.8	83	31.2	44	33.3	715	30.6
	A	160	30.8	70	26.3	43	32.6	679	29.0
	D	120	23.1	70	26.3	21	15.9	491	21.0
	SD	81	15.6	37	13.9	18	13.6	361	15.4
	NO	13	2.5	6	2.3	6	4.5	94	4.0
Most of the people who do that work are of the same sex as me	SA	61	11.8	52	19.5	24	18.2	425	18.2
	A	106	20.4	57	21.4	29	22.0	521	22.3
	D	198	38.2	91	34.2	46	34.8	774	33.1
	SD	135	26.0	55	20.7	29	22.0	520	22.2
	NO	19	3.7	11	4.1	4	3.0	100	4.3
I have been encouraged by my family to do it since it is better for my sex	SA	74	14.3	37	13.9	27	20.5	358	15.3
	A	127	24.5	53	19.9	31	23.5	498	21.3
	D	180	34.7	105	39.5	45	34.1	829	35.4
	SD	120	23.1	61	22.9	26	19.7	565	24.1
	NO	18	3.5	10	3.8	3	2.3	90	3.8
It will give me the chance to effectively play my sex-role in my marriage.	SA	119	22.9	65	24.4	35	26.5	573	24.5
	A	155	29.9	82	30.8	37	28.0	696	29.7
	D	127	24.5	61	22.9	39	29.5	544	23.2

	SD	95	18.3	44	16.5	16	12.1	402	17.2
	NR	23	4.4	14	5.3	5	3.8	125	5.3
It will give me enough time to care for my children.	SA	147	28.3	63	23.7	31	23.5	545	23.3
	A	197	38.0	105	39.5	54	40.9	909	38.8
	D	106	20.4	62	23.3	27	20.5	512	21.9
	SD	49	9.4	24	9.0	16	12.1	248	10.6
	NO	20	3.9	12	4.5	4	3.0	126	5.4
I have been made to believe that the job is suitable for people of my sex-type	SA	76	14.6	41	15.4	30	22.7	378	16.2
	A	153	29.5	73	27.4	33	25.0	601	25.7
	D	165	32.0	82	30.8	40	30.3	740	31.6
	SD	105	20.2	58	21.8	25	18.9	505	21.6
	NO	19	3.7	12	4.5	4	3.0	116	5.0
Society generally have favourable attitude towards people in that job if they are of my sex-type.	SA	119	22.9	46	17.3	40	30.3	541	23.1
	A	168	32.4	95	35.3	44	33.3	768	32.8
	D	137	26.4	64	24.1	30	22.7	561	24.0
	SD	76	14.6	43	16.2	14	10.6	331	14.1
	NO	19	3.7	18	6.8	4	3.0	139	5.9
People of my sex-type who do that work usually become successful and rich.	SA	123	23.7	78	29.3	48	36.4	673	28.8
	A	204	39.3	96	36.1	48	36.4	885	37.8
	D	103	19.8	53	19.9	18	13.6	427	18.2
	SD	68	13.1	25	9.4	12	9.1	244	10.4
	NO	21	4.0	14	5.3	6	4.5	111	4.7
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	SA	92	17.7	46	17.3	19	14.4	380	16.2
	A	197	38.0	95	35.7	55	41.7	877	37.5
	D	123	23.7	74	27.8	39	29.5	588	24.7
	SD	72	13.9	32	12.0	12	9.1	296	12.6
	NO	35	6.7	19	7.1	7	5.3	209	8.9
The skill or talent needed to do that work is natural with people of my sex-type.	SA	96	18.5	44	16.5	28	21.2	474	20.3
	A	152	29.3	77	28.9	41	31.1	662	28.3
	D	146	28.1	86	32.3	38	28.8	660	28.2
	SD	101	19.5	46	17.3	17	12.9	400	17.1
	NO	24	4.6	13	4.9	8	6.1	144	6.2
The duties I perform at home guided my career choice.	SA	158	30.4	76	28.6	48	36.4	711	30.4
	A	190	36.6	100	37.6	48	36.4	836	35.7
	D	101	19.5	54	20.3	25	18.9	446	19.1
	SD	50	9.6	28	10.5	8	6.1	247	10.6
	NO	20	3.9	8	3.0	3	2.3	100	4.3

Table A-104: One-Way ANOVA Results for the Responses of Students by Ethnic Group on Gender-Stereotyping that Influence Career Aspirations

		SS	Df	MS	F	Sig.
I think it is appropriate for my sex	Between	4.642	7	.663	.585	.768
	Within	2534.938	2238	1.133		
Most people who do that work are same se as me	Between	34.730	7	4.961	4.647	.000*
	Within	2382.965	2232	1.068		
Been encouraged by family since is better for my sex	Between	11.989	7	1.713	1.673	.111
	Within	2295.810	2242	1.024		
Will give me chance to play my sex-role in marriage	Between	4.222	7	.603	.543	.802
	Within	2449.616	2207	1.110		
It will give me enough time to care for my children	Between	9.255	7	1.322	1.501	.162
	Within	1942.921	2206	.881		
Been made to believe job is suitable for my sex	Between	20.766	7	2.967	2.895	.005*
	Within	2270.839	2216	1.025		
Society's attitude towards people of my sex-type	Between	21.845	7	3.121	3.121	.003*
	Within	2192.831	2193	1.000		
People of my sex-type usually become successful/rich	Between	14.791	7	2.113	2.306	.024*
	Within	2034.935	2221	.916		
Not more/less ambitious than appropriate for my sex	Between	7.170	7	1.024	1.181	.310
	Within	1841.963	2123	.868		
Skill needed to do work is natural with my sex type	Between	21.945	7	3.135	3.023	.004*
	Within	2269.342	2188	1.037		
Duties I perform at home guided career choice	Between	8.171	7	1.167	1.233	.281
	Within	2113.417	2232	.947		

*Significant at .05

Table A-105: Descriptive Statistics on Responses of Students by Ethnic Group on Gender-Stereotyping that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
I think that it is appropriate for my sex	Fanti	460	2.8326	1.0767
	Ashanti	637	2.7677	1.0784
	Ewe	108	2.7407	1.0883
	Ga	88	2.7614	1.0394
	Brong	61	2.7869	1.0664
	Bulsa/Frafra	506	2.7292	1.0454
	Other Akans	260	2.7654	1.0521
	Others	126	2.8968	1.0418
Most of the people who do that work are of the same sex as me	Fanti	462	2.4957	1.0575
	Ashanti	631	2.4643	1.0578
	Ewe	108	2.3889	1.0663
	Ga	89	2.1461	1.0062
	Brong	67	2.4030	1.0453
	Bulsa/Frafra	500	2.1860	.9681
	Other Akans	255	2.4157	1.0423
	Others	128	2.3750	1.0348
I have been encouraged by my family to do it since it is better for my sex	Fanti	468	2.2799	1.0099
	Ashanti	637	2.3124	1.0316
	Ewe	108	2.2315	1.0286
	Ga	86	1.0116	.9640
	Brong	65	2.2000	1.0636
	Bulsa/Frafra	501	2.3094	.9950
	Other Akans	256	2.2578	.9802
	Others	129	2.4574	1.0384
It will give me the chance to effectively play my sex-role in my marriage .	Fanti	462	2.6753	1.0511
	Ashanti	620	2.6355	1.0692
	Ewe	109	2.7431	1.0576
	Ga	87	2.5747	1.0958
	Brong	62	2.7419	.9907
	Bulsa/Frafra	496	2.6008	1.0512
	Other Akans	252	2.6667	1.0448
	Others	127	2.7165	1.0071
It will give me enough time to care for my children.	Fanti	453	2.7616	.9339
	Ashanti	623	2.7753	.9357
	Ewe	112	2.6696	1.0169
	Ga	85	2.6235	.8861

	Brong	60	2.7667	.9454
	Bulsa/Frafra	499	2.8858	.9426
	Other Akans	254	2.8150	.9160
	Others	128	2.7813	.9392
I have been made to believe that the job is suitable for people of my sex-type	Fanti	455	2.4703	1.0059
	Ashanti	627	2.3094	1.0361
	Ewe	110	2.3091	1.0644
	Ga	88	2.0909	.9177
	Brong	62	2.5968	.9993
	Bulsa/Frafra	500	2.4000	.9828
	Other Akans	254	2.3819	1.0097
	Others	128	2.5313	1.0569
Society generally have favourable attitude towards people in that job if they are of my sex-type.	Fanti	444	2.7523	1.0020
	Ashanti	623	2.7512	.9955
	Ewe	108	2.5185	1.0275
	Ga	88	2.3977	1.0232
	Brong	62	2.6774	1.0207
	Bulsa/Frafra	500	2.6600	1.0032
	Other Akans	248	2.5806	.9824
	Others	128	2.8594	.9860
People of my sex-type who do that work usually become successful and rich.	Fanti	460	2.9435	.9271
	Ashanti	633	2.9321	.9564
	Ewe	109	2.8899	1.0031
	Ga	85	2.7529	.9625
	Brong	66	2.9242	.9815
	Bulsa/Frafra	498	2.7671	.9735
	Other Akans	252	2.9008	.9542
	Others	126	2.0476	.9538
I do not want to be seen as more or less ambitious than is appropriate for my sex-type.	Fanti	440	2.6682	.9025
	Ashanti	586	2.6348	.9445
	Ewe	106	2.4623	.9579
	Ga	83	2.4458	.9006
	Brong	60	2.7333	.9719
	Bulsa/Frafra	484	2.6384	.9542
	Other Akans	247	2.6275	.9321
	Others	125	2.6480	.8544
The skill or talent needed to do that work is natural with people of my sex-type.	Fanti	483	2.6932	1.0223
	Ashanti	665	2.5235	1.0366
	Ewe	114	2.3670	1.0333

	Ga	91	2.5000	.9378
	Brong	70	2.8033	1.0618
	Bulsa/Frafra	519	2.4909	1.0237
	Other Akans	266	2.4704	.9820
	Others	132	2.6452	.9811
The duties I perform at home guided my career choice.	Fanti	483	2.9113	1.0047
	Ashanti	665	2.9002	.9732
	Ewe	114	2.7407	.9988
	Ga	91	2.7528	1.0145
	Brong	70	2.9219	.9479
	Bulsa/Frafra	519	2.9138	.9562
	Other Akans	266	2.8682	.9614
	Others	132	2.0543	.9041
Group (pooled)	Fanti	482	27.9025	7.9717
	Ashanti	663	27.3047	8.1488
	Ewe	114	26.7456	7.9387
	Ga	91	25.7253	7.8727
	Brong	70	26.571	9.9574
	Bulsa/Frafra	518	27.4768	7.9633
	Other Akans	266	27.4060	8.1491
	Others	132	28.839	7.2050

Table A-106: Frequency and Percentage Distribution on the Responses of Students by Gender on Socio-Economic Factors that Influence Career Aspirations

Item	Resp	Female		Male		Total	
		N	%	N	%	N	%
People have a lot of respect for that work	SA	618	48.9	544	50.6	1162	49.7
	A	477	37.7	402	37.2	879	37.6
	D	116	9.2	75	7.0	191	8.2
	SD	37	2.9	32	3.0	69	2.9
	NO	17	1.3	22	2.0	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	438	34.6	394	36.7	832	35.6
	A	466	36.8	411	38.2	877	37.5
	D	241	19.1	164	15.3	405	17.3
	SD	72	5.7	49	4.6	121	5.2
	NO	48	3.8	57	5.3	105	4.5

I like helping to improve community life	SA	705	55.7	558	51.9	1263	54.0
	A	458	36.2	441	41.0	899	38.4
	D	68	5.4	40	3.7	108	4.6
	SD	12	0.9	7	0.7	19	0.8
	NO	22	1.7	29	2.7	51	2.2
I can make a lot of money	SA	433	34.2	397	36.9	830	35.5
	A	525	41.5	463	43.1	988	42.2
	D	212	16.8	126	11.7	338	14.4
	SD	69	5.5	50	4.7	119	5.1
	NR	26	2.1	39	3.6	65	2.8
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	578	45.7	518	48.2	1096	46.8
	A	479	37.9	408	38.0	887	37.9
	D	118	9.3	85	7.9	203	8.7
	SD	40	3.2	24	2.2	64	2.7
	NO	50	4.0	40	3.7	90	3.8
The community needs a lot of workers in that post	SA	563	44.5	439	40.8	1002	42.8
	A	461	36.4	420	39.1	881	37.6
	D	146	11.5	125	11.6	271	11.6
	SD	42	3.3	24	2.2	66	2.8
	NO	53	4.2	67	6.2	120	5.1
It has a high prestige value	SA	506	40.0	472	43.9	978	41.8
	A	542	42.8	455	42.3	997	42.6
	D	137	10.8	86	8.0	223	9.5
	SD	33	2.6	23	2.1	56	2.4
	NO	47	3.7	39	3.6	86	3.7
I have heard and seen a lot about that work from my family and/or community	SA	322	25.5	268	24.9	590	25.2
	A	520	41.5	441	41.0	961	41.1
	D	270	21.3	224	20.8	494	21.1
	SD	118	9.3	93	8.7	211	9.0
	NO	35	2.8	49	3.6	84	3.6
I have read and learnt a lot about that job in books magazines and print and electronic media	SA	530	41.9	473	44.0	1003	42.9
	A	560	44.3	449	41.8	1009	43.1
	D	117	9.2	97	9.0	214	9.1
	SD	29	2.3	29	2.7	58	2.5
	NO	29	2.3	27	2.5	56	2.4
It will enable me live a comfortable life	SA	618	48.9	530	49.3	1148	49.1
	A	530	41.9	464	43.2	994	42.5
	D	79	6.2	46	4.3	125	5.3
	SD	21	1.7	17	1.6	38	1.6

	NO	17	1.3	18	1.7	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	535	42.3	481	44.7	1016	43.4
	A	503	39.8	426	39.6	926	39.7
	D	130	10.3	91	8.1	221	9.4
	SD	51	4.0	25	2.3	76	3.2
	NO	46	3.6	52	4.8	98	4.2

Table A-107: One-Way ANOVA Results for Responses of Students by Gender on Socio-Economic Factors that Influence Career Aspirations

		SS	Df	MS	F	Sig.
People have lot respect for work	Between	.992	1	.992	1.719	.190
	Within	1326.449	2299	.577		
Will become important in society	Between	4.111	1	4.111	5.395	.020*
	Within	1701.576	2233	.762		
Like helping improve community life	Between	7.934	1	7.934	.201	.654
	Within	901.578	2286	.394		
Can make lot of money	Between	5.426	1	5.426	7.660	.006*
	Within	1610.215	2273	.708		
Has good working conditions	Between	1.960	1	1.960	3.408	.065
	Within	1292.940	2248	.575		
Community needs lot of workers	Between	6.495	1	6.495	.105	.746
	Within	1375.313	2218	.620		
Has high prestige value	Between	3.446	1	3.446	6.269	.012*
	Within	1237.696	2252	.550		
Heard and seen lot about work from family community	Between	7.007	1	7.007	.084	.772
	Within	1880.822	2254	.834		
Read and learnt lot about job in books, print, electronics media	Between	.149	1	.149	.272	.602
	Within	1250.546	2282	.548		
Will enable me live comfortable life	Between	.433	1	.433	.962	.327
	Within	1035.496	2303	.450		
Help avoid prolonged unemployment after school	Between	3.905	1	3.905	6.467	.011*
	Within	1352.684	2240	.604		

* Significant at .05

Table A-108: Descriptive Statistics on Responses for Students by Gender on Socio-Economic Factors that Influence Career Aspirations

Item	Sex	Number	Mean	Std. Deviation
People have a lot of respect for that work	Female	1248	3.3429	.7678
	Male	1053	3.3846	.7497
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Female	1217	2.0435	.8907
	Male	1018	2.1297	.8512
I like helping to improve community life	Female	1243	3.4932	.6462
	Male	1045	3.4813	.6056
I can make a lot of money	Female	1239	3.0670	.8599
	Male	1036	3.1651	.8193
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	Female	1215	3.3128	.7792
	Male	1035	3.3720	.7332
The community needs a lot of workers in that post	Female	1212	3.2748	.8054
	Male	1008	3.2639	.7653
It has a high prestige value	Female	1218	3.2488	.7582
	Male	1036	3.3272	.7210
I have heard and seen a lot about that work from my family and/or community	Female	1230	2.8504	.9183
	Male	1026	2.8616	.9076
I have read and learnt a lot about that job in books magazines and print and electronic media	Female	1236	3.2872	.7316
	Male	1048	3.3034	.7504
It will enable me live a comfortable life	Female	1248	3.3982	.6838
	Male	1057	3.4257	.6545
It will help me to avoid prolonged period of unemployment after school	Female	1219	3.2486	.8072
	Male	1023	3.3324	.7396
Group	Female	1263	34.6310	5.8292
	Male	1075	34.7181	6.1485

Table A-109: Frequency and Percentage Distribution on the Responses of Students by Residential Status on Socio-Economic Factors that Influence Career Aspirations

Item	Resp	Day		Boarding		Total	
		N	%	N	%	N	%
People have a lot of respect for that work	SA	238	48.9	924	49.9	1162	49.7
	A	185	38.0	694	37.5	879	37.6
	D	38	7.8	153	8.3	191	8.2
	SD	19	3.9	50	2.7	69	2.9
	NO	7	1.4	32	1.7	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	190	39.0	642	34.6	832	35.6
	A	183	37.6	694	37.5	877	37.5
	D	80	16.4	325	17.5	405	17.3
	SD	22	4.5	99	5.3	121	5.2
	NO	12	2.5	93	5.0	105	4.5
I like helping to improve community life	SA	250	51.3	1013	54.7	1263	54.0
	A	205	42.1	694	37.5	899	38.4
	D	25	5.1	83	4.5	108	4.6
	SD	2	0.4	17	0.9	19	0.8
	NO	5	1.0	46	2.5	51	2.2
I can make a lot of money	SA	182	37.4	648	35.0	830	35.5
	A	197	40.5	791	42.7	988	42.2
	D	72	14.8	266	14.4	338	14.4
	SD	28	5.7	91	4.9	119	5.1
	NR	8	1.6	57	3.1	65	2.8
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	233	47.8	863	46.6	1096	46.8
	A	167	34.3	720	38.9	887	37.9
	D	52	10.7	151	8.1	203	8.7
	SD	15	3.1	49	2.6	64	2.7
	NO	20	4.1	70	3.8	90	3.8
The community needs a lot of workers in that post	SA	209	42.9	793	42.8	1002	42.8
	A	189	38.8	692	37.3	881	37.6
	D	62	12.7	209	11.3	271	11.6
	SD	11	2.3	55	3.0	66	2.8
	NO	16	3.3	104	5.6	120	5.1
It has a high prestige value	SA	189	38.8	789	42.6	978	41.8
	A	220	45.2	777	41.9	997	42.6
	D	53	10.9	170	9.2	223	9.5
	SD	11	2.3	45	2.4	56	2.4
	NO	14	2.9	72	3.9	86	3.7

I have heard and seen a lot about that work from my family and/or community	SA	117	24.0	473	25.5	590	25.2
	A	198	40.7	763	41.2	961	41.1
	D	107	22.0	387	20.9	494	21.1
	SD	48	9.9	163	8.8	211	9.0
	NO	17	3.5	67	3.6	84	3.6
I have read and learnt a lot about that job in books, magazines and print and electronic media	SA	222	45.6	781	42.1	1003	42.9
	A	196	40.2	813	43.9	1009	43.1
	D	50	10.3	164	8.9	214	9.1
	SD	4	0.8	54	2.9	58	2.5
	NO	15	3.1	41	2.2	56	2.4
It will enable me live a comfortable life	SA	260	53.4	888	47.9	1148	49.1
	A	196	40.2	798	43.1	994	42.5
	D	18	3.7	107	5.8	125	5.3
	SD	7	1.4	31	1.7	38	1.6
	NO	6	1.2	29	1.6	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	231	47.4	785	42.4	1016	43.4
	A	195	40.0	734	39.6	926	39.7
	D	38	7.8	183	9.9	221	9.4
	SD	7	1.4	69	3.7	76	3.2
	NO	16	3.3	82	4.4	98	4.2

Table A-110: One-Way ANOVA results for responses of students by residential status on socio-economic factors that influence career aspirations

		S S	Df	M S	F	Sig.
People have lot respect for work	Between	.365	1	.365	.632	.427
	Within	1327.076	2299	.577		
Will become important in society	Between	1.903	1	1.903	2.495	.114
	Within	1703.783	2233	.763		
Like helping improve community life	Between	.523	1	.523	1.326	.250
	Within	901.135	2286	.394		
Can make lot of money	Between	7.163	1	7.163	.001	.975
	Within	1615.641	2273	.711		

Has good working conditions	Between	.164	1	.164	.284	.594
	Within	1294.736	2248	.576		
Community needs lot of workers	Between	1.172	1	1.172	.019	.891
	Within	1375.366	2218	.620		
Has high prestige value	Between	1.263	1	1.263	2.293	.130
	Within	1239.878	2252	.551		
Heard and seen lot work from family/community	Between	.879	1	.879	1.054	.305
	Within	1880.013	2254	.834		
Read and learnt lot about job in books, print, electronics media	Between	1.659	1	1.659	3.030	.082
	Within	1249.036	2282	.547		
Will enable me live comfortable life	Between	2.425	1	2.425	5.404	.020*
	Within	1033.504	2303	.449		
Help avoid prolonged unemployment after school	Between	5.184	1	5.184	8.593	.003*
	Within	1351.405	2240	.603		

* Significant at .05

Table A-111: **Descriptive Statistics on Responses of Students by Residential Status on Socio-Economic Factors that Influence Career Aspirations**

Item	Residential Status	Number	Mean	Std. Deviation
People have a lot of respect for that work	Day	480	3.3375	.7879
	Boarding	1821	3.3685	.7522
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Day	475	3.1389	.8579
	Boarding	1760	2.0676	.8777
I like helping to improve community life	Day	482	3.4585	.6146
	Boarding	1806	3.4956	.6313
I can make a lot of money	Day	479	3.1127	.8677
	Boarding	1796	3.1114	.8364
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	Day	467	3.3233	.7972
	Boarding	1783	3.3444	.9486

The community needs a lot of workers in that post	Day	471	3.2654	.7744
	Boarding	1749	3.2710	.7909
It has a high prestige value	Day	473	3.2389	.7393
	Boarding	1781	3.2970	.7427
I have heard and seen a lot about that work from my family and/or community	Day	470	2.8170	.9238
	Boarding	1786	2.8656	.9105
I have read and learnt a lot about that job in books, magazines and print and electronic media	Day	472	3.3475	.7003
	Boarding	1812	3.2809	.7498
It will enable me live a comfortable life	Day	481	3.4740	.6421
	Boarding	1824	3.3942	.6770
It will help me to avoid prolonged period of unemployment after school	Day	471	3.3800	.6980
	Boarding	1771	3.2620	.7963
Group pooled	Day	487	34.9897	5.7128
	Boarding	1851	34.3873	6.0433

Table A-112: Frequency and Percentage Distribution on the Responses of Students by Age on Socio-Economic Factors that Influence Career Aspiration

Item	Resp	16.00		17.00		18.00		19.00		20.00		21.00	
		N	%	N	%	N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	27	48.2	264	50.6	486	48.6	259	51.7	92	50.2	34	43.0
	A	21	37.5	191	36.6	385	38.5	182	36.3	72	39.6	28	35.4
	D	4	7.1	40	7.7	85	8.5	36	7.3	15	8.2	11	13.9
	SD	2	3.6	19	3.6	24	2.4	19	3.8	1	0.5	4	5.1
	NO	2	3.6	8	1.5	20	2.0	5	1.0	2	1.1	2	2.5
I will become important in society	SA	22	39.3	177	33.9	351	35.1	191	38.1	63	34.6	28	35.4
	A	16	28.6	186	35.6	369	36.9	191	38.1	79	43.4	36	45.6
	D	12	21.4	100	19.2	179	17.9	80	16.0	25	13.7	9	11.4
	SD	3	5.4	34	6.5	47	4.7	24	4.8	8	4.4	5	6.3
	NO	3	5.4	25	4.8	54	5.4	15	3.0	7	3.8	1	1.3

I like	SA	29	51.8	274	52.5	547	54.7	280	55.9	97	53.33	36	45.6
helping to	A	24	42.9	202	38.7	361	38.1	182	36.3	68	7.4	42	53.2
improve	D	1	1.8	31	5.9	40	4.0	25	5.0	10	5.5	1	1.3
community	SD	1	1.8	3	0.6	8	0.8	6	1.2	1	0.5	-	-
life	NO	1	1.8	12	2.3	24	2.4	8	1.6	6	3.3	-	-
I can make a	SA	18	32.1	188	36.0	343	34.3	193	38.5	66	36.3	22	27.8
lot of money	A	25	44.6	206	39.5	443	44.3	204	40.7	72	39.6	38	48.1
	D	8	14.3	77	14.8	143	14.3	66	13.2	30	16.5	14	17.7
	SD	4	7.1	39	7.5	41	4.1	25	5.0	7	3.8	3	3.8
	NR	1	1.8	12	2.3	30	3.0	13	2.6	7	3.8	2	2.5
It has good	SA	26	46.4	257	49.2	451	45.1	253	50.5	76	41.8	33	41.8
working	A	18	32.1	179	34.3	405	40.5	178	35.5	76	41.8	31	39.2
conditions	D	5	8.9	43	8.2	85	8.5	40	8.0	21	11.5	9	11.4
	SD	3	5.4	16	3.1	25	2.5	13	2.6	4	2.2	3	3.8
	NO	4	7.1	27	5.2	34	3.4	17	3.4	5	2.7	3	3.8
The	SA	19	33.9	222	42.5	418	41.8	223	44.5	80	44.0	40	50.6
community	A	21	37.5	181	34.7	387	38.7	196	39.1	68	37.4	28	35.4
needs a lot	D	10	17.9	75	14.4	105	10.5	50	10.0	26	14.3	5	6.3
of workers	SD	2	3.6	17	3.3	33	3.3	9	1.8	2	1.1	3	3.8
in that post	NO	4	7.1	27	5.2	57	5.7	23	4.6	6	3.3	3	3.8
It has a high	SA	28	50.0	237	45.5	408	40.8	192	38.3	77	42.3	36	45.6
prestige	A	2	39.3	202	38.7	441	44.1	235	46.9	68	37.4	29	36.7
value	D	3	5.4	47	9.0	95	9.5	49	9.8	22	12.1	7	8.9
	SD	1	1.8	12	2.3	22	2.2	12	2.4	7	3.8	2	2.5
	NO	2	3.6	24	4.6	34	3.2	13	2.6	8	4.4	5	6.3
I have heard	SA	20	35.7	128	24.5	243	24.3	135	26.9	43	23.6	21	26.6
and seen a	A	21	37.5	202	38.7	410	41.0	212	42.3	85	46.7	31	39.2
lot about that	D	12	21.4	155	22.0	214	21.4	95	19.0	39	21.4	19	24.1
work from	SD	3	5.4	53	10.2	95	9.5	44	8.8	10	5.5	6	7.6
my	NO	-	-	24	4.6	38	3.8	15	3.0	5	2.7	2	2.5
community													
I have read	SA	22	39.3	219	42.0	414	41.4	225	44.9	78	42.9	45	57.0
and learnt a	A	31	55.4	219	42.0	444	44.4	215	42.9	74	40.7	26	32.9
lot about that	D	2	3.6	56	10.7	88	8.8	42	8.4	19	10.4	7	8.9
job in books	SD	1	1.8	9	1.7	27	2.7	12	2.4	8	4.4	1	1.3
etc.	NO	-	-	19	3.6	27	2.7	7	1.4	3	1.6	-	-

It will enable	SA	30	53.6	265	50.8	475	47.5	243	48.5	90	49.5	45	57.0
me live a	A	20	35.7	198	37.9	445	44.5	223	44.5	80	44.0	28	35.4
comfortable	D	5	8.9	34	6.5	52	5.2	22	4.4	10	5.5	2	2.5
life	SD	1	1.8	15	2.9	14	1.4	6	1.2	1	0.5	1	1.3
	NO	-	-	10	1.9	14	1.4	7	1.4	1	0.5	3	3.8
It will help	SA	25	44.6	230	44.1	417	41.7	230	45.9	81	44.5	33	41.8
me avoid	A	20	35.7	197	37.7	408	40.8	202	40.3	66	36.3	36	45.6
unemploy-	D	7	12.5	45	8.6	104	10.4	35	7.0	25	13.7	5	6.3
ment after	SD	1	1.8	26	5.0	24	2.4	18	3.6	6	3.3	1	1.3
school	NO	3	5.4	24	4.6	47	4.7	16	3.2	4	2.2	4	5.1

Table A-113: **One-Way ANOVA Results for Responses of Students by Age on Socio-Economic Factors that Influence Career Aspirations**

ITEM	SOURCE	S S	DF	M S	F	SIG.
People have of lot respect for work	Between	2.759	5	.552	.956	.444
	Within	1324.681	2295	.577		
Will become important in society	Between	3.554	5	.711	.931	.460
	Within	1702.133	2229	.764		
Like helping improve community life	Between	.683	5	.137	.346	.885
	Within	900.975	2282	.395		
Can make lot of money	Between	3.171	5	.634	.892	.485
	Within	1612.470	2269	.711		
Has good working conditions	Between	3.508	5	.702	1.219	.297
	Within	1291.392	2244	.575		
Community needs lot of worker in that job	Between	4.883	5	.977	1.578	.163
	Within	1370.495	2214	.619		
Has high prestige value	Between	3.818	5	.764	1.387	.226
	Within	1237.323	2248	.550		
Heard and seen lot work from family/community	Between	4.761	5	.952	1.142	.336
	Within	1876.130	2250	.834		
Read and learnt lot about job	Between	3.228	5	.646	1.179	.317

	Within	1247.467	2278	.548		
Will enable me live comfortable life	Between	1.679	5	336	.746	.589
	Within	1034.250	2299	.450		
Help avoid prolonged period of unemployment	Between	1.643	5	329	.542	.744
	Within	1354.046	2236	.606		

- Significant at .05

Table A-114: Description Statistics on Responses of Students by Age on Socio-Economic Factor that Influence Career Aspirations

Item	Age	Number	Mean	Std. Deviation
People have a lot of respect for that work	16.00	54	3.3519	.7808
	17.00	514	3.3619	.7807
	18.00	980	3.3602	.7426
	19.00	496	3.3730	.7811
	20.00	180	3.4167	.6675
	21.00	77	3.1948	.8742
I will become important in society (Newspapers, TV, Radio, etc will feature me)	16.00	53	3.0755	.9374
	17.00	497	3.0181	.9123
	18.00	946	3.0825	.8677
	19.00	486	3.1296	.8602
	20.00	175	3.1257	.8208
	21.00	78	3.1154	.8525
I like helping to improve community life	16.00	55	3.4727	.6341
	17.00	510	3.4647	.6375
	18.00	976	3.5031	.6177
	19.00	492	3.4919	.6524
	20.00	176	3.4830	.6322
	21.00	79	3.4430	.5249
I can make a lot of money	16.00	55	3.0364	.8812
	17.00	510	3.0647	.9071
	18.00	970	3.1216	.8099
	19.00	488	3.1578	.8439
	20.00	175	3.1257	.8347
	21.00	77	2.0260	.7943
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	16.00	52	3.2885	.8708
	17.00	495	3.3677	.7755
	18.00	966	3.3271	.7429
	19.00	484	3.3864	.7515

	20.00	177	3 2655	7557
	21.00	76	3 2368	8143
The community needs a lot of workers in that post	16.00	52	2 0962	8462
	17.00	495	3 2283	8286
	18.00	943	3 2619	7916
	19.00	478	3 3243	7365
	20.00	176	3 2841	7552
	21.00	76	3 3816	7826
It has a high prestige value	16.00	54	3 4259	6896
	17.00	498	3 3333	7461
	18.00	966	3 2785	7313
	19.00	488	3 2418	7299
	20.00	174	3 2356	8299
	21.00	74	3 3378	7635
I have heard and seen a lot about that work from my family and/or community	16.00	56	3 0357	8937
	17.00	598	2 8133	9384
	18.00	962	2 8326	9181
	19.00	486	2 9012	9096
	20.00	177	2 9096	8276
	21.00	77	2 8701	9083
I have read and learnt a lot about that job in books, magazines and print and electronic media	16.00	56	3 3214	6355
	17.00	503	3 2883	7323
	18.00	973	3 2795	7412
	19.00	494	3 3219	7315
	20.00	179	3 2402	8165
	21.00	79	3 4557	7125
It will enable me live a comfortable life	16.00	56	3 4107	7330
	17.00	512	3 3926	7404
	18.00	986	3 4006	6567
	19.00	494	3 4231	6378
	20.00	181	3 4309	6253
	21.00	76	3 5395	6206
It will help me to avoid prolonged period of unemployment after school	16.00	53	3 3019	7742
	17.00	498	3 2671	8313
	18.00	953	3 2781	7555
	19.00	485	3 3278	7672
	20.00	178	3 2472	8204
	21.00	75	3 3467	6677

Group (pooled)	16.00	56	34.6607	5.6994
	17.00	520	34.4269	6.4113
	18.00	1000	34.5060	5.8387
	19.00	501	35.1677	5.9002
	20.00	182	34.8077	5.4399
	21.00	79	34.9114	6.5676

Table A-115 : Frequency and Percentage Distribution on the Responses of Students by School Setting on Socio-Economic Factors that Influence Career Aspiration

Item	Resp	Urban		Peri-urban		Rural		Total	
		N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	704	50.5	315	48.0	143	49.1	1162	49.7
	A	515	37.0	259	39.5	105	36.1	879	37.6
	D	107	7.7	58	8.8	26	8.9	191	8.2
	SD	41	2.9	16	2.4	12	4.1	69	2.9
	NO	26	1.9	8	1.2	5	1.7	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	474	34.0	241	36.7	117	40.2	832	35.6
	A	502	36.0	263	40.1	112	38.5	877	37.5
	D	254	18.2	107	16.3	44	15.1	405	17.3
	SD	80	5.7	30	4.6	11	3.8	121	5.2
	NO	83	6.0	15	2.3	7	2.4	105	4.5
I like helping to improve community life	SA	740	53.1	363	55.3	160	55.0	1263	54.0
	A	532	38.2	251	38.3	116	39.9	899	38.4
	D	65	4.7	33	5.0	10	3.4	108	4.6
	SD	12	0.9	4	0.6	3	1.0	19	0.8
	NO	44	3.2	5	0.8	2	0.7	51	2.2
I can make a lot of money	SA	536	38.5	190	29.0	104	35.7	830	35.5
	A	556	39.9	315	48.0	117	40.2	988	42.2
	D	179	12.8	113	17.2	46	15.8	338	14.4
	SD	73	5.2	26	4.0	20	6.9	119	5.1
	NR	49	3.5	12	1.8	4	1.4	65	2.8

It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	656	47.1	308	47.0	132	45.4	1096	46.8
	A	510	36.6	269	41.0	108	37.1	887	37.9
	D	114	8.2	57	8.7	32	11.0	203	8.7
	SD	39	2.8	13	2.0	12	4.1	64	2.7
	NO	74	5.3	9	1.4	7	2.4	90	3.8
The community needs a lot of workers in that post	SA	580	41.6	294	44.8	128	44.0	1002	42.8
	A	502	36.0	265	40.4	114	39.2	881	37.6
	D	178	12.8	64	9.8	29	10.0	271	11.6
	SD	45	3.2	13	2.0	8	2.7	66	2.8
	NO	88	6.3	20	3.0	12	4.1	120	5.1
It has a high prestige value	SA	611	43.9	250	38.1	117	40.2	978	41.8
	A	570	40.9	3.8	47.0	119	40.9	997	42.6
	D	119	8.5	68	10.4	36	12.4	223	9.5
	SD	30	2.2	15	2.3	11	3.8	56	2.4
	NO	63	4.5	15	2.3	8	2.7	86	3.7
I have heard and seen a lot about that work from my family and/or community	SA	369	26.5	148	22.6	73	25.1	590	25.2
	A	553	39.7	300	45.7	108	37.1	961	41.1
	D	288	20.7	137	20.9	69	23.7	494	21.1
	SD	125	9.0	54	8.2	32	11.0	211	9.0
	NO	58	4.2	17	2.6	9	3.1	84	3.6
I have read and learnt a lot about that job in books magazines and print and electronic media	SA	591	42.4	281	42.8	131	45.0	1003	42.9
	A	586	42.1	300	45.7	123	42.3	1009	43.1
	D	134	9.6	51	7.8	29	10.0	214	9.1
	SD	36	2.6	19	2.9	3	1.0	58	2.5
	NO	46	3.3	5	0.8	5	1.7	56	2.4
It will enable me live a comfortable life	SA	682	49.0	316	48.2	150	51.5	1148	49.1
	A	584	41.9	289	44.1	121	41.6	994	42.5
	D	74	5.3	38	5.8	13	4.5	125	5.3
	SD	25	1.8	8	1.2	5	1.7	38	1.6
	NO	28	2.0	5	0.8	2	0.7	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	600	43.1	279	42.5	137	47.1	1016	43.4
	A	543	39.0	266	40.5	120	41.2	926	39.7
	D	130	9.3	66	10.1	25	8.6	221	9.4
	SD	48	3.4	24	3.7	4	1.4	76	3.2
	NO	72	5.2	21	3.2	5	1.7	98	4.2

Table A-116: One-Way ANOVA Results for Responses of Students by School Setting on Socio-Economic Factors that Influence Career Aspirations

ITEM	SOURCE	SS	DF	MS	F	SIG.
People have lot of respect for work	Between	.826	2	.413	.716	.489
	Within	1326.614	2298	.577		
Will become important in society	Between	5.136	2	2.568	3.371	.035*
	Within	1700.551	2232	.762		
Like helping improve community life	Between	.104	2	5.216	.132	.876
	Within	901.553	2285	.395		
Can make lot money	Between	6.866	2	3.433	4.849	.008*
	Within	1608.775	2272	.708		
Has good working conditions	Between	1.710	2	.855	1.486	.227
	Within	1293.190	2247	.576		
Community needs lot of workers	Between	3.097	2	1.548	2.501	.082
	Within	1372.281	2217	.619		
Has high prestige value	Between	5.155	2	2.578	4.694	.009*
	Within	1235.986	2251	.549		
Heard and seen lot about work from community	Between	1.776	2	.888	1.065	.345
	Within	1879.115	2253	.834		
Read and learnt lot about job	Between	.586	2	.293	.535	.586
	Within	1250.109	2281	.548		
Will enable me live comfortable life	Between	.288	2	.144	.320	.726
	Within	1035.641	2302	.450		
Help avoid prolonged unemployment after school	Between	2.168	2	1.084	1.792	.167
	Within	1354.421	2239	.605		

* Significant at .05

Table A-117: Description Statistics on Responses of Students by School Setting on Socio-Economic Factors that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
People have a lot of respect for that work	Urban	1367	3.3767	.7561
	Small town	648	3.3472	.7448
	Rural	286	3.3252	.8095
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Urban	1310	2.0458	.8936
	Small town	641	3.1154	.8473
	Rural	284	3.1796	.8319
I like helping to improve community life	Urban	1348	3.4822	.6323
	Small town	651	3.4946	.6236
	Rural	289	3.4983	.6187
I can make a lot of money	Urban	1344	3.1570	.8516
	Small town	644	2.0388	.7946
	Rural	287	3.0627	.8946
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	Urban	1319	3.3518	.7607
	Small town	647	3.3478	.7241
	Rural	284	3.2676	.8230
The community needs a lot of workers in that post	Urban	1305	3.2391	.8137
	Small town	636	3.3208	.7366
	Rural	279	3.2975	.7688
It has a high prestige value	Urban	1330	3.3241	.7306
	Small town	641	3.2371	.7310
	Rural	283	3.2085	.8093
I have heard and seen a lot about that work from my family and/or community	Urban	1335	2.8734	.9226
	Small town	639	2.8482	.8730
	Rural	282	2.7872	.9568
I have read and learnt a lot about that job in books, magazines and print and electronic media	Urban	1347	3.2858	.7509
	Small town	651	3.2949	.7352
	Rural	286	3.3357	.7003
It will enable me live a comfortable life	Urban	1365	3.4088	.6785
	Small town	651	3.4025	.6570
	Rural	289	3.4394	.6646
It will help me to avoid prolonged period of unemployment after school	Urban	1321	3.2831	.7863
	Small town	635	3.2598	.7924
	Rural	286	3.3636	.7013
Group	Urban	1391	34.4098	6.3356
	Small town	656	35.0625	5.3407
	Rural	291	35.0378	5.5013

Table A-118: Frequency and Percentage Distribution on the Responses of Students by School-Type on Socio Economic Factors that Influence Career Aspirations

Item	Resp	Mixed		Boys		Girls		Total	
		N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	825	50.9	163	56.4	174	40.5	1162	49.7
	A	593	36.6	100	34.6	186	43.3	879	37.6
	D	135	8.3	13	4.5	43	10.0	191	8.2
	SD	43	2.7	6	2.1	20	4.7	69	2.9
	NO	25	1.5	7	2.4	7	1.6	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	621	38.3	98	33.9	113	26.3	832	35.6
	A	614	37.9	118	40.8	145	33.7	877	37.5
	D	257	15.9	39	13.5	109	25.3	405	17.3
	SD	70	4.3	12	4.2	39	9.1	121	5.2
	NO	59	3.6	22	7.6	24	5.6	105	4.5
I like helping to improve community life	SA	874	53.9	148	51.2	241	56.0	1263	54.0
	A	636	39.2	117	40.5	146	34.0	899	38.4
	D	72	4.4	13	4.5	23	5.3	108	4.6
	SD	10	0.6	1	0.3	8	1.9	19	0.8
	NO	29	1.8	10	3.5	12	2.8	51	2.2
I can make a lot of money	SA	581	35.8	118	40.8	131	30.5	830	35.5
	A	696	42.9	121	41.9	171	39.8	988	42.2
	D	231	14.3	24	8.3	83	19.3	338	14.4
	SD	69	4.3	16	5.5	34	7.9	119	5.1
	NR	44	2.7	10	3.5	11	2.6	65	2.8
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	763	47.1	147	50.9	186	43.3	1096	46.8
	A	618	38.1	111	38.4	158	36.7	887	37.9
	D	145	8.9	13	4.5	45	10.5	203	8.7
	SD	40	2.5	2	0.7	22	5.1	64	2.7
	NO	55	3.4	16	5.5	19	4.4	90	3.8
The community needs a lot of workers in that post	SA	713	44.0	102	35.3	187	43.5	1002	42.8
	A	619	38.2	118	40.8	144	33.5	881	37.6
	D	182	11.2	32	11.1	57	13.3	271	11.6
	SD	37	2.3	7	2.4	22	5.1	66	2.8
	NO	70	4.3	30	10.4	20	4.7	120	5.1
It has a high prestige value	SA	647	39.9	157	54.3	174	40.5	978	41.8
	A	724	44.7	104	36.0	169	39.3	997	42.6
	D	150	9.3	16	5.5	57	13.3	223	9.5

	SD	36	2.2	2	0.7	18	4.2	56	2.4
	NO	64	3.9	10	3.5	12	2.8	86	3.7
I have heard and seen a lot about that work from my family and/or community	SA	414	25.5	75	26.0	101	23.5	590	25.2
	A	687	42.4	113	39.1	161	37.4	961	41.1
	D	333	20.5	59	20.4	102	23.7	494	21.1
	SD	127	7.8	30	10.4	54	12.6	211	9.0
	NO	60	3.7	12	4.2	12	2.8	84	3.6
I have read and learnt a lot about that job in books, magazines and print and electronic media	SA	715	44.1	119	41.2	169	39.3	1003	42.9
	A	696	42.9	125	43.3	188	43.7	1009	43.1
	D	137	8.5	29	10.0	48	11.2	214	9.1
	SD	36	2.2	7	2.4	15	3.5	58	2.5
	NO	37	2.3	9	3.1	10	2.3	56	2.4
It will enable me live a comfortable life	SA	821	50.6	146	50.5	181	42.1	1148	49.1
	A	679	41.9	122	42.2	193	44.9	994	42.5
	D	76	4.7	14	4.8	35	8.1	125	5.3
	SD	22	1.4	4	1.4	12	2.8	38	1.6
	NO	23	1.4	3	1.0	9	2.1	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	725	44.7	134	46.4	157	36.5	1016	43.4
	A	655	40.4	108	37.4	166	38.6	926	39.7
	D	134	8.3	24	8.3	63	14.7	221	9.4
	SD	45	2.8	8	2.8	23	5.3	76	3.2
	NO	62	3.8	15	5.2	21	4.9	98	4.2

Table A-119: One-Way ANOVA Results for Responses of Students by School Type on Socio-Economic Factors that Influence Career Aspirations

ITEM	SOURCE	SS	DF	MS	F	SIG.
People have lot of respect for the work	Between	13.110	2	6.555	11.461	.000*
	Within	1314.330	2298	.572		
Will become important in society	Between	30.003	2	15.002	19.982	.000*
	Within	1675.683	2232	.751		
Like helping improve community life	Between	.311	2	.155	.394	.675
	Within	901.347	2285	.394		
Can make a lot of money	Between	16.007	2	8.003	11.368	.000*
	Within	1599.634	2272	.704		
Has good working conditions	Between	10.421	2	5.211	9.115	.000*
	Within	1284.479	2247	.572		

Community needs lot of workers	Between	2.361	2	1.180	1.906	.149
	Within	1373.017	2217	.619		
Has high prestige value	Between	15.674	2	7.837	14.395	.000*
	Within	1225.467	2251	.544		
Heard and seen lot about work from community	Between	8.291	2	4.145	4.988	.007*
	Within	1872.601	2253	.831		
Read and learnt lot about job	Between	2.497	2	1.248	2.281	.102
	Within	1248.198	2281	.547		
Will enable me live comfortable life	Between	7.546	2	3.773	8.445	.000*
	Within	1028.383	2302	.447		
Help avoid prolonged period of unemployment	Between	16.372	2	8.186	13.676	.000*
	Within	1340.217	2239	.599		

* Significant at .05

Table A-120: **Descriptive Statistics on Responses of Students by School-Type on Socio-Economic Factors that Influence Career Aspirations**

Item	Group	Number	Mean	Std. Deviation
People have a lot of respect for that work	Mixed	1609	3.3766	.7514
	Boys	259	3.4981	.6898
	Girls	433	3.2263	.8105
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Mixed	1575	3.1422	.8481
	Boys	244	2.1107	.8315
	Girls	416	2.8413	.8738
I like helping to improve community life	Mixed	1605	3.4916	.6152
	Boys	255	3.4549	.6058
	Girls	428	3.4930	.6861
I can make a lot of money	Mixed	1590	3.1346	.8180
	Boys	256	3.2383	.8271
	Girls	429	2.9510	.9196
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	Mixed	1579	3.3407	.7513
	Boys	250	3.5000	.6225
	Girls	421	3.2423	.8413
The community needs a lot of workers in that post	Mixed	1564	3.2909	.7675
	Boys	236	2.2161	.7551
	Girls	420	3.2214	.8717
It has a high prestige value	Mixed	1570	3.2707	.7264
	Boys	257	3.5058	.6320
	Girls	430	3.2037	.8325

I have heard and seen a lot about that work from my family and/or community	Mixed	1574	2.8914	.8916
	Boys	255	2.8353	.9372
	Girls	427	2.7354	.9679
I have read and learnt a lot about that job in books, magazines and print and electronic media	Mixed	1597	3.3162	.7269
	Boys	257	3.2529	.7515
	Girls	430	3.2395	.7790
It will enable me live a comfortable life	Mixed	1611	3.4351	.6508
	Boys	263	3.4563	.6457
	Girls	431	3.2923	.7427
It will help me to avoid prolonged period of unemployment after school	Mixed	1572	3.3193	.7500
	Boys	251	3.3745	.7397
	Girls	419	2.1122	.8746
Group	Mixed	1632	25.0037	5.8221
	Boys	266	34.6805	6.1497
	Girls	440	33.4316	6.2819

Table A-121: Frequency and Percentage Distribution on the Responses of Students, by the Size of settlement they Usually Reside on Socio-Economic Factor that Influence Career Aspirations

Item	Resp	Urban		Small town		Rural		Total	
		N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	463	52.8	446	49.0	253	45.8	1162	49.7
	A	315	35.9	340	37.3	224	40.6	879	37.6
	D	60	6.8	82	9.0	49	8.9	191	8.2
	SD	24	2.7	29	3.2	16	2.9	69	2.9
	NO	15	1.7	14	1.5	10	1.8	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	306	34.9	334	36.7	192	34.8	832	35.6
	A	313	35.7	338	37.1	226	40.9	877	37.5
	D	170	19.4	158	17.3	77	13.9	405	17.3
	SD	42	4.8	49	5.4	30	5.4	121	5.2
	NO	46	5.2	32	3.5	27	4.9	105	4.5
I like helping to improve community life	SA	453	51.7	515	56.5	295	53.4	1263	54.0
	A	348	39.7	336	36.9	215	38.9	899	38.4
	D	40	4.6	40	4.4	28	5.1	108	4.6
	SD	6	0.7	7	0.8	6	1.1	19	0.8
	NO	30	3.4	13	1.4	8	1.4	51	2.2

I can make a lot of money	SA	354	40.4	302	33.2	174	31.5	830	35.5
	A	352	40.1	387	42.5	249	45.1	988	42.2
	D	98	11.2	156	17.1	84	15.2	338	14.4
	SD	48	5.5	42	4.6	29	5.3	119	5.1
	NR	25	2.9	24	2.6	16	2.9	65	2.8
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	420	47.9	427	46.9	249	45.1	1096	46.8
	A	332	37.9	345	37.9	210	38.0	887	37.9
	D	65	7.4	81	8.9	57	10.3	203	8.7
	SD	23	2.6	25	2.7	16	2.9	64	2.7
	NO	37	4.2	33	3.6	20	3.6	90	3.8
The community needs a lot of workers in that post	SA	337	38.4	422	46.3	243	44.0	1002	42.8
	A	338	38.5	348	38.2	195	35.3	881	37.6
	D	114	13.0	92	10.1	65	11.8	271	11.6
	SD	29	2.3	18	2.0	19	3.4	66	2.8
	NO	59	6.7	31	3.4	30	5.4	120	5.1
It has a high prestige value	SA	373	42.5	393	43.1	212	38.4	978	41.8
	A	375	42.8	380	41.7	242	43.8	997	42.6
	D	76	8.7	88	9.7	59	10.7	223	9.5
	SD	20	2.3	18	2.0	18	3.3	56	2.4
	NO	33	3.8	32	3.5	21	3.8	86	3.7
I have heard and seen a lot about that work from my family and/or community	SA	228	26.0	229	25.1	133	24.1	590	25.2
	A	361	41.2	380	41.7	220	39.9	961	41.1
	D	182	20.8	190	20.9	122	22.1	494	21.1
	SD	65	7.4	90	9.9	56	10.1	211	9.0
	NO	41	4.7	22	2.4	21	3.8	84	3.6
I have read and learnt a lot about that job in books, magazines and print and electronic media	SA	351	40.0	397	43.6	255	46.2	1003	42.9
	A	395	45.0	403	44.2	211	38.2	1009	43.1
	D	85	9.7	72	7.9	57	10.8	214	9.1
	SD	19	2.2	21	2.3	18	3.3	58	2.5
	NO	27	3.1	18	2.0	11	2.0	56	2.4

It will enable me live a comfortable life	SA	441	50.3	433	47.5	274	49.6	1148	49.1
	A	364	41.5	401	44.0	229	41.5	994	42.5
	D	46	5.2	47	5.2	32	5.8	125	5.3
	SD	12	1.4	17	1.9	9	1.6	38	1.6
	NO	14	1.6	13	1.4	8	1.4	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	395	45.0	387	42.5	234	42.4	1016	43.4
	A	341	38.9	360	39.5	228	41.3	926	39.7
	D	73	8.3	94	10.3	54	9.8	221	9.4
	SD	22	2.5	34	3.7	20	3.6	76	3.2
	NO	46	5.2	36	4.0	16	2.9	98	4.2

Table A-122: One-Way ANOVA Results for Responses of Students, by the Size of settlement they Usually Reside, on Socio-Economic Factors that Influence Career Aspirations

ITEM	SOURCE	S S	DF	M S	F	SIG.
People have lot of respect for work	Between	3.612	2	1.806	3.135	.044*
	Within	1323.828	2298	.576		
Will become important in society	Between	.624	2	.312	.408	.665
	Within	1705.063	2232	.764		
Like helping improve community life	Between	.934	2	.467	1.184	.306
	Within	900.724	2285	.394		
Can make lot of money	Between	7.932	2	3.966	5.605	.004*
	Within	1607.709	2272	.708		
Has good working conditions	Between	1.479	2	.739	1.284	.277
	Within	1293.421	2247	.576		
Community needs a lot of workers in that job	Between	7.431	2	3.715	6.022	.002*
	Within	1367.947	2217	.617		
Has high prestige value	Between	3.061	2	1.531	2.783	.062
	Within	1238.080	2251	.550		
Heard and seen a lot about work from community	Between	2.906	2	1.453	1.743	.175
	Within	1877.986	2253	.834		
Read and learnt lot about job	Between	1.048	2	.524	.956	.384
	Within	1249.647	2281	.548		
Will enable me live comfortable life	Between	.633	2	.317	.704	.495
	Within	1035.296	2302	.450		
Help avoid prolonged unemployment after school	Between	3.015	2	1.507	2.493	.083
	Within	1353.574	2239	.605		

* Significant at .05

Table A-123: Descriptive Statistics on Responses of Students by the Size of settlement they Usually Reside on Socio-Economic Factors that Influence Career Aspirations

Item	Group	Number	Mean	Std. Deviation
People have a lot of respect for that work	Urban	862	3.4118	.7410
	Small town	897	3.3411	.7760
	Rural	542	3.3173	.7587
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Urban	831	3.0626	.8786
	Small town	879	3.0887	.8807
	Rural	525	3.1048	.8552
I like helping to improve community life	Urban	847	3.4734	.6219
	Small town	897	3.5128	.6215
	Rural	544	3.4688	.6472
I can make a lot of money	Urban	852	3.1878	.8494
	Small town	887	3.0699	.8376
	Rural	536	3.0597	.8340
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	Urban	840	3.3679	.7431
	Small town	878	3.3371	.7612
	Rural	532	3.3008	.7786
The community needs a lot of workers in that post	Urban	818	3.2017	.8082
	Small town	880	3.3341	.7449
	Rural	522	3.2682	.8155
It has a high prestige value	Urban	844	3.3045	.7312
	Small town	879	3.3060	.7322
	Rural	531	3.2185	.7730
I have heard and seen a lot about that work from my family and/or community	Urban	836	2.8995	.8901
	Small town	889	2.8414	.9231
	Rural	531	2.8098	.9314
I have read and learnt a lot about that job in books, magazines and print and electronic media	Urban	850	3.2682	.7287
	Small town	893	3.3169	.7207
	Rural	541	3.2994	.7882
It will enable me live a comfortable life	Urban	863	3.4299	.6600
	Small town	898	3.3920	.6761
	Rural	544	3.4118	.6782

It will help me to avoid prolonged period of unemployment after school	Urban	831	3.3345	.7469
	Small town	875	3.2571	.7998
	Rural	536	3.2612	.7871
Group pooled	Urban	876	34.6050	6.0937
	Small town	910	34.8791	5.7005
	Rural	552	34.4330	6.2297

Table A-124: **Frequency and Percentage Distribution on the Responses of Students by Ethnic Group on Socio-Economic Factors that Influence Career Aspirations**

Item	Resp	Fanti		Ashanti		Ewe		Ga		Brong	
		N	%	N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	250	51.8	361	54.3	60	52.6	48	52.7	33	47.1
	A	185	38.3	232	34.9	45	39.5	31	34.1	28	40.0
	D	25	5.2	38	5.7	4	3.5	9	9.9	6	8.6
	SD	16	3.3	17	2.6	4	3.5	1	1.1	1	1.4
	NO	7	1.4	17	2.6	1	.9	2	2.2	2	2.9
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	193	40.0	254	38.2	36	31.6	23	25.3	28	40.0
	A	164	34.0	238	35.8	44	38.6	43	47.3	22	31.4
	D	86	17.8	104	15.6	18	15.8	19	20.9	14	20.0
	SD	15	3.1	37	5.6	9	7.9	2	2.2	3	4.3
	NO	25	5.2	32	4.8	7	6.1	4	4.4	3	4.3
I like helping to improve community life	SA	254	52.6	381	57.3	53	46.5	42	46.2	43	61.4
	A	180	37.3	246	37.0	52	45.6	34	37.4	23	32.9
	D	30	6.2	17	2.6	5	4.4	8	8.8	3	4.3
	SD	2	4	6	.9	3	2.6	-	-	-	-
	NO	17	3.5	15	2.3	1	.9	7	7.7	1	1.4
I can make a lot of money	SA	187	38.7	245	36.8	35	30.7	36	39.6	22	31.4
	A	212	43.9	277	41.7	60	52.6	31	34.1	30	42.9
	D	55	11.4	85	12.8	10	8.8	17	18.7	13	18.6
	SD	22	4.6	36	5.4	7	6.1	4	4.4	3	4.3
	NO	7	1.4	22	3.3	2	1.8	3	3.3	2	2.9
It has good working conditions	SA	233	48.2	315	47.4	54	47.4	46	50.5	35	50.0
	A	181	37.5	256	38.5	44	38.6	34	37.4	21	30.0
	D	35	7.2	42	6.3	11	9.6	8	8.8	8	11.4

	SD	12	2.5	16	2.4	3	2.6	2	2.2	2	2.9
	NO	22	4.6	36	5.4	2	1.8	1	1.1	4	5.7
The community needs a lot of workers in that post	SA	188	38.9	304	45.7	43	37.7	29	31.9	39	55.7
	A	181	37.5	245	36.8	49	43.0	40	44.0	21	30.0
	D	65	13.5	63	9.5	13	11.4	9	9.9	4	5.7
	SD	15	3.1	26	3.9	3	2.6	3	3.3	-	-
	NO	34	7.0	27	4.1	6	5.3	10	11.0	6	8.6
It has a high prestige value	SA	213	44.1	298	44.8	54	47.4	32	35.2	26	37.1
	A	207	42.9	275	41.4	50	43.9	40	44.0	38	54.3
	D	31	6.4	59	8.9	8	7.0	11	12.1	2	2.9
	SD	12	2.5	13	2.0	1	0.9	2	2.2	1	1.4
	NO	20	4.1	20	3.0	1	0.9	6	6.6	3	4.3
I have heard and seen a lot about that work from my family and/or community	SA	123	25.5	163	24.5	27	23.7	22	24.2	21	30.0
	A	210	43.5	280	42.1	49	43.0	35	38.5	21	30.0
	D	93	19.3	140	21.1	22	19.3	26	28.6	18	25.7
	SD	35	7.2	62	9.3	11	9.6	4	4.4	5	7.1
	NO	22	4.6	20	3.0	5	4.4	4	4.4	5	7.1
I have read and learnt a lot about that job in books, magazines and print and electronic media	SA	205	42.4	284	42.7	42	36.8	35	38.5	34	48.6
	A	193	40.0	285	42.9	53	46.5	46	50.5	26	37.1
	D	60	12.4	57	8.6	12	10.5	10	11.0	6	8.6
	SD	8	1.7	17	2.6	3	2.6	-	-	2	2.9
	NO	17	3.5	22	3.3	4	3.5	-	-	2	2.9
It will enable me live a comfortable life	SA	261	54.0	317	47.7	59	51.8	44	48.4	35	50.0
	A	185	38.3	287	43.2	46	40.4	37	40.7	26	37.1
	D	20	4.1	42	6.3	4	3.5	7	7.7	4	5.7
	SD	5	1.0	12	1.8	4	3.5	2	2.2	2	2.9
	NO	12	2.5	7	1.1	1	0.9	1	1.1	3	4.3
It will help me to avoid prolonged period of unemployment after school	SA	219	45.3	300	45.1	49	43.0	35	38.5	32	45.7
	A	179	37.1	256	38.5	50	43.9	39	42.9	26	37.1
	D	40	8.3	62	9.3	8	7.0	8	8.8	6	8.6
	SD	16	3.3	16	2.4	5	4.4	3	3.3	1	1.4
	NO	29	6.0	31	4.7	2	1.8	6	6.6	5	7.1

Table A.124: Frequency and Percentage Distribution on the Responses of Students by Ethnic Group on Socio-Economic Factors that influence Career Aspirations (Con't)

Item	Resp	Bulsa/Frafra		Other Akans		Others		Total	
		N	%	N	%	N	%	N	%
People have a lot of respect for that work	SA	209	40.3	132	49.6	69	52.3	1162	49.7
	A	209	40.3	102	38.3	47	35.6	879	37.6
	D	78	15.0	23	8.6	8	6.1	191	8.2
	SD	16	3.1	7	2.6	7	5.3	69	2.9
	NO	7	1.3	2	.8	1	.8	39	1.7
I will become important in society (Newspapers, TV, Radio, etc will feature me)	SA	153	29.5	85	32.0	60	45.5	832	35.6
	A	217	41.8	109	41.0	40	30.3	877	37.5
	D	100	19.3	47	17.7	17	12.9	405	17.3
	SD	33	6.4	13	4.9	9	6.8	121	5.2
	NO	16	3.1	12	4.5	6	4.5	105	4.5
I like helping to improve community life	SA	281	54.1	138	51.9	71	53.8	1263	54.0
	A	200	38.5	113	42.5	51	38.6	899	38.4
	D	27	5.2	11	4.1	7	5.3	108	4.6
	SD	5	1.0	1	.4	2	1.5	19	0.8
	NO	6	1.2	3	1.1	1	.8	51	2.2
I can make a lot of money	SA	163	31.4	93	35.0	49	37.1	830	35.5
	A	201	38.7	120	45.1	57	43.2	988	42.2
	D	111	21.4	36	13.5	11	8.3	338	14.4
	SD	27	5.2	11	4.1	9	6.8	119	5.1
	NR	17	3.3	6	2.3	6	4.5	65	2.8
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	SA	219	42.2	131	49.2	63	47.7	1096	46.8
	A	205	39.5	99	37.2	47	35.6	887	37.9
	D	69	13.3	17	6.4	13	9.8	203	8.7
	SD	16	3.1	9	3.4	4	3.0	64	2.7
	NO	10	1.9	10	3.8	5	3.8	90	3.8
The community needs a lot of workers in that post	SA	229	44.1	112	42.1	58	43.9	1002	42.8
	A	197	38.0	96	36.1	52	39.4	881	37.6
	D	67	12.9	37	13.9	13	9.8	271	11.6
	SD	12	2.3	4	1.5	3	2.3	66	2.8
	NO	14	2.7	17	6.4	6	4.5	120	5.1

It has a high prestige value	SA	179	34.5	109	41.0	67	50.8	978	41.8
	A	221	42.6	118	44.4	48	36.4	997	42.6
	D	76	14.6	27	10.2	9	6.8	223	9.5
	SD	21	4.0	2	0.8	4	3.0	56	2.4
	NO	22	4.2	10	3.8	4	3.0	86	3.7
I have heard and seen a lot about that work from my family and/or community	SA	134	25.8	56	21.1	44	33.3	590	25.2
	A	212	40.8	108	40.6	46	34.3	961	41.1
	D	105	20.2	68	25.6	22	16.7	494	21.1
	SD	55	10.6	25	9.4	14	10.6	211	9.0
	NO	13	2.5	9	3.4	6	4.5	84	3.6
I have read and learnt a lot about that job in books, magazines and print and electronic media	SA	231	44.5	106	39.8	66	50.0	1003	42.9
	A	227	43.7	125	47.0	54	40.9	1009	43.1
	D	38	7.3	23	8.6	8	6.1	214	9.1
	SD	19	3.7	7	2.6	2	1.5	58	2.5
	NO	4	0.8	5	1.9	2	1.5	56	2.4
It will enable me live a comfortable life	SA	233	44.9	137	51.5	62	47.0	1148	49.1
	A	238	45.9	110	41.4	65	49.2	994	42.5
	D	34	6.6	11	4.1	3	2.3	125	5.3
	SD	8	1.5	4	1.5	1	0.8	38	1.6
	NO	6	1.2	4	1.5	1	0.8	35	1.5
It will help me to avoid prolonged period of unemployment after school	SA	205	39.5	121	45.5	55	41.7	1016	43.4
	A	219	42.2	104	39.1	56	42.4	926	39.7
	D	60	11.6	25	9.4	12	9.1	221	9.4
	SD	21	4.0	11	4.1	3	2.3	76	3.2
	NO	14	2.7	5	1.9	6	4.5	98	4.2

Table A-125: **One-Way ANOVA Results on Responses of Students by Ethnic Group on Socio-Economic Factors that Influence Career Aspirations**

ITEM	SOURCE	SS	DF	MS	F	SIG.
People have lot of respect for work	Between	20.738	7	2.963	5.199	.000*
	Within	1306.702	2293	.570		
Will become important in society	Between	13.575	7	1.939	2.552	.013*
	Within	1692.111	2227	.760		

Like helping improve community life	Between	4.925	7	.704	1.789	.085
	Within	896.732	2280	.393		
Can make lot of money	Between	10.436	7	1.491	2.105	.040*
	Within	1605.206	2267	.708		
Has good working conditions	Between	8.241	7	1.177	2.052	.046*
	Within	1286.659	2242	.574		
Community needs lot of workers in that job	Between	8.334	7	1.191	1.926	.062
	Within	1367.044	2212	.618		
Has high prestige value	Between	19.297	7	2.757	5.067	.000*
	Within	1221.844	2246	.544		
Heard and seen lot about work from community	Between	5.448	7	.778	.933	.480
	Within	1875.444	2248	.834		
Read and learnt lot about job	Between	3.233	7	.462	.843	.552
	Within	1247.462	2276	.548		
Will enable me live comfortable life	Between	5.725	7	.818	1.823	.079
	Within	1030.204	2293	.448		
Help avoid prolonged unemployment after school	Between	5.604	7	.801	1.324	.235
	Within	1350.985	2234	.605		

- Significant at .05

Table A.126: Descriptive Statistics on the Responses of Students by Ethnic Group on Socio-Economic Factors that Influence Career Aspirations.

Item	Group	Number	Mean	Std Deviation
People have a lot of respect for that work	Fanti	476	3.4055	.7409
	Ashanti	648	3.4460	.7229
	Ewe	113	3.4248	.7295
	Ga	89	3.4157	.7200
	Brong	68	3.3676	.7104
	Bulsa/Frafra	512	3.1934	.8059
	Other Akans	264	3.3598	.7522
	Others	131	3.3588	.8234
I will become important in society (Newspapers, TV, Radio, etc will feature me)	Fanti	458	3.1681	.8447
	Ashanti	633	3.1201	.8867
	Ewe	107	3.0000	.9214
	Ga	87	3.0000	.7625
	Brong	67	3.1194	.8965
	Bulsa/Frafra	503	2.9742	.8754
	Other Akans	254	2.0472	.8515
	Others	126	3.1984	.9297
I like helping to improve community life	Fanti	466	3.4721	.6361
	Ashanti	650	3.5415	.5971
	Ewe	113	3.3717	.6969
	Ga	84	3.4048	.6608
	Brong	69	3.5797	.5792
	Bulsa/Frafra	513	3.4756	.6434
	Other Akans	262	3.4733	.5979
	Others	131	3.4580	.6709
I can make a lot of money	Fanti	476	3.1849	.8127
	Ashanti	643	3.1369	.8483
	Ewe	112	3.0982	.8049
	Ga	88	3.1250	.8816
	Brong	68	2.0441	.8364
	Bulsa/Frafra	502	2.9960	.8732
	Other Akans	260	3.1346	.8061
	Others	126	3.1587	.8617
It has good working conditions (work on shift, pays overtime, rapid promotion, chance for	Fanti	461	3.3774	.7377
	Ashanti	629	3.3831	.7234
	Ewe	112	3.3304	.7639

further studies, etc)	Ga	90	3.3778	.7432
	Brong	66	3.3485	.8132
	Bulsa/Frafra	509	3.2318	.7994
	Other Akans	256	3.3750	.7618
	Others	127	3.3307	.7874
The community needs a lot of workers in that post	Fanti	449	3.2071	.8097
	Ashanti	638	3.2962	.8072
	Ewe	108	3.2222	.7653
	Ga	81	2.1728	.7712
	Brong	64	3.5469	.6154
	Bulsa Frafra	505	3.2733	.7796
	Other Akans	249	3.2691	.7698
	Others	126	3.3095	.7533
It has a high prestige value	Fanti	463	3.3413	.7179
	Ashanti	645	3.3302	.7252
	Ewe	113	3.3894	.6605
	Ga	85	3.2000	.7528
	Brong	67	3.3134	.6083
	Bulsa Frafra	497	3.1227	.8175
	Other Akans	256	3.3047	.6867
	Others	128	3.3906	.7554
I have heard and seen a lot about that work from my family and or community	Fanti	461	2.9132	.8754
	Ashanti	645	2.8434	.9116
	Ewe	109	2.8440	.9146
	Ga	87	2.8621	.8514
	Brong	65	2.8923	.9540
	Bulsa Frafra	506	2.8399	.9398
	Other Akans	257	2.7588	.9036
	Others	126	2.9524	.9868
I have read and learnt a lot about that job in books, magazines and print and electronic media	Fanti	466	3.2768	.7496
	Ashanti	643	3.3002	.7395
	Ewe	110	3.2182	.7466
	Ga	91	3.2747	.6509
	Brong	68	3.3529	.7681
	Bulsa Frafra	515	3.3010	.7619
	Other Akans	261	3.2644	.7305
	Others	130	3.4154	.6795

It will enable me live a comfortable life	Fanti	471	3.4904	.6320
	Ashanti	658	3.3815	.6883
	Ewe	113	3.4159	.7286
	Ga	90	3.3667	.7259
	Brong	67	3.4030	.7398
	Bulsa/Frafra	513	3.3567	.6756
	Other Akans	262	3.4504	.6517
	Others	131	3.4351	.5831
It will help me to avoid prolonged period of unemployment after school	Fanti	454	3.3238	.7797
	Ashanti	634	3.3249	.7532
	Ewe	112	3.2768	.7851
	Ga	85	3.2471	.7701
	Brong	65	3.3692	.7196
	Bulsa/Frafra	505	3.2040	.8067
	Other Akans	261	3.2835	.8063
	Others	126	3.2937	.7383
Group (pooled)	Fanti	481	34.8711	5.9414
	Ashanti	665	34.8797	5.7459
	Ewe	114	34.7105	5.6376
	Ga	91	33.9011	6.0425
	Brong	70	34.6429	6.6747
	Bulsa/Frafra	519	34.1908	6.0704
	Other Akans	266	34.7068	6.1248
	Others	132	35.2197	6.4077

Table A-127: Descriptive Statistics on Students' Rating of the Perceived Prestige Value of Occupations (Ranked in Descending Order)

Occupation	Number	S S	Mean	Std. Deviation
Medical doctor	2340	10723.00	4.5825	.8553
Pilot	2340	10373.00	4.4316	.8255
Lawyer	2340	10323.00	4.4115	.8706
Clergyman	2340	10222.00	4.3684	.8385
Accountant	2340	10042.00	4.2915	.8022
Bank worker	2340	9921.00	4.2397	.8241
University Lecturer	2340	9913.00	4.2363	1.0749
Engineer	2340	9843.00	4.2064	.9264
Economist	2340	9793.00	4.1850	.8190
Architect	2340	9644.00	4.1214	.9035
Businessman or merchant	2340	9564.00	4.0872	.8758
Pharmacist	2340	9521.00	4.0688	.8884
Politician (MP)	2340	9496.00	4.0581	1.1653
Headmaster of Sec. Sch.	2340	9413.00	4.0226	.8639
Computer programmer	2340	9302.00	3.9752	.8666
Agric. Officer	2340	9249.00	3.9526	.8244
Professional footballer	2340	9220.00	3.9402	.9144
Journalist	2340	9198.00	3.9308	.9441
Soldier	2340	9136.00	3.9043	.8981
Office worker	2340	9069.00	3.8756	.9313
Radio/TV announcer	2340	9039.00	3.8628	.8706
Nurse	2340	9026.00	3.8573	.8385
Army captain	2340	8964.00	3.8308	.9647
Chief	2340	8936.00	3.8188	1.1440
Hospital administrator	2340	8824.00	3.7709	.9492
Author	2340	8768.00	3.7470	.8783
Musician	2340	8739.00	3.7346	.9145
Surveyor	2340	8718.00	3.7256	.9055
Statistician	2340	8717.00	3.7252	.9066
Sec. School Teacher	2340	8447.00	3.6098	.9104
Stenographer/Bilingual Sec.	2340	8396.00	3.5880	.8886
Real Estate Developer	2340	8383.00	3.5852	1.0017
Auditor	2340	8319.00	3.5551	1.0855
Hotelier	2340	8220.00	3.5128	.9432

Fashion designer	2340	8169.00	3.4910	.9518
Policeman	2340	8094.00	3.4590	1.0111
Electrical technician	2340	8059.00	3.4440	.9074
Insurance Agent	2340	8032.00	3.4325	.9280
Actor	2340	8021.00	3.4278	.9500
Junior Sec. Teacher	2340	7895.00	3.3739	.9022
Tourist guide	2340	7678.00	3.2812	.9744
Farmer	2340	7569.00	3.2346	1.1947
Typist	2340	7222.00	3.0863	.8818
Primary School Teacher	2340	6679.00	2.8543	.9478
Restaurant keeper	2340	6585.00	2.8141	.9266
Shop assistant (Sales Person)	2340	6350.00	2.7137	1.0644
Petty trader	2340	6304.00	2.6940	1.1387
Carpenter	2340	5873.00	2.5098	1.0435
Plumber	2340	5799.00	2.4782	.9720
Motor car fitter	2340	5742.00	2.4538	1.0898
Farm labourer	2340	5139.00	2.1962	1.1908
Barber	2340	4639.00	1.9825	.8889
Street cleaner	2340	4557.00	1.9474	1.1364
Ditch digger	2340	4512.00	1.9282	.9760
Truck pusher	2340	3483.00	1.4885	.8881

Table A-128: Descriptive Statistics on Students' Rating of the Perceived Income Levels of Occupations (Ranked in Descending Order)

Occupation	Number	S S	Mean	Std. Deviation
Medical doctor	2340	10686.00	4.5667	.7312
Pilot	2340	10615.00	4.5363	.7392
Lawyer	2340	10569.00	4.5167	.7122
Accountant	2340	10283.00	4.3944	.7189
Professional footballer	2340	10078.00	4.3068	.7528
Engineer	2340	10025.00	4.2842	.8389
Businessman or merchant	2340	10020.00	4.2821	.7736
Bank worker	2340	10009.00	4.2774	.7662
Architect	2340	9988.00	4.2684	.8150
Economist	2340	9912.00	4.2359	.7523
Politician (MP)	2340	9879.00	4.2218	1.0984
University Lecturer	2340	9583.00	4.0953	1.0664
Headmaster of Sec. School	2340	9522.00	4.0692	.7434
Auditor	2340	9477.00	4.0500	.7640
Pharmacist	2340	9435.00	4.0321	.8168
Agric. Officer	2340	9339.00	3.9910	.7772
Army captain	2340	9270.00	3.9615	.8957
Musician	2340	9207.00	3.9346	.7887
Real Estate Developer	2340	9207.00	3.9346	.8982
Computer programmer	2340	9149.00	3.9098	.8450
Hospital administrator	2340	9053.00	3.8688	.8592
Journalist	2340	8992.00	3.8427	.8989
Surveyor	2340	8955.00	3.8269	.8518
Office worker	2340	8807.00	3.7637	.8521
Radio/TV announcer	2340	8790.00	3.7564	.7806
Soldier	2340	8774.00	3.7496	.8248
Statistician	2340	8759.00	3.7432	.8365
Nurse	2340	8753.00	3.7406	.7658
Author	2340	8614.00	3.6812	.8009
Stenographer/Bilingual	2340	8373.00	3.5782	.8502
Sec.				
Electrical technician	2340	8344.00	3.5658	.8179
Hotelier	2340	8269.00	3.5338	.8646
Sec. School Teacher	2340	8264.00	3.5316	.8477

Clergyman	2340	8258.00	3.5291	.8647
Insurance Agent	2340	8255.00	3.5278	.8731
Fashion designer	2340	8102.00	3.4624	1.0154
Actor	2340	8102.00	3.4624	.8747
Chief	2340	8061.00	3.4449	1.0531
Tourist guide	2340	8061.00	3.4449	.8276
Policeman	2340	7794.00	3.3308	.8363
Junior Sec. School Teacher	2340	7710.00	3.2949	.8282
Restaurant keeper	2340	7426.00	3.1735	.8316
Farmer	2340	7025.00	3.0021	1.1221
Typist	2340	6736.00	2.8786	.8134
Primary School Teacher	2340	6511.00	2.7825	.8157
Shop assistant (Sales Person)	2340	6441.00	2.7526	.9737
Carpenter	2340	5957.00	2.5457	.9417
Plumber	2340	5904.00	2.5231	.9191
Motor car fitter	2340	5877.00	2.5115	.9571
Petty trader	2340	5871.00	2.5090	.9727
Barber	2340	5230.00	2.2350	1.0328
Farm labourer	2340	4981.00	2.1286	1.0673
Ditch digger	2340	4972.00	2.1248	1.0044
Street cleaner	2340	4387.00	1.8748	.9943
Truck pusher	2340	3415.00	1.4594	.7806

Table A-129 **Distribution of Students' Responses to the Suggestion that the Current Structure of Education in Ghana can Effectively Produced the Required Manpower Needs of the Country.**

Item	Female		Male		Total	
	N	%	N	%	N	%
Don't know	119	9.4	104	9.7	223	9.5
Strongly Disagree	220	17.4	187	17.4	407	17.4
Disagree	237	18.7	229	21.3	466	19.9
Agree	438	34.6	381	35.4	819	35.0
Strongly Agree	251	19.8	174	16.2	425	18.2
Total	1265	100.0	1075	100.0	2340	100.0

χ^2 (df = 4, N = 2340) 6.354, p = 0.174

APPENDIX B

UNIVERSITY OF CAPE COAST, CENTRE FOR DEVELOPMENT STUDIES

STUDENTS' QUESTIONNAIRE

Dear Student,

1. The purpose of this study is to examine the career and educational aspirations of students.
We should like to know particularly about your dreams for the future after you leave school and what you hope to be doing in a few years' time.
2. This is **not** a test.
3. Do **not** write down your name.
4. There are no right and wrong answers and nobody can fail it.
5. We promise you that nobody in the school see your answers.
6. Try to answer **all** the questions in the order in which they appear so that you will not forget any of them.
7. Do not copy answers from other students because we want your views not theirs.
8. The findings from the study will be made available to the appropriate authorities to help them in planning education in Ghana to make it better for us all.
9. Please, read each item carefully and answer honestly and appropriately.
10. If you have any difficulties just raise your hand we shall come to help you.
11. Do not hurry or rush, you will have time to finish, and try not to miss any questions out.
12. Please, answer in the way **you** truly think.

PART ONE

BACKGROUND INFORMATION

Directions: Please check (✓) the box corresponding to your choice(s) or write the requested information concerning each statement below.

1. Your gender (a) Female [] (b) Male []
2. What is your age? years
3. Name of your school
4. Name of City/Town in which school is located
5. Region in which school is located
6. Type of school: (a) Mixed [] (b) Boys only [] (c) Girls only []
7. Are you a boarder or a day student? (a) Day student [] (b) Boarding student []
8. What is your form? (a) SSS 3
9. Your programme: (a) Agricultural science [] (b) Business [] (c) Arts []
(d) Science [] (e) Visual Arts [] (f) Home Economics []
(g) Technical [] (h) Basic Education []
10. What is your tribe or ethnic group?
11. (i) Religion: (a) Christian [] (b) Moslem [] (c) A. T. R. []
(d) Any other (specify)
- (ii) Religious denomination: (a) Methodist [] (b) Presbyterian [] (c) Anglican []
(d) Roman Catholic [] (e) S. D. A. [] (f) Pentecost [] (g) Charismatic []
(h) Ahmadiyya [] (i) Orthodox Moslem [] (j) Other (specify)
12. Where were you born? Town or Village
- District
- Region

13. Where do you live now? (ie. where you spend your holidays)

Town or Village

District

Region

14. (i) Father's /Guardian's occupation:

(ii) (Explain the work he does exactly)

.....
.....

15. For whom does he work? (a) Government [] (b) Private company []

(c) N.G.O. [] (d) For himself [] (e) Any other (specify)

16. Father's / Guardian's educational level (a) University []

(b) Diploma Institution (eg. Polytechnic, Ghana Institute of Journalism) []

(c) Secondary / Commercial / Teacher / Nursing Training []

(d) Elementary / Basic education [] (e) None [] (f) don't know []

17. Mother's / Guardian's educational level (a) University []

(b) Diploma Institution (eg. Polytechnic, Ghana Institute of Journalism) []

(c) Secondary / Commercial / Teacher / Nursing Training []

(d) Elementary / Basic education [] (e) None [] (f) don't know []

18. Mother's /Guardian's occupation: (explain the work she does exactly)

.....
.....

19. For whom does she work? (a) Government [] (b) Private company []

(c) N.G.O. [] (d) For himself [] (e) Any other (specify)

SECTION B

EDUCATIONAL ASPIRATION

20. (a) Would you like to continue your full-time education after you have completed your

Senior Secondary education?

(a) Yes [] (b) No []

(b) How would you rate your desire to continue full-time education after you have completed your

Senior Secondary education?

(a) Very high [] (b) High [] (c) Moderate (Average) []

(d) Low [] (e) Very low [] (f) Not sure / Don't know []

21. Looking realistically at your future, how would you rate your chances of continuing your

education after Senior Secondary School?

(a) Very high [] (b) High [] (c) Moderate (Average) []

(d) Low [] (e) Very low [] (f) Not sure / Don't know []

22. If you have the chance to continue your education after SSS, what kind of educational institution would you wish to go to?

- (a) Teacher Training College [] (b) Nursing Training College []
 (c) Polytechnic [] (d) University [] (e) Any other (specify)

23. What kind of course do you wish to study there?

- (a) An Arts course (e.g. English, Foreign Language, History, Religious studies) []
 (b) A Business course (e.g. Administration, Commerce, Accountancy, Marketing) []
 (c) Science or Mathematics course []
 (d) Engineering (eg. Electrical, Geodetic, Civil, Mechanical, Mining, Chemical) []
 (e) Agricultural Science or Forestry []
 (g) Professional course (eg. Law, Medicine, Pharmacy) []
 (h) Education / Teacher Training course []
 (i) Vocational course (eg. Home Economics, Fashion) []
 (j) Paramedical course (eg. Nursing, Radiology) []
 (k) Any other (specify) []
 (l) Not yet decided []

PART THREE

CAREER ASPIRATIONS

24. What kind of work would you like to do when you leave school or after completing your education? (Explain the work fully)

.....

Below are some probable reasons why you have chosen the work you have stated in the item above. Please, indicate your degree of agreement with each statement with respect to how each applies to you by encircling.

4. If you strongly agree
 3. If you agree
 2. If you disagree
 1. If you strongly disagree
 0. If you are undecided

25. Personal Factors

It is my desire to do that work because:		Strongly	Agree	Disagree	Strongly	No
		Agree		Disagree	Opinion	
(i)	I have interest in it	4	3	2	1	0
(ii)	I have the mental ability to do it	4	3	2	1	0
(iii)	My best school subjects are related to it	4	3	2	1	0

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(iv) I have the required aptitude (skill or talent) to function effectively in it	4	3	2	1	0
(v) I know a lot about the profession	4	3	2	1	0
(vi) It will give me the opportunity to use my talent(s)	4	3	2	1	0
(vii) I believe it will best meet my personal needs (eg. the need or desire to work with people; to work with tools and objects)	4	3	2	1	0
(viii) It will improve on my self-concept (ie. the Ideas I have about myself)	4	3	2	1	0
(ix) It will raise my self-esteem (ie. the value I place on myself)	4	3	2	1	0
(x) It is suitable for my personality make-up / characteristics (eg. tall, short, friendly, critical, confident, energetic, submissive, moral state)	4	3	2	1	0
(xi) It will give me the opportunity to bring out my hidden-self.	4	3	2	1	0

26. Interpersonal Factors

It is my desire to do that work because:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(i) It is the same as my father's work	4	3	2	1	0
(ii) It is the same as my mother's work	4	3	2	1	0
(iii) It is the same as the work chosen by my best friend	4	3	2	1	0
(iv) Friends and classmates recommend it	4	3	2	1	0
(v) Adult relatives and adult friends wish it for me	4	3	2	1	0
(vi) My parents have chosen it for me	4	3	2	1	0
(vii) It is the same as my brother's/sister's work	4	3	2	1	0
(viii) My Basic/Senior Secondary School level teachers have made me to believe it is a good work and or it will be suitable for me	4	3	2	1	0
(ix) My school counselor(s) have made me believe it is a good job and / or it will fit me	4	3	2	1	0
(x) My church leader(s) (eg. Priest, Pastor, Elder) have made me to believe that it is good and / or it will fit me	4	3	2	1	0
(xi) Somebody I have taken as my role model is / was in the same work / profession.	4	3	2	1	0

27. Work Value

It is my desire to do that work because:	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(i) It will give me high pay or high financial benefits	4	3	2	1	0
(ii) It will provide me with job security (ie. I do not want to worry about loosing my job or being sacked)	4	3	2	1	0
(iii) I will have my freedom or independence in doing the job	4	3	2	1	0
(iv) It will help me to be original and creative	4	3	2	1	0
(v) It involves regular routine (ie. doing a similar work over and over)	4	3	2	1	0
(vi) It will provide me with variety of things to do	4	3	2	1	0
(vii) It will give me power over others (ie. opportunity to lead others)	4	3	2	1	0
(viii) It will give me chance to help others	4	3	2	1	0
(ix) It will offer me the opportunity to make changes in society	4	3	2	1	0
(x) It will make me feel important or recognized it society	4	3	2	1	0
(xi) I will be able to save plant and animal life	4	3	2	1	0

28. Gender Stereotyping

It is my desire to do that work because	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(i) I think that it is appropriate for my sex	4	3	2	1	0
(ii) Most of the people who do that work are of the same sex as me	4	3	2	1	0
(iii) I have been encouraged by my family to do it since it is better for my sex	4	3	2	1	0
(iv) It will give me the chance to effectively play my sex-role in my marriage	4	3	2	1	0
(v) It will give me enough time to care for my children	4	3	2	1	0
(vi) I have been made to believe that that job is suitable for people of my sex-type	4	3	2	1	0
(vii) Society generally have favourable attitude towards people in that job if they are of my sex-type	4	3	2	1	0
(viii) People of my sex-type who do that work usually become successful and rich	4	3	2	1	0
(ix) I do not want to be seen as more or less ambitious than is appropriate for my sex-type	4	3	2	1	0
(x) The skill or talent needed to do that work is natural with people of my sex-type	4	3	2	1	0

29. Socio-Economic Factors

I have the desire to do that work because	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
(i) People have a lot of respect for that work	4	3	2	1	0
(ii) I will become important in society (Newspaper, TV, Radio, etc will feature me)	4	3	2	1	0
(iii) I like helping to improve community life	4	3	2	1	0
(iv) I can make a lot of money	4	3	2	1	0
(v) It has good working conditions (work on shift, pays overtime, rapid promotion, chance for further studies, etc)	4	3	2	1	0
(vi) The community needs a lot of workers in that post	4	3	2	1	0
(vii) It has a high prestige value	4	3	2	1	0
(viii) I have heard and seen a lot about that work from my family and / or community	4	3	2	1	0
(ix) I have read and learnt a lot about that job in books and magazines and in print and electronic media	4	3	2	1	0
(x) It will enable me live a comfortable life	4	3	2	1	0
(xi) It will help me to avoid prolonged period of unemployment after school	4	3	2	1	0

30. You have just finished presenting information in the work you wish to do in future. Of course, we cannot always get the kind of job we would like best of all. From your experience and that of your friends and relations who have left Secondary School already or completed their education, what kind of job do you think you are most likely to get after your education? Explain the job fully

.....

.....

.....

31. What work does your best wish to do after completing his/her education?

.....

.....

32. Before you started Senior Secondary School (that is, when you were in the Junior Secondary School (JSS), what work/career did you wish to do in future or after completing school? Describe the work fully (*For SSS Students only*)

.....

.....

.....

33. List in order of preference three jobs you wish to be doing 10 years from now

1st Preference

2nd Preference

3rd Preference

34. Below is a list of different types of jobs people do in Ghana. Read the list carefully and against each job indicate the prestige and respect in which you think the job is held by making a tick () in the appropriate box.

JOB	VERY HIGH PRESTIGE	HIGH PRESTIGE	AVERAGE PRESTIGE	LOW PRESTIGE	VERY LOW PRESTIGE
Clergyman (Pastor, Priest)					
Soldier					
Engineer (elec., mech., civil)					
Farmer					
Businessman or Merchant					
Lawyer					
Policeman					
Chief					
Carpenter					
Actor					
Author					
Office worker (clerk, administrative officer)					
University Lecturer					
Street Cleaner					
Motor Car Fitter					
Secondary School Teacher					
Medical Doctor					
Politician (MP)					
Farm Labourer					
Primary School Teacher					
Shop Assistant (sales rep.)					
Journalist					
Junior Sec. School Teacher					
Pharmacist					
Computer Programme					
Nurse					
Stenographer Secretary					
Architect					
Accountant					
Agricultural Officer					
Economist					
Bank Worker					
Pilot					
Radio/TV Announcer					
Surveyor					
Statistician					
Typist					
Tourist Guide					
Auditor					
Petty trader					
Real Estate Developer					
Hotelier					
Musician					
Professional Footballer					
Headmaster of Sec. Sch.					
Electrician					
Insurance Agent					
Plumber					
Barber					
Army Captain					
Restaurant Keeper					
Truck driver					

35. The jobs listed in Question 48 are presented here again. This time we want you to give us your view of how much money these people earn. Put a tick (✓) in the box opposite the job that you think best describes the money these people earn.

JOB	VERY HIGH INCOME	HIGH INCOME	AVERAGE INCOME	LOW INCOME	VERY LOW INCOME
Clergyman (Pastor, Priest, etc.)					
Soldier					
Engineer (Elec., Mech., Civil, etc.)					
Farmer					
Businessman or Merchant					
Lawyer					
Policeman					
Chief					
Carpenter					
Actor					
Author					
Office worker (clerk, admin. officer)					
University Lecturer					
Street Cleaner					
Motor Car Fitter (Mechanist)					
Petty Trader					
Secondary School Teacher					
Medical Doctor					
Politician (MP)					
Farm Labourer					
Primary School Teacher					
Shop Assistant (sales person)					
Journalist					
Junior Sec. School Teacher					
Pharmacist					
Computer Programmer					
Real Estate Developer					
Stenographer Secretary					
Architect					
Accountant					
Agricultural officer					
Economist					
Bank Worker					
Pilot					
Radio/TV Announcer					
Surveyor					
Statistician					
Tourist Guide					
Hotelier					
Auditor					
Restaurant Keeper					
Musician					
Hotelier					
Professional Footballer					
Headmaster of Sec. Sch.					
Electrician					
Insurance Agent					
Plumber					
Barber					
Army Captain					
Foreign Missionary					
Typist					
Ditch Digger					
Mail Carrier					
Truck driver					

36. Which of the following sectors would you like to obtain a job after your education?

- (a) Public Sector (Civil Service) [] (b) Private Sector []
 (c) Non-Governmental Organization [] (d) Public Corporation []
 (e) Self Employment [] (e) Any other (specify)

37. Indicate in order of preference, the places where you most wish to work after completing your education. (Use 1st, 2nd, 3rd, 4th, 5th, etc)

Area	Order of Preference
a. Your home region	
b. Accra	
c. Kumasi	
d. Any large town or city in Ghana	
e. Any rural area in Ghana	
f. A particular place in Ghana	
g. Outside Ghana (eg. USA, UK, Canada, Japan)	
h. Other (specify)	

38. What reasons influenced your preferences in item 37?

.....

39. The following are some reasons why educated people leave Ghana for abroad/overseas after schooling. Please, indicate the degree of your agreement to each statement with respect to how appropriately you think it explains why the educated people leave Ghana for abroad/overseas.

REASONS	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
A rejection of social life in Ghana					
To take advantage of easily available job opportunities					
To further their education					
To take advantage of international respect and acceptance of certificates from Ghana to obtain work					
To seek economic prosperity					
For adventure					
A rejection of values in Ghana					
To be at a place where they can get very high benefits for their education					
To escape from unemployment					
To take advantage of work-study facilities to obtain higher qualification					
To escape from unrealistic family and social expectations from highly educated people in Ghana					
To take advantage of the short supply of skilled workers in the advance countries					
A rejection of political climate in Ghana					

40. Which three (3) reasons from the list stated in item 39 would influence your decision to travel abroad?
(State them in order of importance to you)

1st Reason

2nd Reason

3rd Reason

41. How would you describe the attitude of people leaving Ghana after obtaining their education to work abroad.

(a) Very Appropriate [] (b) Appropriate [] (c) Don't Know []

(d) Inappropriate [] (e) Very Appropriate []

42. The current structure of Education in Ghana can effectively produce the required manpower needs of the country.

(a) Strongly Agree [] (b) Agree [] (c) Disagree []

(d) Strongly Disagree [] (e) Don't Know []

Thank you very much.

APPENDIX C 1

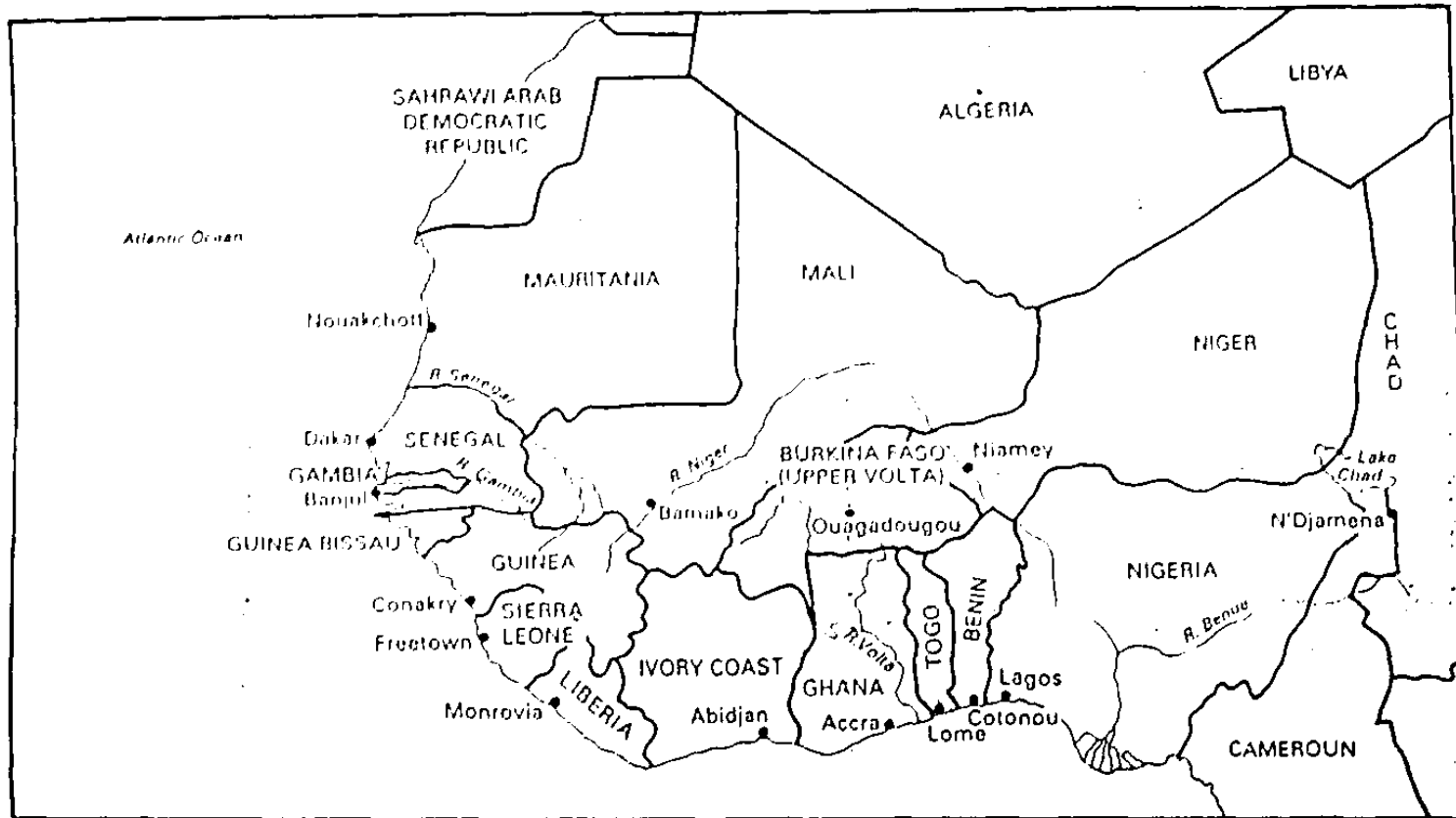


Fig. 2: Map of West Africa

APPENDIX C 2

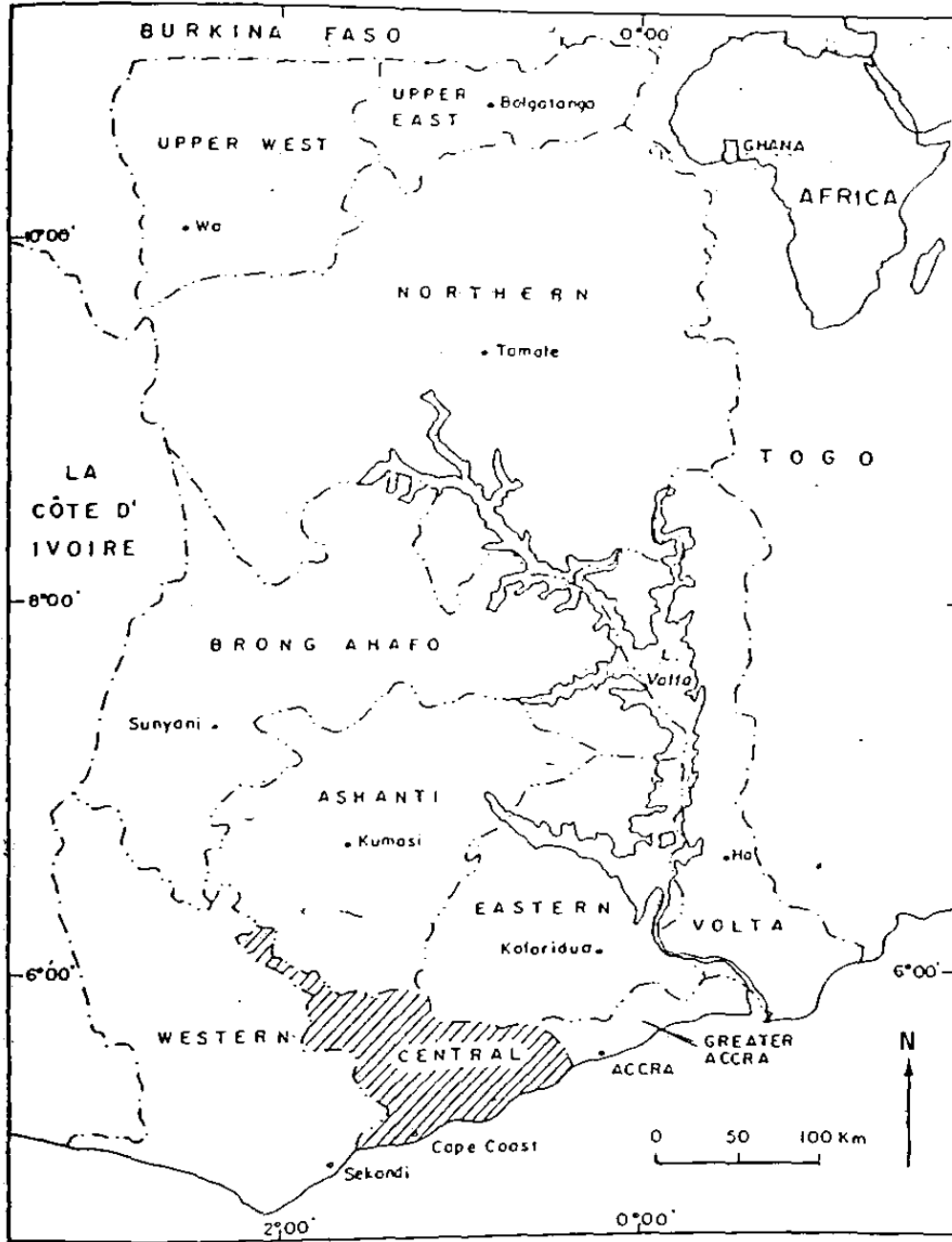


Fig. 3: Map of Ghana

APPENDIX C 3

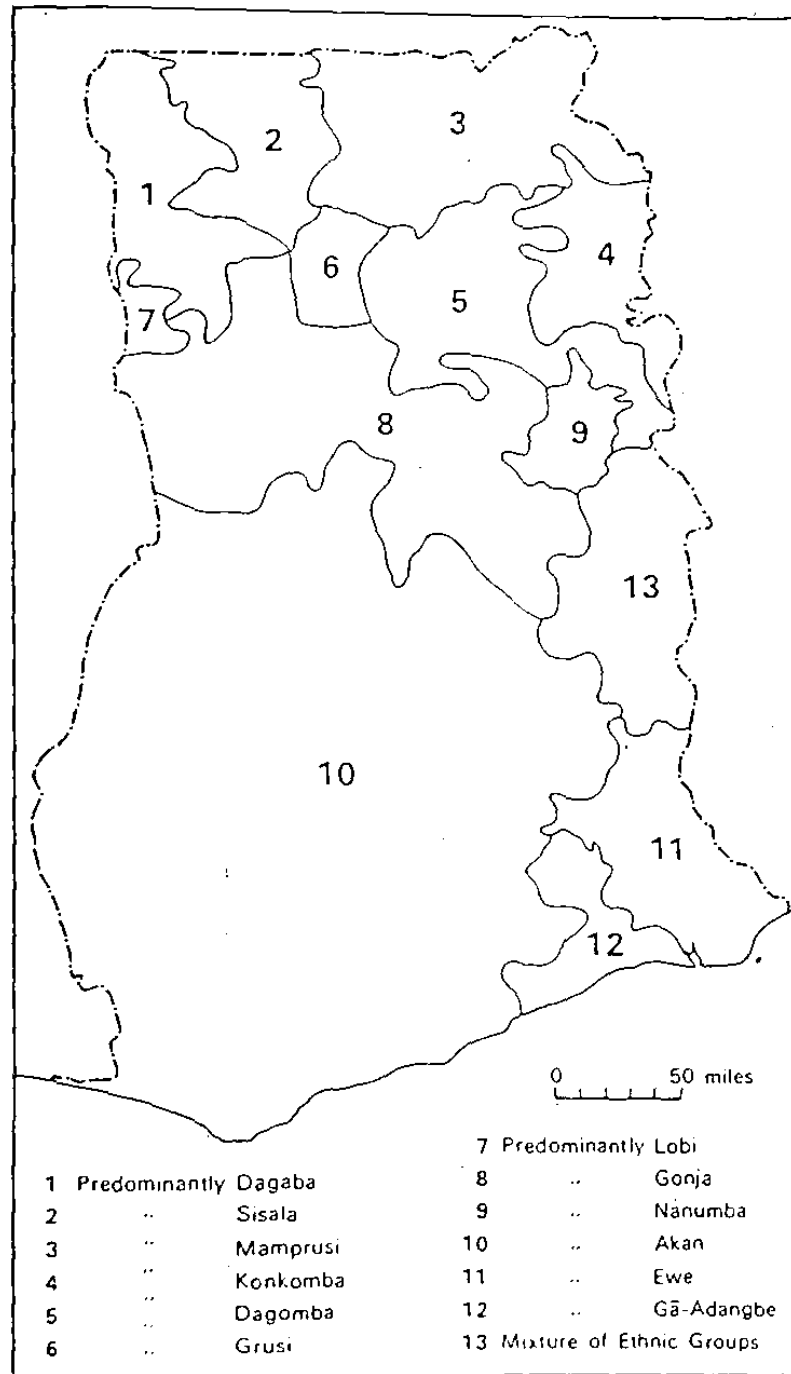


Fig. 4: Ethnic groups of Ghana