

UNIVERSITY OF CAPE COAST

DETERMINANTS OF CAREER INDECISION IN THE CAREER PATHS
OF SENIOR HIGH SCHOOL STUDENTS IN GHANA

JOY OLIVE BOYE

2020

BA (Arts).	JOY OLIVE AYEH	1997
M. Phil.	JOY OLIVE AYEH	2009
Ph.D.	JOY OLIVE BOYE (MRS)	2019

© Joy Olive Boye
University of Cape Coast

UNIVERSITY OF CAPE COAST

DETERMINANTS OF CAREER INDECISION IN THE CAREER PATHS
OF SENIOR HIGH SCHOOL STUDENTS IN GHANA

BY

JOY OLIVE BOYE

Thesis submitted to the Department of Guidance and Counselling, Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Guidance and Counselling

MAY 2020

DECLARATION

Candidate's Declaration

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

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

Name: Joy Olive Boye

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:.....

Name: Prof. Eric Nyarko-Sampson

Co-Supervisor's Signature: Date:.....

Name: Prof. Joshua A. Omotosho

ABSTRACT

The study sought to identify the determinants of career indecision among senior high school students in Ghana. This study employed the descriptive survey design. Data were collected using a four-point Likert-type scale questionnaire. Data analysis and presentation of results were done using Mean, Standard Deviation, Independent Samples t-test, Analysis of Variance and Pearson Product Moment Correlation. The study revealed that lack of career information, self-knowledge, decision-making fear and anxiety, peer influence, family influence, academic achievement difficulties and lack of career counselling worked as determinants of career indecision of Senior High School Students in Ghana. Also, peer influence, family influence and academic achievement difficulties were the most prevalent determinants of career indecision. It was also revealed that there were significant differences on the basis of gender as well as type of school, while there were significant relationships between career indecision and lack of career counselling, and also, between career indecision and academic achievement difficulties. It was recommended that the Ministry of Education and Ghana Education Service should institute and implement policies that would promote career planning, development and choice for senior high school students in Ghana. Another recommendation was that school counsellors should be sensitive to issues of peer influence, family influence, and academic achievement difficulties during counselling sessions for informed and effective career decision-making by senior high school students.

KEY WORDS:

Career Indecision, Career Paths, Determinants of Career Indecision, Senior High Schools, Students.

ACKNOWLEDGEMENTS

My gratitude goes to all those who in diverse ways have contributed ideas, suggestions, constructive criticism and encouragement during the study to make a success. In particular, I am greatly indebted to my Principal Supervisor, Prof. Eric Nyarko-Sampson and my Co-Supervisor, Prof. Joshua A. Omotosho both of the Department of Guidance and Counselling for their valuable suggestions, advice, commitment, support and patience with which they guided this work.

I wish to express my special appreciation to Mrs. Josephine Asmah for her timely encouragement and painstakingly, reading through my draft. My thanks also go to Anthony Sasu Ayisadu for his invaluable services to see this work through. I am indeed very grateful to him.

My thanks also go to my friends and siblings for their encouragement, and my dear mum who would always call to find out how far I have gone with the study.

Finally, this acknowledgement will be incomplete if I do not make mention of someone special, Mr. George Sowah Boye, for his unflinching support throughout this study. I deeply appreciate all his efforts for my sake.

DEDICATION

To my children, Naa Adjeley, Adjetey, and Adjorkor

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xiii
CHAPTER	
ONE: INTRODUCTION	1
Background to the Study	2
Statement of the Problem	14
Purpose of the Study	18
Research Questions	18
Research Hypotheses	19
Assumptions of the Study	20
Significance of the Study	20
Delimitation of the Study	22
Limitations of the Study	23
Definition of Terms	25
Organisation of the Study	26
TWO: LITERATURE REVIEW	28
Introduction	28

Conceptual Review	28
History of Career Indecision	28
Value of Career Indecision	31
Types of Career Indecision	34
Factors Associated with Career Indecision	37
Theoretical Review	52
Trait and Factor Theory	52
Person Environment Correspondence/ Theory of Work Adjustment	54
Holland's Career Typology Theory	55
Super's Life-Span /Life-Space Theory	57
Gottfredson's Theory of Circumscription and Compromise	58
Cognitive information Processing	60
Empirical Review	61
Gender Difference and Career Indecision	61
Parental Influence on Career Indecision	63
Lack of Information and Career Indecision	67
Anxiety and Career Indecision	70
Career Counselling and Career Indecision	72
Peer Influence and Career Indecision	73
Academic Achievement Difficulties and Career Indecision	74
Conceptual Framework	74
Summary of Review of Literature	77
THREE: RESEARCH METHODS	79
Introduction	79
Research Design	79

Population	82
Sample and Sampling Procedures	84
Data Collection Instrument	90
Pilot Test of Instrument	93
Validity and Reliability of Instrument	94
Ethical considerations	96
Training of Field Assistants	98
Data Collection Procedure	98
Data Processing and Analysis	99
Summary of Research Methods	101
FOUR: RESULTS AND DISCUSSION	102
Introduction	102
Analysis of Demographic Information of Participants	103
Analysis and Results of the Research Questions	108
Hypotheses Testing	124
Discussions	133
Discussion of Research Hypotheses	149
Summary of Results and Discussion	153
FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	154
Introduction	154
Summary	154
Key Findings of the Study	156
Conclusion	159
Recommendations	160
Implication for Counselling	163

Contribution to Knowledge	164
Suggestions for Further Research	165
Chapter Summary	166
REFERENCES	167
APPENDICES	
A: Opinionnaire for Senior High School Students	198
B: Career indecision inventory, questionnaire for Senior High School Students	199
C: Consent Forms	207
D: Helping manual on career counselling skills for school counsellors	208
E: Letter for ethical clearance	213
F: Letter of introduction	214

LIST OF TABLES

Table	Page
1. Distribution of Sample for the selection of Undecided Students	85
2. Classification of Ghana into Geographical Zones	87
3. Regional Distribution of Type of School	88
4. Sample for the Study	90
5. Reliability Co-efficient Scales of Instrument	96
6. Distribution of Participants by Gender	104
7. Distribution of Participants by Type of School	104
8. Distribution of Participants by Programme of Study	105
9. Distribution of Demographic Data by Gender, Programme of Study and Type of School	107
10. Rank Order of Determinants of Career Indecision	109
11. Means and Standard Deviations Distribution of Lack of Career Information as Determinant of Career Indecision	111
12. Means and Standard Deviations Distribution of Decision Making Fear and Anxiety as a Determinant of Career Indecision	112
13. Means and Standard Deviations of Self-Knowledge as a Determinant of Career Indecision	114
14. Means and Standard Deviations Distribution of Family Influence as a Determinant of Career Indecision	116
15. Means and Standard Deviations Distribution of Peer Influence as a Determinant of Career Indecision	118
16. Means and Standard deviations Distribution of Career Counselling as a Determinant of Career Indecision	120

17. Means and Standard Deviations Distribution of Academic Achievement Difficulties as a Determinant of Career Indecision	122
18. Skewness and Kurtosis Test	125
19. Independent T-test of Career Indecision against Gender	126
20. Shapiro-Wilk Test for Normality	127
21. Games-Howell test of Pairwise Comparison of Means	128
22. Shapiro-Wilk Test for normality	129
23. Skewness and Kurtosis Test for normality	129
24. Levene Test for Homogeneity	129
25. Relationship between Career Counselling and Career Indecision	130
26. Relationship between Academic Achievement Difficulties and Career Indecision	132

LIST OF FIGURES

Figure	Page
1. Conceptual framework for the study proposed by researcher.	75
2. Normality test of career indecision by gender	125
3. Relationship between Career Indecision and Academic Achievement Difficulties	132

CHAPTER ONE

INTRODUCTION

Career indecision has been an important construct in career education and counselling. Thus, it has attracted the interest and attention of researchers. It has been seen to impede career decision making and choice process of many individuals, especially students. Di Fabio, Palazzeschi Asulin-Peretz and Gati (2013) opine that career indecision appears to be a common experience among high school students who are contemplating their future working life. The term, ‘career indecision’ as defined by Burns, Morris, Rosseau and Taylor (2013) is the inability of an individual to select or choose an occupation. It has also been defined as either the lack of ability to arrive at a decision about one’s occupational future (Guay, Senecal, Gauthier, & Fernet, 2003) or the challenges and difficulties that emerge in arriving at the occupational decision (White & Tracey, 2011). These definitions of career indecision point to the fact that an individual is undecided because of his or her inability to specify an occupational interest or career path which may be as a result of a deficiency in information, in addition to a number of challenges beyond the individual’s control. The study examines the variables that put students in the domain of career indecision in the pursuit of their career paths. In view of this, this chapter gives an overview of the background study to the research problem, statement of the problem followed by purpose of the study, research objectives, as well as research questions and hypotheses. The chapter also dwells on the significance of the study, its delimitation, organization of the

study and concludes with operationalised definition of terms to be used in the study.

Background to the Study

Career and vocational guidance have been of great concern as far back as the late nineteenth and early twentieth centuries in the United States. The rise was as a result of the industrial revolution where there was a shift from agricultural based economy to a manufacturing and industrial processes economy. This led to a rapid increase in urbanization and occupational diversity (Herr, 2001). Hence, there were natural concerns of the need to strengthen vocational, educational as well as information as to how persons could identify and get access to jobs that are emerging. This changed the source of occupational information from families or neighbours to more formal mechanisms including rudimentary forms of vocational guidance which began to emerge in schools, in settlement houses, and in community centers. This provided the youth with assistance to realize themselves, namely to identify their interests, capabilities, skills, and talents and recognize the vocational opportunities available to them in the society and in line choose a vocation wisely.

The concept and the practice of work which have always been central to human survival (Makinde & Alao, 1987) characterized the early emergence of career guidance in the western world (Makinde & Alao, 1987). The ability of the human being to effectively relate and interact with his or her environment is dependent on his or her occupation or career. Tagay (2014) opines that the concept of career includes pre and post professional roles where individuals make various decisions and adopt professional roles over

the course of their career development. The profession may be appealing or uninviting to people at certain times of their career in terms of the qualification required and the benefits provided. Onyejiaku (2000) believes that;

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

This statement makes occupational choice a very vital decision making process of human life. This is because if it is not well done, and the individual is forced to take up any career or occupation because he/she is unable to decide well, or decide at all, it affects his or her morale in any occupation he finds himself or herself. Thus, when workers in any society, establishment or organization have low morale, the social setting is in danger of disintegration because workers are the most important assets of any establishment or organization and the society at large. This might have accounted for the early career guidance movement in the Western world. Measures were put in place to make it successful. There were legislation of Acts such as Vocational Education Act of 1917, Vocation Rehabilitation Act of 1920, and Career

Education Incentive Act of 1976. The main aim was to help workers find profitable and satisfying jobs or careers.

In Ghana, the educational reforms established in 1983 also stressed the need to equip the individual with a vocational skill after he or she has completed the junior high school and is unable to proceed to the Senior High School. Thus, vocational and technical subjects were added to the curriculum of the educational system at the junior high level. All these were geared towards assisting the individual in making effective and meaningful career choices that give him or her job satisfaction and self-satisfaction (Ayeh, 2009). Today, almost every senior high school in Ghana has a guidance unit and a coordinator to provide career guidance and counselling services, yet the researcher has observed that students are found wanting when it comes to making career decisions. The senior high school level of education marks a turning point for the adolescent with regard to career choice and development. It is at this stage that a majority of these senior high school students select their tertiary education programmes to conform to their future careers they aspire to settle with in life. The remaining few move into establishing a business, learning a trade or entering into apprenticeship to acquire a skill. According to Otuei (2017), it is actually a stage where the individual is faced with the reality of making a career decision. However, these are times that such individuals encounter challenges in making career decisions resulting in indecision.

The choice of a career has been an inevitable aspect of man's social life because it is actually a process of decision-making after the individual has gone through the stages of growth and development in life. Nyarko-Sampson

(2013) opines that career choice for the adolescent is a major decision in establishing a career path that may open up or close opportunities. This might have accounted for the situation of career indecision among the adolescent as they fear failing in their chosen career, thus closing a career opportunity for ever. Bandura, Barbaranelli, Capara and Pastorelli (as cited in Nyarko-Sampson, 2013) assert that this adolescent stage is a vital turning point since it requires making career decision or choice while in secondary school. Tagay (2014) posits that decisions made by adolescents concerning their education and career are some of the most important decisions they will ever make in their life.

Otuei (2017) aver that career decision-making creates direction and focus for the individual's vocational behaviour which more or less provide fundamental bases for the conduct of individual's life. Thus, opportunities available at any point in time in one's career depend largely on the outcome of previous decisions concerning what occupations to pursue, what training to obtain, which job offer to accept and what job assignment to seek (Otuei, 2017). Beach (2014) adds that understanding how these decisions are made is vital for problem solving, as well as effectively managing one's career. Individuals will definitely be prone to career indecision in circumstances where one does not firmly comprehend the basics that involve career decision-making.

In reality, career decision-making is the implementation of career plans, and adapting to organisational and institutional events (Osipow, 1999). This decision making is therefore a critical moment since the choice the individual makes influences almost every aspect of his or her life. In the

contemporary society, many young people, especially students face this problem of decision-making in the area of career choice. This can lead to off hand and wrong decisions with negative consequences for the single individual as well as for society, either from an economic or social point of view (Mung'ara, 2012). The decision-making of an individual is obviously related to the development of professional skills belonging to a specific didactic area and for this reason, students must select at first, a learning subject (Ricci & Boccardi, 2010). This is actually a decision-making problem stage for most individuals. Senior High School students of today need to become more career oriented and not limited to just looking for a job to do in order to earn a living. Thus, Senior High School students' decision making in career is characterized by exploring careers that will be compatible with their personal and psychological selves, and in addition match interest and goals with skills, abilities and temperaments conscious of availability of options (Nyarko-Sampson, 2013). The reason being that the process of developing person and vocational identity often require monitoring by a specialized professional, who is able to discriminate the various components of the process of choosing a profession above all, within a socio-cultural reality where transformation in the world of work are continuous and rapid.

Most often than not, the decision making process is left to the individual as far as his or her career choice is concerned. However, this becomes a difficulty as the individual may lack decision making skills. Ukil (2016) suggests that youth in under-developed and developing societies experience greater difficulty in decision making as many parents in those cultures do not simply allow their adolescents to make career decision. This is

a typical situation in our Ghanaian culture where a majority of parents decide career options for their children. Nathan and Hill (2006) believe that for the individual to be able to make an occupational decision he/she needs two main types of information and these are personal information and information about the nature of different jobs and work environments. According to Yesilyaprak (2013), high school students make the effort to access information about professions in order to make a decision about their future by discovering what classes would be best fit and what major they would like to pursue in higher education. Thus, bringing the question, who is to make such information available to the client? Again, Nathan and Hill (2006) indicate that the individual (client) is responsible for searching information about jobs and work environments whilst the counsellor assists the client towards sources. In other words, the responsibility for decision-making is therefore with the client, whilst the counsellor is responsible for facilitating the process. Even though it is the responsibility of the individual to make the decision, he/she is unable to do so and this is believed to stem from the fact that the individual lacks occupational information on which to base a decision. An inability to make a career decision is more likely to stem from other causes (Nathan & Hill, 2006).

Nathan and Hill (2006) outline some decision-making problems presented by clients as they present themselves for counselling in occupational choice. These include:

1. The level of satisfaction with self is central to the ability to make a decision. Raising self-awareness through career counselling can contribute to building self-esteem.

2. Some clients present as not knowing who they are “I think I don’t know my strength and weakness”. Lack of a well differentiated self–concept may be “normal” for an adolescent client’s life stage, as adolescents are likely to be separating psychologically from their parents and developing an independent identity as adults (Nathan & Hill, 2006). Many adults lack a clear self-concept.
3. Pressure from third parties (most frequently partners, parents, teachers or peers) to follow a particular career direction.
4. A conflict between different parts of the self, for example, the creative self and the conventional self. Such a conflict may reflect values introjected (that is accepted unquestioningly) from parents.
5. Fear of taking risks. It is better to have the self-image of a person who has the potential to be a success than to take the task of trying but failing and therefore having the self-image of a failure.
6. Not taking responsibility for making decisions: people constantly seek advice from others and therefore, always have a convenient scapegoat if the advice works badly for them.
7. A conflict between career needs and personal needs. Women are particularly subjected to pressures to marry and start a family but clients of either gender may face problems in making career decisions because of conflicts between home/ family needs and career needs.
8. Fear of success operating simultaneously within a fear of failure, leading to paralysis.

These decision making problems make career decision making trying moments for most people, especially the adolescents. Kavas (2011) states that,

university years, when students have to make decisions regarding employment and education, are crucial with respect to career decision-making process. This is because students may not have processed enough relevant information before the senior high level to warrant an actual decision-making process. Choosing a career is an important step that affects the life course (paths) of students (Gati & Asher, 2001). Students' career choice may fulfill their expectations in life, values, needs, interests and achievements and hence, influence their quality of life. It has a lifelong consequence for the individual's vocational future, psychological and physical well-being, and social acceptance (Mann, Harmoni, & Power, 1989). It is also of importance to the economic status of the country (Tagay, 2014).

However, it has been observed that the inability to make a career decision is prevalent in Senior High Schools in Ghana, which is the interest of the researcher. Many students are unable to make a decision about the career they wish to pursue in order to fulfill their goals in life, a state that is referred to as career indecision. Kelly and Pulver (2003) and Taylor (1982) posit that one of the common presenting problems for students seeking counselling at university counselling centers is career indecision. This is not peculiar to university students alone but students in the Senior High Schools, and junior high schools as well as those who have to choose programmes in their transitions into Universities and Senior High Schools based on their career interests. It is believed that these students might have carried the problem over from their senior high or secondary schools. Walker and Tracey (2012) believe that the career decisions made by individuals always direct them to important occupational outcomes in the future.

Unfortunately, most individuals are unable to perform easily the task of career decision-making. It is a difficult stage for such individuals. These difficulties in the career decision process lead to three major possible consequences as indicated by Chen and Liew (2015). These decision-making difficulties include (1) the possibility for individuals to transfer the decision-making to others and refrain from deciding themselves, (2) failure in achieving the optimal career choice due to the delay in decision-making and (3) temporary unemployment. These difficulties put some individuals into a state of what is known as career indecision which is the focus of the study of this research.

Career indecision, according to Osipow (1999), is a major concern for career psychologist many years now and which has captured the attention of many researchers due to its financial and psychological costs (Bertz, 1992; Osipow, 1999). With its inception, it focused on the problem of career decision-making of students, but cut across a broad spectrum. This is as a result of increased frequency of events that require people to revise their career decisions over their life span (Osipow, 1999). Osipow (1999) further posits that instead of facing the need to make a career decision only during late adolescence and early adulthood, revised career plans seem to be needed at a variety of life transitions and these transitional stages pose the potentiality for career indecision to occur. Gonzalez (2008) states in relation to Super's (1990) theory of career development that the secondary school student is at the exploratory stage of career development which requires crystallizing and specifying occupational preferences, while also making preliminary decisions about occupational choice. However, students who miss the exploratory stage

find themselves in a state of career indecision. The Ghanaian Senior High School student is not left out of this transition stage as he/she prepares to transit from the senior high stage to a tertiary stage, a crucial moment of career decision making in order to move onto the career path. This stage, most often than not is characterized by confusion and distortion about career thus, putting most of them in a state of career indecision.

Career indecision is not a new thing in the field of career counselling as prior to the 1960s, one of the most frequent problems students presented to career counselling was their inability to decide on a career. Cheung et al (2014), and Creed, Fallon and Hood (2009) stipulate that career indecision contributes negatively to the well-being, vocational life and social state of young adults. The term, career indecision has most of the time been used to refer to problems that are associated with career development, specifically problems in making career related decisions. Career indecision is seen as a developmental problem with the career maturation process “that result from a lack of information about self or the world of work” (Chartrand, Martin, Robbins, & McAuliffe, 1994, p.55.). According to Hawkins–Breaux (2004), it is “a point in the career development process when an individual must take action on a course or direction for the future, and for a number of reasons, he or she cannot move forward in the process” (p.20). More so, career indecision is defined by Callahan & Greenhaus (1990), as “inability to select a career goal or having selected a career goal, to experience significant feelings of uncertainty about the goal” (p. 30). Mitchell and Krumboltz (1984), and Mau (2004) have described students as undecided if they have not chosen or declared their college major, if they reported that their certainty about

vocational choice was low, if they could not name career choice, and if they were unable to articulate career goals. To them, career indecision has also been applied to the range of problems and difficulties students encounter during the career decision process. It has been estimated that between 10 percent and 30 percent of college students could be classified as undecided (Larson, Burtler, Wilson, Medora, & Allgood, 1994).

Larson et al (1994) further states that career indecision might be considered as a normative phenomenon which is close to age and educational level of the individual, that is to say, younger and less educated individuals are more likely to fall within the scope of career indecision. Therefore, one can conclude that career indecision is the state of the individual being unable to make an informed career decision as expected of him/her. Most students in Ghana find themselves in the situations described above and therefore there is the need to investigate the various variables responsible for career indecision among students.

The issue of finding out the possible causes or factors of career indecision became an interest to many researchers. Career counsellors were also interested in helping individuals who are undecided about options. This led to a large volume of literature that dwelt on the factors responsible for career indecision. Lack of career education results in career indecision (Ukil, 2016). Therefore, for high school students to be career undecided, it implies that high school students may not be receiving adequate or appropriate information. Many studies conducted earlier indicated that career education affects adolescents positively to make career related decisions (Hughes & Karp, 2004; Reese & Miller, 2006). Studies on career indecision have proved

that personal characteristics are possible factors affecting decided and undecided students with regards to their career (Kavas, 2011).

Holland and Holland (1977) proposed that indecision lies in the difficulty of personal and vocational identity. As cited by Osipow (1999), difficulties result from issues related to vocational identity, occupational information, and career barriers (Holland, Daiger & Power, 1980). Gati, Krausz and Osipow (1996) are of the view that factors resulting in career indecision are of two forms that is, those occurring prior to the beginning of the decision-making process and those that occur during the process itself. Therefore, the factors that occur prior to the decision making process is lack of readiness which results from lack of motivation, indecisiveness, and those that result from belief in dysfunctional myths about career decision-making. Factors that arise during the decision making process are categorized into lack of information about the self, and occupations about the career decision making process itself (Osipow, 1999). In addition, career indecision has been measured in relation to locus of control (Fuqua & Hartman, 1983; & Taylor, 1982), anxiety (Neuman, Fugua & Murher, 1990), self-efficacy (Bertz & Klein-Voyten, 1997; Taylor & Bertz, 1983), vocational maturity (Fuqua, Blum, & Harman, 1988), irrational beliefs, fear of success (Taylor, 1982), self-esteem (Creed, Patton & Bartrum, 2004) identity formation (Tokar, Withrow, Hall & Moradi, 2003), perfectionism, fear of commitment (Leong & Chervinke, 1996) and pessimism (Saka & Gati, 2007).

These are the numerous factors that may put an individual or a student in the undecided (indecision) state in his/her career path. Thus, the student who is undecided seem to be more anxious, dependent, externally controlled

and have lower self-efficacy than the decided student (Kavas, 2011). Apart from personality factor being identified as playing role in career indecision of the individual, family issues have also been seen as culminating factor. This is evident in the works of theorists such as Bratcher (1982), Roe (1957) and also efforts of researchers notably; Blustein, Walbridge, Friedlander and Palladino (1995). Lopez and Andrews (1987) have also asserted that the family is a significant factor working against career indecision.

It can be concluded to some extent that efforts made by early theorists and researchers towards career choice and development were aimed at helping the individual to make meaningful career decisions. This is evident in the formulation of theories and the propositions of models to help counsellors guide individuals towards a particular career goal. However, not all individuals benefit from these and so are unable to make career choices. Many efforts were made to identify factors that account for this indecision in many parts of the world. These determinants of career indecision were identified in a cultural domain different from that of the researcher. The researcher therefore deemed it appropriate and important to ascertain some of these variables as influencing career indecision among Senior High School students in Ghana, the cultural domain of the researcher.

Statement of the Problem

Deciding on a career for most Senior High School students becomes a daunting task as it is characterized by distortion, confusion, stress, and fear of not being able to make the right choice, thus leading to failure as this crucial career decision they make, should conform with their secondary and tertiary programmes of study. Goliath (2012) asserts that young adults and adolescents

(of which our Senior High School students fall within) may experience high level of stress when they are expected to make decisions pertaining to a desired career. Faoud and Byars-Winston (as cited in Goliath, 2012) opine that not all young people make career decision early at this stage and many may experience episode of indecision before settling on a career path. For students in Ghana, the situation is worse as they transit from the Senior High School level to the tertiary level where they are faced with a lot of challenges such as choosing a programme of study that corresponds with their career aspirations and in addition, the lack of efficacious career education for Senior High School students .

Anecdotal reports from some Senior High Schools such as Adisadel college, Academy of Christ, Yaa Asantewaa, Prempeh college, Sunyani SHS, Notre Dame SHS, St Roses SHS, Achimota School, Presbyterian Boys SHS and OLA Girls around the country, had their school counsellors indicating that about fifty percent (50%) to sixty percent (60%) of the cases Senior High School students present for counselling are related to career indecision which resonates the proposition made by Gianakos (as cited in Creed et al., 2006; & Goliath, 2012) that approximately 50% of problems students experience is career indecision. The reason being that they may be deficient in self-knowledge, occupational knowledge, coupled with lack of decision making skills. In the process of achieving their career goal, students are bedeviled with challenges that emanate from their transition from the junior high level to the senior high level and also, adapting to the new academic environment. Students at this level are dependent on their parents and significant others when it comes to decision making. For instance, a majority of students at the

junior high level have their parents and teachers deciding on the programmes they should pursue at the senior high level. Thus, this attitude of making decision-making the responsibility of parents and significant others put a lot of Senior High School students in a state of indecision when it comes to choosing a career themselves. The unemployment rate that has swelled up in Ghana is as a result of the absence of effective career guidance and counselling activities in our Senior High School.

A Director of pre-tertiary education of the Ghana Education Service speaking at a career seminar organized by Kareer Education Network (KEN) an NGO, asserted that the absence of career counselling compelled students to pursue goals and careers that they are not passionate about and end up failing in their chosen careers, rendering such students jobless (Ghana News Agency, 2011). This implies that counselling in schools concentrate more on the components of educational and personal-social guidance making the component of vocational guidance unutilized as a majority of students are undecided in their career aspirations. Many Senior High School students in Ghana will definitely continue to pursue higher education making the problem of career indecision a more serious issue to look at. The question therefore is, “what are the determinant variables responsible for career indecision among Senior High School students in Ghana?”

A variety of studies have been undertaken in Ghana in the area of career education and choice. Ocansey (2005) investigated the relevance of public secondary school students’ career aspirations to the manpower needs of Ghana and found that gender, form and family influence career aspirations of secondary school students, whilst Owusu-Ansah (2004) found that

entrepreneurship education had positive impact on career intentions and aspirations of tertiary education students in Ghana.

Ayeh (2009) applied the accident theory of career choice to workers in the Cape Coast Municipality, and found that an individual's level of education affects his or her career aspirations. Other studies have also explored how demographic and other variables have influenced Senior High School students' aspirations for entrepreneurial careers in Ghana, and using Social Cognitive Theory as a counselling strategy for improving Ghanaian secondary school students' aspiration for entrepreneurial careers (Nyarko-Sampson, 2013; Omotosho & Nyarko-Sampson, 2013; Omotosho, Nyarko-Sampson, Owolabi & Adeoye, 2014). Otuei (2017) conducted a study on career decision-making difficulties of senior high school students in Koforidua Municipality and found that indecisiveness and lack of information are the difficulties students face in career decision-making. Otu (2015) investigated on the concept of wealth in career choice and found that youth career decisions are based on limited factors such as wealth, specifically money, housing and other fringe benefits that they presume they might get.

Although career education and choice have received a considerable research attention in Ghana, to the best knowledge of the researcher, it appears the aspect of career indecision has been left unattended. Existing literature indicates that most of the works carried out already have been conducted in developed countries and these countries have their own cultural domains which are different from what persist in Ghana. This has made it timely and imperative for a study of this kind to be undertaken in Ghana to know what

exist here most especially, among Senior High School students in Ghana who are believed to be more prone to career indecision in their career paths.

Purpose of the Study

The primary aim of the study was to ascertain the determinants of career indecision among Senior High School students in Ghana. Specifically, the study tackled the following objectives:

1. To determine the most prevalent determinants of career indecision of Senior High School students in Ghana.
2. To determine whether lack of career information, decision-making fear and anxiety, self-knowledge, family influence, peer influence, lack of career counselling and academic achievement difficulties determine career indecision of Senior High School students in Ghana.
3. To ascertain gender influence on career indecision among Senior High School students in Ghana.
4. To determine whether type of school affects career indecision of Senior High Schools students in Ghana.
5. To examine whether academic achievement difficulties relate to career indecision in Senior High Schools in Ghana.
6. To examine the relationship between lack of career counselling and career indecision in Senior High Schools in Ghana.

Research Questions

The following questions were posed to guide the conduct of the study:

1. What are the most prevalent determinants of career indecision of Senior High School students in Ghana?

2. How does lack of career information influence career indecision of Senior High School students in Ghana?
3. How does decision-making fear and anxiety influence career indecision of Senior High School students in Ghana?
4. How does self-knowledge influence career indecision of Senior High School students in Ghana?
5. How does family influence determine career indecision of Senior High School students in Ghana?
6. How does peer influence determine career indecision of Senior High School students in Ghana?
7. How does lack of career counselling influence career indecision of Senior High School students in Ghana?
8. How do academic achievement difficulties influence career indecision of Senior High School students in Ghana?

Research Hypotheses

The following hypotheses were postulated to further guide the conduct of the study:

H₀1: There is no significant difference in determinants of career indecision of Senior High School students in Ghana based on gender.

H_A1: There is significant difference in determinants of career indecision of Senior High School students in Ghana based on gender.

H₀2: There is no significant difference in determinants of career indecision of Senior High School students in Ghana based on type of school.

H_A2: There is significant difference in determinants of career indecision of Senior High School students in Ghana based on type of school.

H₀3: There is no significant relationship between lack of career counselling and career indecision of Senior High School students in Ghana.

H_A3: There is significant relationship between lack of career counselling and career indecision of Senior High School students in Ghana.

H₀4: There is no significant relationship between academic achievement difficulties and career indecision of Senior High School students in Ghana.

H_A4: There is significant relationship between academic achievement difficulties and career indecision of Senior High School students in Ghana.

Assumptions of the Study

The study was conducted based on the following assumptions:

1. Students are exposed to career guidance and counselling services.
2. School counsellors and guidance co-ordinators are assumed to possess some level of professionalism and competence to assist students in making career decisions.
3. Students are expected to make their own career decisions.
4. All Senior High Schools in Ghana have counselling centres stocked with the needed resources.

Significance of the Study

The outcome of the study may indicate all the variables that determine career indecision with its most prevalent ones, as well as show the extent to which each variable affects Senior High School students' status of career indecision. The study may inform curriculum planners in the Ghana Education

Service to strengthen and ensure that co-curricular activities in schools are strictly adhered to, in order to help generate career information, readiness and choice of students at the transition period of selecting programmes of study into the next stage of their educational ladder. Through the Ministry of Education and Ghana Education Service, it may give government the knowledge of providing the necessary resources and funding to enhance and develop the aspect of career counselling in the counselling unit systems in schools and also to sensitise students in matters of career decisions.

Furthermore, the outcome of the study if published, may inform as well as serve as an eye opener to parents, mentors, teachers and friends who play advisory role in decision making of students to know the best forms of directing and guiding them in their career pursuit. Specifically, it may inform them to take into consideration the student's needs, interests, values and capabilities. It is hoped that counsellors will not be left out of the study's benefit since it may give them insight into areas that need much attention in rendering their guidance and counselling services to students. For instance, it may help them to pay particular attention to students' career needs and counselling which most of the time receive little or no attention. It may help strategise interventions suitable to help the Ghanaian student who is career undecided. It may help counsellors to equip themselves with relevant skills to facilitate students' career planning and development.

It is hoped that the findings of the study may provide further insight to counsellors, teachers and career practitioners in Senior High Schools when assessing career indecision, planning, preventive and remedial programmes and interventions for students with career indecision. Senior High School

students may receive attention and guidance from school counsellors to help them overcome their career decision-making difficulties. Senior High School students may see the need to seek career advice and counselling. Finally, the study may add to existing literature in the area of career indecision. It may be the basis for generating studies in the area of career indecision in Ghana.

Delimitation of the Study

The concept of career indecision paved the way for many research works in this area to ascertain its causative elements and to devise intervention strategies to solve the situation. It is important for every individual to make an effective and meaningful career decision in order to adjust to the evolving socio-economic conditions and to function well in his or her society since such a decision has life implications. There were many variables that the researcher could investigate pertaining to career indecision. However, the interest to investigate the seven variables (lack of career information, self-knowledge, decision-making fear and anxiety, family influence, peer influence, academic achievement difficulties and lack of career counselling) was the sole prerogative of the researcher believing that such variables were more likely to affect the career indecision of the Senior High School student in Ghana.

The study was further delimited to public Senior High Schools in Ghana specifically, students in Senior High School two (SHS2). The reason for selecting SHS2 was because they possessed all the characteristics in relation to career that the researcher requires to conduct the study. Besides, they fall within the adolescent age group (15-20) and this stage of adolescence is characterized by a period of exploration where they begin to explore careers that are compatible with their personal and psychological beings. Again, their

age bracket is the stage of early or young adolescence which is the formative stage which also goes along with career immaturity and normally, characterised by less education, career decision-making difficulties such as low awareness of vocational interests, abilities and indecision. However, public vocational and technical senior high schools were not included in the study because these schools are perceived to be career oriented.

Furthermore, at the time of collecting data, they were likely to be in school. In addition, looking at the time frame for the completion of the research, it was not achievable to include the other forms. Thus, selecting Senior High School students in the second year gave the researcher the advantage to work within the frame of time. Finally, a single study of this nature cannot cover an entire spectrum of a problem (looking at the number of variables involved) hence, it is prudent for this study to concentrate on selected aspects of the problem which are lack of information, self-knowledge, decision-making fear and anxiety, family influence, peer influence, academic achievement difficulties and career counselling. This influenced the selection of the variables for the study.

Limitations of the Study

According to Best and Kahn (2006), limitations are conditions beyond the control of the researcher which place restrictions on the conclusions of the study and their application to other situations. Though the present study revealed a number of interesting findings, it encountered some limitations. These are:

The current research focused on Senior High School students in the public sector, hence, limiting the generalisability of the findings. As such, not

all the year groups were involved, and therefore, the findings may not represent career indecision experiences of the other year groups that form the same category of students.

The instrument used in gathering data was a self-reported instrument which may lead to biased responses. This is because the results were based on the perceptions and insights of the participants and also, the researcher could not have a means to check whether participants were responding truthfully since there is the probability of some participants falsifying their responses. Using the Likert Scale, participants were restricted to only the options provided and thus, had no chance to add any other comments about the issue under investigation.

Quantitative approach was used to obtain information, however, not all the options of the questionnaire were completed by participants. According to Zutshi, Paris and Creed, (2007) incomplete questionnaires negatively impact the research results as it may reduce the usability of the study. All incomplete questionnaires were screened out of the final analysis. These are questionnaires that did not indicate gender and type of school and so were considered undesirable since using them would affect the outcome of the study.

Instrument construction, data collection and analysis are bound to have some form of biases. Therefore, to overcome such biases, the instruments were given to experts for scrutiny and all ambiguous statements were refined. Besides, the instruments were pilot tested and reliability established before using for the main study.

Definition of Terms

The underlisted terms are operationally defined in the study.

Academic Achievement Difficulties: refers to the failing grades or course, repetition, poor performance in a particular subject or programme of study, not having interest in choice of programme and being a good achiever in all fields and so not having a particular interest.

Career Decision Making: refers to the process of making informed career choices on the basis of one's personal knowledge, skills, as well as occupational alternatives and information that one has.

Career Counselling: involves a counselling process provided by a trained individual, professional or career counsellor that focuses on helping students make career decisions that eventually help them function more effectively in the academic and career realms. It involves all the career guidance services that are supposed to be offered to students to enable them make informed and effective career choices.

Career Indecision: is the inability of an individual to select or choose an occupation.

Career Information (career knowledge): is the knowledge about the various occupational options, fields, as well as their requirements in terms of education, training and job fit.

Career Paths: refer to the paths of career development which an individual follows through the stages of educational acquisition.

Decision-Making Fear and Anxiety: are the negative thoughts, fears or worries an individual entertains when confronted with decision-making resulting in no decision taken.

Determinants of Career Indecision: refers to all variables indicated to be responsible for career indecision of students within the scope of the study.

Family Influence: deals with the interference of parents and other family members in connection with family beliefs such as, religion and ethnicity that affect the career decision-making of the individual member of the family.

Peer Influence: is the level of attachment of individuals to their peers and the influence on the individual's overall psychological adjustment and self-esteem in the decision making process of a career choice.

Self-Knowledge: refers to the ability of the individual to identify and appreciate physical characteristics, personal interests, abilities and skills, talents, strengths and weaknesses.

Senior High School Students: refer to all second year students in Senior High School level of education in Ghana and falls within the mid to late adolescent stage of life.

Type of School: deals with gender biased schools in terms of all boys' school, all girls' school and mixed school.

Organisation of the Study

The study was organised into five chapters. Chapter One provided an overview of the background to the study which served as the basis for the entire study. This was followed by statement of the problem and objectives addressed as well as purpose of the study, and research questions and hypotheses answered and tested. The chapter was concluded with the significance and delimitation of the study.

Chapter Two focused on the review of related literature. It discussed comprehensively, conceptual review basically on history of career indecision,

types of career indecision, values of career indecision, factors influencing career indecision and a review of some theories of career choice and development. Empirical studies is reviewed on lack of career information and career indecision, self-knowledge and career indecision, decision making fear and anxiety, peer influence and career indecision, career counselling and career indecision, gender and career indecision, and academic achievement difficulties and career indecision.

Chapter Three worked on the methodology highlighting the research design that was utilised to execute the research. It also looked at sampling procedures, instruments for data collection, its validity and reliability, and finally, statistical tools for analysis of data. Chapter Four reported on the results stemming from the analysis of the data obtained from the field work. This was complemented by discussion of the results making reference to studies that support the findings of the current study.

Chapter Five focused on the summary of the study, key findings, conclusions, recommendations, and implication for counselling. It ended with suggested areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The researcher aimed at identifying determinants of career indecision of senior high school students in Ghana. This chapter presents a review of theories of career choice and development and decision-making. In addition, it reviews related literature on all the issues and variables that are relevant to the study. Thus, it provides the conceptual review, theoretical review, empirical review and conceptual framework, as well as give a summary of the literature review and indicting the gap in literature.

Conceptual Review

History of Career Indecision

Career indecision became a great concern to psychologists in the 1930s with the population of interest being students since they were dichotomously characterized as decided or undecided. What triggered this interest was the fact that students frequently presented problem of career indecision to career counsellors (Osipow, 1999). As it began it gradually focused on career indecision of students but soon became a life spectrum as a result of the increased frequency of events requiring people to revise their career decisions over their life span (Osipow, 1999). Thus, the issue of career indecision was not a problem peculiar to students alone but all who aspired to have a vocational identity. Osipow (1999), also stated that since people faced the need to make a career decision only when they were in their late adolescence

and early adulthood (that is, even if such a situation existed), revised career plans seemed to be needed at a variety of life transitions. This was because each of these transitions posed the potential for career indecision to occur. Maree (2016) differentiates between two broad groups of people facing transition points which are likely to result in career indecision. The first group of people are those who encounter indecision when they are to make a 'natural' transition or face a 'natural' crossroads that require career-related decisions. Such decisions include having to select particular subjects, a type of school, a field of study, a tertiary training institution, or a specific employment opportunity. The second group are those who begin to question whether the choices they made in terms of, for example, a school, a subject set, a field of study, a career, or an employer is the 'right' choice. Thus, awareness of this lifelong need increased further the need to develop ways of assessing and intervening in career indecision (Osipow, 1999, & Maree, 2016).

As indicated by career research, 1937 scholars and researchers such as E.G Williamson and John Gordon Darley published the results of their investigation of decided and undecided career students in terms of academic commitment and achievement which indicated no significant difference. However, Williamson (1972) proposed that there were many causes of career indecision such as fear, lack of aptitude and emotional instability (of which has been the focus of some researchers of career indecision today). In 1969, Leonard Baird published results of his findings on career decided student and career undecided students whose findings also indicated no significant difference but he opined that undecided students be made known of their

undecided status as being normative as well as they not being academically inferior to students who are career decided.

During the 1960 and 1970s, research on career indecision still focused on the issue of whether career decided individuals differ from those who were career undecided. It was believed that being able to hypothesise the difference would be of valuable information to counsellors in finding the best way in assisting clients with career undecided status. Continuous research could not reach a consensus of the significant difference between decided students and undecided students while some researchers found no difference, others found undecided career students to have higher attrition rates, lower academic achievement, and lower self-esteem. These researches brought about contradictory findings of which were attributed to the failure of researchers to distinguish between developmental career indecision and chronic career indecision. Much of the investigations on career indecision that followed were on multiple variables such as personality factors, aptitude, cultural norms, and attachment style behaviour to career indecision.

According to Osipow (1999), although career indecision was a problem students presented to counsellors, there were no standardized forms of measuring the degree or the nature of career indecision. The only way to do so was to ask respondents to use a likert-type scale to rate their status with respect to some few questions about their degree of decidedness. Moreover, little was made to differentiate between indecision and indecisiveness. Now, career indecision is viewed as a developmental stage through which individuals may go through on their way to reaching a decision in their career. Marcionetti and Rossier (2016) stipulate that it can be a normal or positive

developmental experience that allows youngsters to explore different options, but this can eventually lead to a major issue if it exists for too long, restricting the career decision-making process. Therefore, career indecision is seen as an intermittent situation of the student as he or she goes through stages of transitions. The interest of career indecision heightened in the 1960s and 1970s in order to better assess counselling outcome and reduction of career indecision and this has generated a lot of study in this field.

Value of Career Indecision

There are many factors that could possibly relate to or be associated with career indecision, whether it is highly experienced by young adults contemplating a career move or tertiary level students not being able to select a career or academic major. Literature often predicts how many factors influence individuals and how these factors relate to raise career indecision levels amongst individuals. However, there is value in career indecision and this should not be avoided. Hall (2005) asserts that indecision is normal, and that it may allow an individual to do more research, consider an alternative career path more carefully. Besides, it allows the individual to think about the decision that needs to be made.

Some individuals are prone to experiencing a broad array of interests and as a result, they may experience levels of career indecision. A large number of experts have advocated that individuals adhere to a single choice pertaining to a career yet, some individuals may have multiple career interests and this should not be regarded as problem (Hall, 2005). A boundless career encourages individuals to consider other jobs in various functions, multiple

organizations and other fields. Furthermore, Hall (2005) is of the view that “rigid career roles can stifle and dead end a career” (p.15).

With the rapid transitions that are taking place, and the world of work becoming globalized with developments and improvements to careers, the changes definitely have implications on the traditional order and structure of careers (Goliath, 2012). When individuals feel as though they have more than one career interest, they can explore their interests and equip themselves. Resulting in the varying career interests, they may have an advantage above others whereby they will be able to adapt to the flexible and multi skilled labour market. The new trend of work seen as the boundless career becomes pivotal to be multi-talented and to have more skills and not to just settle as a specialist in a certain field.

According to Peterson and Gonzalez (2005), career indecision is normal and the career decision making process should include all considerations for those things that are uncertain. In making a career decision, an individual should weigh up all the pros and cons for career alternatives. Being undecided is acceptable as it encourages the individual to do further research and to pay attention to other aspects related to the job (Goliath, 2012). However, this may lead to psychological stress or irrational beliefs (Peterson & Gonzalez, 2005). Sometimes, it is necessary to compromise for a career in order that the individual may be able to understand what is desirable and attainable (Gati, 1998; as cited in Hall, 2005). A career choice may fulfill the individuals’ needs, values and interests and influence their quality of life. Campagna and Curtis (2007) propose that a career choice is one of the most

important aspects of an individual's development and personal happiness (Campagna & Curtis, 2007).

Hall (2005) believes that life is a learning experience and sometimes, individuals may discover that their first career choice is not the best choice. This process offers individuals the opportunity to refine their interest, gain experience and learn more about themselves. Many researchers maintain that career indecision is a factor of the career decision making process. The decision making process as is a process that could be looked at as a developmental process for individuals (Osipow, 1999). As individuals go through the process of decision making, preferably, with the guidance of a professional career counsellor, they will have exposure to gathering information of one-self and explore career alternatives (Mbwale, 2004).

Morgan and Ness (2003) explain that the process of gathering information about career alternatives is known as career exploration. Career exploration is described as self-evaluation and external activities that provide individuals with information to progress in the selection of, entry into and the adjustment to an occupation. The pivot of career exploration is to collect and analyse career related information to enable the individual to make effective career related decisions and reduce career indecision (Goliath, 2012). The term career indecision is focused on and attention is given to the negative societal connotations of being undecided (Beerlall, 1997) and because of the negative description of the career decision making process as is implied, some researchers who have studied the construct of career indecision have termed it "developmental indecision".

Types of Career Indecision

Categories of career indecision have been found and the purpose is identifying the category of an individual with career indecision. According to Peng, Johanson and Chang (2012) literature on career indecision can be classified into two general categories, the first focusing in the sub types and the second focusing on the understanding of related factors. This helps to aid in the intervention process which in turn brings about positive outcomes. In view of this, two main types of career indecision were identified by Dysinger (1950) as developmental indecision (Krumboltz, 1992) and chronic indecision (Guay et al. 2006). Callanan and Greenhaus (1992) have identified additional two namely; hyper vigilant indecision and vigilant indecision (as cited in Goliath, 2012).

Developmental Career Indecision: This category of career indecision is known as ‘developmentally’ normal resulting from a lack of information about oneself and of the world of work (Gauy, Ratelle, Senecal & Deschenes, 2006). Students who experience developmental indecision should experience a decrease in indecision over time as they gather information about themselves and the world of work. Taylor (2007) asserts career indecision viewed as developmental can be useful in motivating individuals to explore numerous career options and engage in goal directed behaviours. Cohen, Chartrand and Jowdy (1995) conducted a study to group individuals into the two categories of career indecision namely, developmental and chronic. The study used four psychological characteristics in making the distinction, which are career choice anxiety, generalized indecisiveness, need for career information and the need for self-information. The results of the study revealed that

developmentally undecided individuals have moderate levels of career choice anxiety, low levels of generalized indecisiveness, high need for career information and moderate need for self-information. Individuals with developmental career indecision may benefit from brief and focused interventions, with regard to the goal of providing information to assist them in making a career choice.

Chronic Indecision: Chronic indecision is known as a pervasive inability to make a decision about a career (Gauy et al., 2006). Greenhaus et al. (1995) ascribe 'chronic indecision' to a permanent inability to set career goals. Individuals may not need self-information or information about the world of work as it will not help them, because they experience anxiety about their career choices. Individuals who experience chronic indecision may be stably undecided over time. A study conducted by Cohen et al., (1995) revealed that individuals who are chronically undecided, experience high levels of career choice anxiety, high generalized indecisiveness, high need for career information and a high need for self-information. Furthermore, the results indicated that chronically undecided individuals have higher levels of identity confusion and feelings of inferiority. In effect, these individuals may lack confidence in their abilities to make decisions and may also have overall poor problem solving skills.

Hyper Vigilant Decidedness: According to Johnston, Driskell and Salas (as cited in Goliath, 2012), research studies argue that deficient in decision making under stress is due to the adoption of a hyper vigilant style of decision making which has been described as disorganized and inefficient. The pattern of a hyper vigilant decision is that of adaptiveness since the decision maker

does not have the luxury of implementing a more elaborate analytic procedure. The pattern of hyper vigilant decision making is that of a non-systematic or selective information search, consideration of limited alternatives, rapid evaluation of data and the selection of a solution without extensive review.

Mann (as cited in Johnston et al., 1997) contends that hyper vigilant decision making represents an impulsive and disorganized pattern of decision making. Moreover, this hyper vigilance is viewed as a defective coping strategy in which the decision maker fails to adequately carry out the cognitive tasks that are essential for making a stable decision. Greenhaus et al. (1995) found that hyper vigilant individuals may have career goals but their decision is dependent on a lack of information about themselves and the work environment. Additionally, the researcher states that hyper vigilant individuals rush into decisions in response to extensive stress or other factors. Similar to this view, Janis and Mann (1977) state that stress tends to increase hyper vigilant decision making.

Vigilant Decidedness: Individuals who are vigilant take decisions based on sufficient self-information and information about the world of work and are made with lower levels of stress and anxiety (Greenhaus et al. 1995). Johnston et al. (1997) posit that a vigilant decision making process is characterized by a systematic, organized information search and thorough consideration of all alternatives. This decision making process is described as being an ideal process whereby the individual who is making the choice searches for appropriate information, impartially assimilates the information and finally, he or she evaluates alternatives before taking action (Goliath, 2012). Besides, it was found that the vigilant decision making process is an analytical pattern

that results in quality decisions (Johnston et al., 1997). The researchers also argued that sudden unexpected threats or time pressure may cause a hyper vigilant pattern of behaviour.

Factors Associated with Career Indecision

There are several factors associated with career decision making. Individuals may experience career indecision when they face a difficult decision with no clear or easy choice. Not all career choices made by individuals will have a positive outcome. Also, not all individuals utilize effective decision making processes (Feldman & Witcomb, 2005). The difficulties experienced when making a career choice are related to the individual's perceptions, values, personal preferences and emotional reaction (Elyadi, 2006).

Career indecision is rooted mainly in a lack of information about oneself, lack of self-confidence as well as decision making fear and anxiety. Callanan and Greenhaus (1992) opined that the primary factors which contribute to early career indecision include cognitive and affective elements, an individual's personality, family environment, demographic status and vocational interest and abilities. The researchers' further state that career indecision has seven main antecedents namely, lack of information about oneself, organization, the work environment, lack of self-confidence, decision making fear and anxiety, non-work demands and situational constraints.

Cognitive Elements: Cognitive factors are regarded as fundamental to career decidedness and career indecision (Goliath, 2012). Cognitive components include factors namely; lack of career goals, lack of information regarding environment and a lack of information pertaining to the fluctuations that occur

to an employment market. Relation of cognitive factors to career indecision is low problem-solving confidence (Rogers, 2010, & Goliath, 2012), external appraisal of control and greater self-appraised pressure as well as barriers. Again, career indecision has shown a significant relationship to career thinking such as greater self-defeating beliefs, irrational thinking, poor career beliefs, and lower career decision-making self-efficacy beliefs. Cognitive factors related to career decidedness are positive self-talk (Tien, 2005), problem-solving abilities, (Rogers, 2010), lower self-appraised pressure and barriers (Luzzo, 1999; Osipow & Gati, 1998; Tien, 2005; Luzzo & McWhirter, 2001).

Affective Element: Affective factors related to career indecision include uncertainty, feelings of lack of control, stress and frustration because of the individuals' long term career goals and aspirations, and the possibility that individuals may regret the outcome and as such, these may arouse emotions such as stress, fear and confusion during the decision-making process as asserted by Elyadi (2006). These factors play significant roles in the decision-making process.

Career Information: Nyarko-Sampson (2013) defines career information as knowledge about various occupational options. Onyejiaku (2000) asserts that one's occupation influences every aspect of one's life in relation to one's socio-economic status, physical and psychological health decorum and style of life in general. In effect, career information is a very vital aspect of every individual's life as it helps in the decision process of career choice. As stipulated by Onyejiaku (2000), people's knowledge about careers lead them to make a realistic choice and consequently living a satisfying, worthwhile and

more fulfilling life. Therefore, it is essential for every individual to have access to career information, especially as it will guide them in planning their career paths.

The inability to decide or make an effective career choice can be ascribed to inadequate career information or no career information. It is a key factor that works against career decision-making (Nyarko-Sampson, 2013; Mubiana, 2010; Zhou & Santos, 2007). Lack of information entails lack of information about steps involved in career decision making process, lack of information about the self and various occupations and lack of information about ways of gaining additional information. According to Arnold (as cited in Mubiana, 2010; Zhou & Santos, 2007), it is necessary to have a congruent information about the two kinds of knowledge (self and occupations) in order to ensure progress in the career decision making process. As part of the career decision making process, one of the most essential tasks that one undertakes is gathering information about the possible career options that one is interested in (Barker & Kellen, 1998; Mubiana, 2010; Nyarko-Sampson, 2013). Bimrose and Barnes (2007) add that career development in people can be identified through their increased greater awareness of opportunities and options in their way.

Stead and Watson (2006) opine that an important and often integral part of the decision making process is access to and use of career information. Although career information is seen as a critical moment (Nyarko-Sampson, 2013), literature indicates that individuals do not always have this information (Stead & Watson, 2006). This often limits them to making good and effective

career options (Nyarko-Sampson, 2013). Some are not able to make career decisions at all putting them in the undecided status.

According to Nyarko-Sampson, (2013), most secondary schools (Senior High Schools) in developing countries, including Ghana, do not have accurate information about career opportunities to help them make appropriate career choice. There is evidence indicating lack of career information and misconceptions amongst learners, parents and teachers (Mbetse, 2002) as research has shown that most students do not always seek information about job and career choices and options before they make their decisions (Mubiana, 2010). Most students do not even know where and who to seek such information from. Pang (2003) conducted a research on young Chinese and found that lack of information about career and employment opportunities was a key factor in the narrow range of occupational aspirations. Stead and Watson (2006) stated that in South Africa, school leavers are often limited in career information and that this problem impacts on effective career decision making. Mkhabela (as cited in Mubiana, 2010) asserted that black adolescents had inadequate career knowledge because most of their information was mostly derived from hearsay which could be attributed to lack of vocational guidance.

Mbetse (2002) opines that media is responsible for career misconception and career information. Crosby (2005) also indicates that individuals tend to make assumptions about an occupation's working conditions, job duties, educational requirements and employment prospects. This and others put some students in a state of indecision. Therefore, to overcome this menace, and promote effective and meaningful career

development, individuals especially young men and women ought to have enough career information (Nyarko-Sampson, 2013).

Self- knowledge: Self-knowledge refers “to the insight into one’s personality which enables one to know what one is capable of (Mbetse, 2002, p. 83). This implies that self-knowledge is the awareness of the individual of his/her own capabilities in terms of interests, abilities and skills. As opined by Nyarko-Sampson, (2013), self-knowledge deals with demonstrating an understanding of the relationship between personal behaviour and self-concept. Since self-knowledge encompasses an understanding of how individual characteristics relate to social, educational and career goals, it is important that students know and understand themselves better so that they make informed career choices (Nyarko-Sampson, 2013).

One of the most well-known theories that recognized the importance of self-knowledge in the career decision making process is Donald Super, who states that most career choices attempt to actualize the skills, talents and interest of one’s self-concept (Giankos, 1999). Knowledge of self-aids one in making decisions that promote good and informed career decisions. Anakwe, Hall and Schor (1999) advocate that self-knowledge encompasses information about the individual and includes skills that focus on the individual’s development. Mubiana (2010) posits that acquisition of these skills contributes to learning about oneself and thus lead to realistic goals setting in managing careers. Mubiana (2010) add that when individuals acquire in-depth self-knowledge, effective career decision making occurs. Since self-knowledge is needed in choosing a career, it therefore plays a crucial role in career decision and to a large extent may determine the success of one’s career development.

Not only is self-knowledge essential and necessary in the career decision making process, but also in life in general. This is the reason why students and individuals with limited self-knowledge make wrong career decisions or are undecided in their career aspirations.

Personality: Chen, Greene and Crick (1998), postulate that human beings are complex and diverse. Rossier (2015) believes that some personality traits can either be protective factors or risk factors for career choice making difficulties. Thus, in view of this, many studies have revealed a correlation between personality traits and career indecision. Therefore, to become self-knowledgeable, it is necessary to develop an understanding of one's self in areas such as personality traits, personal values, habits, emotions and the psychological needs that drive behaviours (Nyarko-Sampson, 2013). According to Feldman (2003), career personality traits are correlated to career indecision. It includes self-esteem, self-identity and the big five personality traits. The personality trait that is most frequently investigated with regard to career indecision is self-esteem. It was also found that personality types (MBTI profiles) are correlated to career indecision. Kelly and Lee (2005) assert that perceiving types are less decisive than judging types. It was also found that extroverted types are more decisive as opposed to introverted types, due to the fact that extroverts have a tendency to gather more information about careers because of their exploration of the outside world. Thus, there is a relationship between personality and career indecision. Various personality traits are linked to career indecision. The traits are self-esteem, self-identity and the big five personality traits.

Digman (as cited in Lock, 2009) claims industrial psychologists focused on the big five personality traits in researching the role that personality traits play in vocational choices. It has been identified as that two traits namely extroversion and neuroticism are closely related to career indecision (Feldman, 2003) whereas Leong and Chervinke (as cited in Lock, 2009) assert that self-consciousness and perfectionism are personality traits that are related to indecisiveness. Research found that extroverts are more sociable in the work place and receive better hiring recommendations (Caldwell & Burger, 1998). Lastly, neuroticism is linked to problem solving deficiencies and career indecision. Feldman (2003) is of the opinion that individuals who are high on neuroticism are hyper vigilant in their job search behaviour or impulsive when making decisions to decrease stress levels.

Self-esteem: Harriot, Ferrari and Dovidio (1996) postulate that negative self-statements are related to career indecision. Individuals with low self-esteem are more likely to prematurely give up on various career paths and to experience false start in their early careers (Feldman, 2003). They tend to make career decisions that will please others instead of making decisions that will meet their personal needs (Greenhaus, Callahan & Kaplan, 1995). This depicts that there is a significant relationship between self-esteem and career decidedness (Greenhaus et al., 1995).

Self-identity: According to Lee (2005), career indecision appears to be closely related to self-identity. The researcher postulates that individuals are indecisive about their career choices because they are confused about their self-identity. In addition to this, it was found that indecisive individuals often lack confidence in their career preferences. London (as cited in Lock, 2009) is

of the opinion that there are three key elements of career motivation which influences an individual's career maturity. These elements include career identity, career insight and career resilience, all of which are conceptualized in self-identity. Feldman and Turnley (1995) explain that career identity refers to the significance of a career in relation to one's overall identity. The characteristics of career identity include self-efficacy such as work involvement and the desire for upward mobility (Goliath, 2012). Taylor and Betz (1983) are of the view that self-efficacy is indirectly related to career indecision amongst young adults.

One understands that career insight relates to the extent to which individuals have realistic perceptions of themselves and their environments. It is believed that individuals who lack career insight may lack the ability to set specific goals and expectations which are essential for making career related decisions (Goliath, 2012). Career resilience is defined as an individual's fragility in the face of excessive demands. Individuals without career resilience may become frustrated and demotivated when they are confronted with challenges as they pursue their career goals (Feldman & Turnley, 1995). Thus, may end up being undecided.

Family environment: Family and family influences have been perceived as important aspect of career decision making. According to Wong and Liu (2010), families significantly influence children's career decision. This is because family and work have become more expansive and complex. Family members play vital role in career decision making such as role models, providing concrete evidence of success in a particular vocational area,

directing adults toward careers that meet the family's business (Tokar, Withrow & Moradi, 2003).

Family members act as mentors and help the individual to by-pass traditional hurdles and obstacles (helping the individual with job within the family business thus, by-passing interview process) and networking the individual to get assistance from influential people they know already in their children's choice of career. If family members are not in favour of their ward's career choice, they set obstacles such as erecting financial or emotional barriers to career they deem to be unsuitable. They may refuse to pay for college, if their ward does not pursue the course of study of the parents' choice or they may subject the child to high levels of guilt (Mau, 2004). Family system theorists assert that a child that does not sufficiently gain a level of independence from the family of origin, encounter difficulties in identity formation, a factor associated with career indecision. Families that exert too much influence on their children make career decision making of the young adult to suffer setbacks.

According to Feldman (2003), career indecision that adolescents experience is influenced by the income of their parents. Income influences the extent to which adolescents are able to receive education and whether or not the adolescent is able to study full time. The researcher posits that the engagement of parents in adolescents' career planning activities is inversely related to the level of career indecision that adolescents experience. The author contends that parents play a role in encouraging adolescents to follow career opportunities and they have the ability to influence their children's self-efficacy by assisting them with career related information.

Peer influence: According to Hellman (2014), peer relationships become an essential issue in career development as emerging adults begin to detach themselves from their parents. Developmental psychologists have recognised that peers and friends have a strong influence on individuals' development and social adjustment (Harter, 1999; Hartup & Stevens, 1997; Hymel, Comfort, Schonert, & McDough, 1996; Rubin, Bukowski, & Parker, 1998). Williamson et. al. (2004) found that peer attachment influenced an individual's overall psychological adjustment and self-esteem. Gauy et al. (2003) state that children in adolescence are inclined to share their personal thoughts with close friends rather than their parents. The reason is that teenagers spend 29% of their waking hours with their friends. Therefore, they are more likely to discuss their career options with their close friends than their parents. Berndt (1996) posit that the issue of peers offer some sort of support in coping with anxiety-related developmental challenges in terms of career decisions that confront students.

Hellman (2014) states that when there is greater peer attachment, it means that there is lower environmental exploration which is predictive of career indecision. He explained further that spending more time with one's peer results in less time spent in exploring one's career opportunities. Such individuals engage more with their peers than exploring their occupational environment as communication with peers through modern technology (texting and social media) has become a great source of distraction (Hellman, 2014).

Vocational interest and abilities: Feldman and Whitcomb (2005) state that decision making that is based on skills enables students to narrow down their

career options, as identifying skills requires more self-insight than identifying interest. Lock (2009) supports both interest and abilities to play an important role in terms of individuals selecting a career. However, the researcher asserts that interests may result in choosing a career where there is a variety of occupations to choose from and this may complicate the decision-making process for young adults, ultimately resulting in career indecision (Lock, 2009). Teo (2009) studied values, interest and skills as determinants to investigate career indecision and the findings was that the variables are negatively related to career indecision.

Anxiety

Career indecision has become a common source of anxiety (Staunton, 2015). In effect, it is a setback that prevents the individual from reaching a career goal. Anxiety, according to Kutz (2016), is the fear and apprehension of specific or broad situations, people and places. It represents the most prevalent mental condition as far as decision-making is concerned. Anxious individuals have been noted to exhibit a risk aversion in decision-making (Kutz, 2016). Peng, Johanson and Chang (2012) assert that most scholars (Campagna and Curtis, 2007; Germeijs et al., 2006; Weinstein et al., 2002) attest to the fact that a strong correlation exists between career indecision and anxiety. In identifying the chronically undecided individuals, anxiety has been the key factor by Fuqua et al. (as cited in Peng, Johanson & Chang, 2012). Increased anxiety results in lack of confidence in career decision making (Peterson, Sampson, & Reardon, 1991) which may result in compelling such individuals to slow down the process or avoid making a career decision (Gati & Amir, 2010). Anxiety can be looked at in two ways, namely a state and trait.

State anxiety refers to a temporary feeling of anxiety that arises due to specific threats and stressors. However, this may not always be the case as indicated by Savickas (1999). Trait anxiety reflects an individual's unusual level of anxiety and his/her tendency to become anxious (Gordan & Meyer, 2002). It has been found out that both trait and state anxiety can influence career decidedness. Research findings of Campagna and Curtis (2007); Saunders et al. (2000) and Corkin, Arbona, Coleman, & Ramirez (2008) show that there is a relationship between career decidedness in both trait and state anxiety.

Career Counselling

According to Schofield (2017), career counselling has employed several methods to aid making decision relating to career choices. Engels, Minor and Splete (as cited in Baig, 2012) define career counselling as the application of specific and general interventions that impact an individual's self-understanding, career decisions, career satisfaction, and balance among work, family and leisure. Thus, career counselling enables students to decide on changing or choosing majors, setting proper directions, applying to jobs and getting resources to support students in choosing careers (Baig, 2012). In view of this, a comprehensive career counselling process will therefore help assess the needs of both client and counsellor, solicit for resources and information set goals, plan and finally implement the programme. This implies that the absence of career counselling activities will put students in the undecided state. Career counselling in schools is beset with challenges (Swanson & Parcover, 2008) which do not promote activities of career counselling and eventually, giving rise to career indecision among students.

Some of these challenges, according to Mung'ara (2012), stem from insufficient human and capital resources of the right type, both within the school and the surrounding community, to ensure that these resources have been dedicated to career guidance. Additionally, it has been asserted by Galarsi, Grace, Martin, Jones and Wallace (as cited in Mung'ara, 2012) that career counsellors do not make career counselling accessible to students who are interested. Studies conducted in the UK showed that 70% of people under the age of 14 reported having no career advice, while 45% of people over the age of 14 also indicated having no, poor or limited career advice (Jackson, 2011; as cited in Mung'ara, 2012).

Career counselling offers assistance to individuals in the process of career development, which enables them to acquire the skills needed to plan for, choose careers and manage careers. According to Dragolea (2015), researchers consistently studied and found out that career counselling supports students in improving skills, as well as in responding to problems relating to their career. It is important that career counsellors are aware of the counsellee's state of career maturity to provide effective career guidance. This is because lack of career counselling is a major barrier for students' career decision making which in turn positively leads to career indecision (Ukil, 2016). Hall (2005) stated that the goal of the career counsellor is achieved by facilitating the growth of information processing, skills, enhancing the students' abilities as a career problem solver and decision maker. However, for most Senior High Schools in Ghana, there are no career counsellors or counselling to assist students in their career decision-making process. This is

because not all counsellors appointed have qualification and training in general counselling, let alone career counselling which is specialized.

Research shows that career counselling is highly effective in the career decision making process. Precisely, it was identified that the most effective methods of career counselling are individual and career classes (Whiston, 2003; as cited in Taylor, 2007). Career interventions that do not include a counselling component such as computer based test or intervention that focuses on providing information is not considered effective (Whiston, Brecheisen & Stephens, 2003; as cited in Taylor, 2007). In addition, Taylor (2007) examined the impact of career counsellors on career indecision, and the study revealed that a career guidance counsellor was effective in providing information that the participants of the study required in career guidance counselling.

Ferguson (2007) recommends community, colleges and universities to create an environment whereby career decision making, and subject majors will be part of the students' academic plan. Ferguson (2007) states that one on one career counselling is more effective for smaller colleges and universities, if the university or college has a career centre, it can partner with the counselling and advising departments and refer students when necessary. Where the student is unsure about a major, the counsellor or advisor can refer them to the career centre to undergo some career assessments. After the assessment, the career centre can refer the students back to the counsellors or advisors to confirm which major matches the career or careers identified by the career assessment. Gauy, Senecal, Gauthier and Fernet (2003) postulate that schools and tertiary institutions should work together to inform students

about career prospects and how to make informed career choices. The educators could provide information pertaining to elements such as the awareness of the attributes future employers seek, and the different types of jobs and the demand for these jobs which are in line with the degree programmes. This information may enable students to make more informed decisions about their degrees of study and their future careers, which could ultimately minimize career indecision (Taylor, 2007).

Programme of Study

Senior high school students face variety of challenges in relation to career decisions as they continue to pursue different educational programmes. Osipow (as cited in Otuei, 2017) opined that young people worldwide, having completed their academic studies in a specific field, find themselves in a difficult position as they come face to face with career decision-making. According to him, many young people perceive career choice as a difficult and complicated process that can detain a state of indecision with negative long term consequences in their professional, personal and social life. Relating to the various programmes of study and career indecision, Arts students have issues with external control, Science students with difficulties in the scope of their course, while Business students do not have much challenge with career indecision but rather demonstrated confidence in career decisiveness.

Type of School

Type of school in this study refers to gender segregated schools. This includes all girls, all boys (single sex school) and mixed school normally known as co-educational school. Literature does not reveal information on

these types of schools in relation to career indecision. However, the researcher included this aspect in the study because she has observed that educational facilities, training and discipline, provided in these types of schools differ and these may have implications for students' career decisions. For instance, teachers' attitudes in handling students' career needs may also differ in terms of these types of schools. Teachers teaching in single sex schools are likely to encourage students in such schools to aspire to do gender related courses and so those who wish to take up careers that are not related to their sex roles, lose the courage to do so and may remain undecided in their career pursuit. In mixed schools, students who aspire to read programmes that are not related to their sex roles, do not have the confidence to do so, as they are discouraged by their teachers and peers. Such students are unable to decide on a career as they may not have interest in other fields.

Theoretical Review

Trait and Factor Theory

Trait and factor theory, being the first theory of career choice was proposed by Parsons. The terms "Trait and Factor" refers to the assessment of characteristics of the person and the job (Sharf, 2006). According to Parson (1909), occupational decision-making occurs when people have achieved:

1. An accurate understanding of their individual traits (aptitudes, interests, values personal abilities).
2. A knowledge of jobs and the labour market (advantages and disadvantages, compensations, opportunities, and prospects different lines of work).

3. Rational and objective judgment about the relationship between their individual traits and the labour market (true reasoning and the relations of the two groups of facts (Parson, 1909, p.5).

In view of this, the theory is based on the process of matching individual traits with requirements of occupations. Thus, the major goal of career counselling according to Sharf (2006) is integrating information about the self and about occupations. Some of the basic assumptions that underlie this theory are:

1. Every person has a unique pattern of traits made up of their interests, values, abilities and personality characteristics, of which these traits can be objectively identified and profiled to represent an individual's potential.
2. Every occupation is made up of factors required for the successful performance of that occupation. These factors can be objectively identified and represented as an occupational profile.
3. It is possible to identify a fit or match between individual traits and job factors using a straight forward problem-solving or decision making process.
4. The closer the match between personal traits and job factors, the greater the likelihood for successful job performance and satisfaction.

This implies that trait and factor theory operates on the premise that it is possible to measure both individual talents and the attributes required in particular jobs. It also assumes that people may be matched to an occupation that's a good fit. Parsons therefore suggests that when individuals are in jobs best suited to their abilities they perform best and their productivity is highest. According to Zunker (2006), the theory has been viewed useful because of the

development of assessment tools for occupational analysis procedures and the emphasis on the importance of individual values. However, the theory had been criticized for basing career decisions primarily on measured traits that restrict the inclusion of many other possible factors. The theory does not also provide explanations regarding interests, values, aptitudes, achievements as well as personality growth and change (Herr, Cramer, & Niles, 2004). Other limitations are insufficient attention to sex, race, and socioeconomic status (Bertz, Fitzgerald & Hill, 1989; as cited in Kavas, 2011). Based on Parson's proposition, individuals who lack self-knowledge and career knowledge cannot match the two to select a career and therefore may be undecided.

This theory is important for the study as it proposes that career decisions are made based on knowledge of self, as well as knowledge of jobs and the labour market. Thus, if the individual is able to combine the two, then a career decision is made. However, senior high school students lack career maturity as they are still at the learning stage. Therefore, they may not have acquired a full understanding of themselves and jobs in every career field in order to make a match and select career. This deficiency makes it impossible to make career choices resulting in indecision.

Person Environment Correspondence/ Theory of Work Adjustment

The above theory was formulated by Lofquis and Dawis (1991) and Osipow and Fitzgerald (1996). It grew out of the University of Minnesota's Work Adjustment Project to study job satisfaction and worker adjustment (Dawis, 2005, Dawis & Lofquits, 1984). The theory operates on the assumption that work environments have requirements that are parallel to the needs of individuals. When the needs of individuals in an environment (work)

and those of the environment are satisfied, correspondence exists (Brown, 2003). The theory is based on the notion that “most problems brought to counsellors by clients stem from lack of fit, lack of correspondences between person and environment” (Lofquist & Dawis, 1991, p.1.). Therefore, in order to survive, the individual and the work environment must attain some level of correspondence (Goliath, 2012). Individuals who are unable to correspond with the work environment are faced with the problem of indecision as they are unable to adjust to the demands of the environment. The environment includes social environment, family and geographical location. Since the study also focuses on the family and peer as determinants of career indecision, this theory makes it important for the study. Individuals facing challenges with family influence and not being able to overcome the pressures from peers will not benefit from person environment correspondence. Such individuals are likely to lack the ability to make career decisions.

Holland’s Career Typology Theory

This theory views personality as a result of the interaction of inherited structures the parents provide, individual reinforcement experiences, the type of environment, the activities to which the individual is exposed, and the interest and competencies that grow out of the activities (Holland, 1997; Osipow, 1990). According to Holland (1985), career choice can be seen as an expression of personality into the world of work. That is to say, a comparison of self with the perception of an occupation and following acceptance or rejection is a major determinant of career choice. Holland’s central assertion is that a person and academic vocational environment can be categorised according to a six classification scheme identified as the six career

environments or the occupational personality types. The six categories include, realistic, investigative, artistic, social, enterprising and conventional (RIASEC).

The basic assumption of Holland's work, as proposed by Porfeli (2010), states that:

1. Individuals can be categorised into six typologies and there are six environments (RIASEC).
2. Individuals search for environments that afford them the opportunity to apply their skills and abilities, express their attitudes and values and take on agreeable roles and problems.
3. Behaviour is determined by the interaction between personality and environment.

Holland (1985) graphically represented six personality styles and environments around a hexagon to show relationships with and between types of personality environment. The relationship of these types in turn, predicts the level of satisfaction that individuals have working in a particular type of environment. This implies that every individual should fit into at least one of these environments to enable that individual to apply his or her skills in order to make a career choice. Failure of the individual to blend his or her personality traits with any of Holland's proposed environment results into career indecision. Criticism raised against Holland's theory is that, Holland did not consider geographical location, Non-Holland personality factors, education, and personal responsibilities to family (Sharf, 2006). The theory is relevant to the study in the sense that individuals facing academic difficulties may not be able to identify themselves with any of the personality types. Such

individuals may not be able to find congruence between themselves and an occupational environment and thus, will remain undecided on a career choice.

Super's Life-Span /Life-Space Theory

Tien (2005) states that Super's theory focuses on the changes that people experience as they mature. In addition, Zunker (2006) believes that the theory is mainly interested in determining how self-concept is implemented in vocational behaviour. Super (1990) himself described the theory as "a synthesis of developmental, differential, social and phenomenological psychology" (p. 194). As career development is seen as a lifelong process, self-concept, life-span and life space are three important segments of super's theory (Hartung & Niles, 2000). Self-concept is internalized personal view of self and individual's view of the situation or condition in which he or she exists (Brown 2002). Zunker (2001) presents Super's five life and career development stages namely; growth (0–14/15), exploration (ages 15–24) establishment (25–44), maintenance (45–65), and decline (ages 65+). These stages are characterised by a set of developmental tasks and therefore an individual's progress in achieving the tasks through the stages described as vocational or career maturity. Life space refers to particular roles that a person plays at any time in the life-span (Hartung & Niles, 2000; Osipow, 1999). The theory's life-span, life-space makes fourteen propositions. Super also presents a life-stage model by means of a life rainbow to indicate the changing diversity of life roles over the life-span and how career development process is affected by biological, psychological and socioeconomic factors (Zunker, 2006). Salomone (1996) criticized that Super had not stated testable hypotheses for the various propositions of his theory.

Santon (2016) proposes that at the time, career counselling was viewed as a one-time choice, where the right occupation would match the individual's personality and that occupation would fit the person throughout his or her entire life. However, with Super's theory, career exploration is an on-going process through a person's life; whereby a career grows and changes over time (Super, 1996; as cited in Schofield, 2017). People who miss the exploratory stage may have difficulties deciding on a career, let alone establishing and maintaining. Such people are likely to be undecided in choosing a career.

Gottfredson's Theory of Circumscription and Compromise

This is a developmental theory of occupational aspiration. It explains how people perceive themselves with respect to society and individuality (their values, feelings and interests). Circumscription is the process in which young people eliminate unacceptable occupational alternatives and with this, Gottfredson (1981) proposes four stages of circumscription. This include; Orientation to Size and Power (ages 3–5), Orientation to Sex Roles (ages 6–8), Orientation to Social Valuation (ages 9–13); Orientation to the Internal Unique Self (ages 14 and older).

Compromise refers to a process in which young people give up alternatives they may like for other ones that may be more accessible to them (Niles & Harris–Bowlbey, 2005; Sharf, 2006). The theory has four basic assumptions namely;

1. Career development process begins in childhood.
2. Career aspirations are attempts to implement one's self-concept;

3. Career satisfaction is dependent on the degree to which the career is congruent with self-perceptions.
4. People develop occupational stereotypes that guide them in the selection process (Brown, 2003, p.40).

Gottfredson (2005) purports that self-concept comprises both social and psychological self of which the social self include; self-perceptions about intelligence, social status, and gender, whereas the psychological self is made up of variables such as values, and personality variables. People are viewed to develop cognitive maps of occupations along with masculinity and femininity of the occupations, the prestige of the occupation and fields of work. People then narrow their range of occupations based on their estimate of compatibility (sex-type, prestige and interests), and develop a zone of acceptable occupations within their cognitive map of occupational structure, as proposed by Brown (2003). Although the theory provide several concepts about boundaries and motivational dimensions relating to the formation of occupational aspirations, the theory has been critiqued to have propositions regarding factors that lead to circumscription and compromise as too general. Thus, failure on the part of an individual to circumscribe and compromise means failure in career decision.

The theory is considered relevant for the study because circumscription gives the individual the opportunity to eliminate all unacceptable occupational alternatives. In situations where persons lack knowledge of self and occupations, no career decision can be made. Once elimination does not take place, it will be impossible for compromise to be effected because there is no selection of occupational alternatives and so indecision is eminent.

Cognitive information Processing

This theory was developed by Peterson, Sampson and Reardon (1991) on how individuals make career decision as well as apply information in problem solving and decision making. The approach is based on the following assumptions as cited by Zunker (2006):

1. Career choice results from an interaction of cognitive process.
2. Making career choice is a problem-solving activity.
3. The capabilities of career problem solvers depend on the availability of cognitive operations as well as knowledge.
4. Career problem solving is a high memory load task.
5. Career development involves continual growth and change in knowledge structures.
6. Career identity depends on self-knowledge.
7. Career maturity depends on one's ability to solve career problems.
8. The ultimate goal of career counselling is achieved by facilitating the growth of information-processing skills.
9. The ultimate aim of career counselling is to enhance the client's capabilities as a career problem solver and a decision maker.

The theory views career problem solving as a cognitive process that can be improved through communication, analysis, synthesis, valuing and execution (CASVE) cycle (Sampson et al, 1999). This helps to remove the gap between a current situation and a preferred one which is achieved through information processing domains such as self-knowledge, occupational knowledge and decision-making skills (Zunker, 2006). The theory is worth considering in the study as it proposes career maturity as a way of solving

career problems. However, senior high school students at this stage of career decision-making are less educated and therefore, do not possess decision-making skills. Such situations that senior high school students find themselves result in fear and anxiety. This makes career indecision inevitable which the study aimed at establishing.

Empirical Review

Gender Difference and Career Indecision

According to Hoffman and Torres (2001), the demographic variable that has received most attention in terms of career indecision is gender as studies have proved that males and females are affected by career indecision. Creed, Patton and Prideaux (2006) found significant difference on the career decision making status of high school students across gender. Botha (2011) stated that there are studies that indicated differences in career indecision based on gender. The first study conducted in 1974 revealed that more males were undecided than females. However, the second study conducted in 1999 indicated that more females were undecided than males. Thus, Osipow postulated that there were inconsistencies with regard to gender differences and career indecision.

Researchers argued that females experience lower levels of early career indecision as opposed to males. A study conducted by Guay et al. (2003) to examine whether there were gender differences between male and females and career indecision, found that women perceived less career indecision than men. Feldman (2003) in his study maintains that females experience less indecision than males. Research findings also suggest that females make earlier career related choices than males. This may be as a result

of females maturing earlier than males, making females identify career goals earlier than males. However, a study conducted by Migunde, Othoun & Mbagaya (2015) revealed that Female students experience high levels of career indecision than male students.

Reneen (2010) states that the issue of gender is not only based on outcome of biological and genetic factors but also a product of experience that an individual has because of belonging to a particular gender. Patton, Creed and Muller (2002) showed that females experienced higher levels of career indecision, as a study he conducted had females scoring higher than males on completion of the Career Development Inventory. Goliath (2012) explained that females are more undecided and need information about careers that interest them because they go through high levels of stress when they are required to make career related decisions. Besides, the theories on gender differences give the understanding that males are more goal-oriented as well as risk takers as compared to females. Furthermore, the researchers posit that females are not independent decision makers like males. The finding of Migunde, Othuon and Mbagaya (2015) indicated that the opportunities are fewer for females thus, making them exhibit higher levels of career indecisions.

Talib and Aun (as cited in Otuei, 2017) concluded in their study that female undergraduates with high academic achievement and low occupational information, and vocational identity were more likely to be career undecided. Their study focused on predictive factors of career indecision among Malaysian undergraduates. In a study also conducted by Di Fabio, Palazzeschi and Asulin (as cited in Otuei, 2017), females had stronger

prediction of indecision and indecisiveness. Their investigation was based on finding the distinctions between career indecision and indecisiveness and this was the trend of results obtained for both women and men. However, the description was stronger for indecision ($R^2 = .76$ and $.55$, for women and men respectively) than indecisiveness ($R^2 = .35$ and $.28$, for women than for men).

Contrast to the findings that there are gender differences in career indecision, a considerable number of studies have also proved that there are no differences. According to Talib and Aun (2009), studies undertaken by Akos, Konold and Niles (2004), Barnes and Carter (2002), Hampton (2006), McCoy (2004) and Salami (2008) recorded no difference in career indecision based on gender. Further studies by Kavas (2011) and Kang (2009) recorded no difference in career indecision relating to gender.

Parental Influence and Career Indecision

The career development literature acknowledges the influence of parents on career development of adolescents and young adults (Osipow, 1983; Roe, 1957; Super, 1957). Lopez and Andrews (1987) have conceptualized career indecision as “the outcome of a larger set of transactions between the person and the family” (p. 65). Gilligan (1982) in his theory of gender-differentiated social development, proposed that girls’ primary experience of attachment, the relative equality of their relationship with their mothers and the mother’s continuous presence generate a fundamental orientation towards relationship and connectedness. Contrast to this is boys’ experience with fathers include equity and separation, because their fathers exercise greater power and are more frequently absent. Therefore, the development of men may be characterised by more individuation and

independence. Thus, as compared to men, women may demonstrate more susceptibility to relational influences and pressures, connoted as dependence on authority in this context.

Many researchers such as Vondracek, Lerner and Schulenberg (1986) have emphasized the importance of determining the role and influence of parents to understand the complexities of career development. The influence of several parental variables such as parenting styles, parental attachment, parental autonomy, and parental support and others on individuals' career development has gained the interest of several researchers. Hellmann (2014) found that maternal attachment indirectly influence career indecision. They also found that parental attachment was negatively correlated with career indecision and that greater parental attachment was indicative of lower career indecision.

A study conducted by Parsons, Adler and Kaczala (as cited in Lock, 2009) highlight that students are immensely impacted by the attitudes their parents have toward their abilities, as opposed to their own past achievements. Additionally, parents' personal career insecurity has an impact on the level of career indecision that teenagers experience. Studies point out that a higher level of career indecision is experienced by adolescents whose parents have low job security as opposed to those who have high job security. Feldman (2003) explains that children will have negative attitudes toward work and their studies if their parents experience difficulties in their career.

Lent et al., (1994) and Ferry, Fouad, and Smith (2000) investigated the parental variables which included encouragement; one of the indicators of parental involvement and control; one of the parenting styles as background

contextual variables. Results on a sample of 791 undergraduate students showed that parental encouragement in maths and sciences were found to be significantly effective in learning experiences. In contrast, parental control did not lead to any significant path.

Guerra and Braungart-Rieker (1999) investigated parental (both maternal and paternal) acceptance and encouragement of independence as predictors of career indecision in a group of 169 undergraduate students. The results of the study indicated that mother's encouragement of independence was a significant predictor of career indecision. Therefore, less maternal encouragement of independence leads to more career indecision. However, other parental variables such as mother's acceptance, father's acceptance, and father's encouragement of independence did not have any significant contribution on career indecision.

Another study conducted by Huang (1999) investigated the utility of Lent et al.'s (1994) Social Cognitive Career Theory to understand career indecision by means of structural equation modelling. In this study, family relationship such as cohesion and expressiveness, and family structure such as independence and control variables were considered in the background context of the SCCT model. The sample of the study consisted of 268 university students. Two separate models were tested for male and female students. The results of the study revealed that family relationship and family structure did not have any direct effect on career indecision for females. In contrast to results of the female sample, there was a direct effect of family relationship on chronic indecision and a direct effect of family structure on developmental indecision observed among males.

Dietrich and Kracke (as cited in Marcionetti & Rossier, 2016) have identified three types of career-specific behaviours namely: career-related support (parents who support their children to make their choices, through the provision of guidance and instrumental support), interference in career choices (parents who excessively control their children's career actions and choices), and parents' lack of engagement (due to disinterest in their children's career choices or in their issues, or because they are over-challenged). Again, they found that high levels of career-related support, low levels of interference, and high levels of lack of engagement are predictors of high levels of career exploration. On the other hand, high levels of interference results in high levels of career decision-making difficulties which eventually leads to career indecision.

Hamamci and Hamurlu (2005) examined the level of knowledge about career development and attitudes of parents and the help they provided to their children for career development and career indecision. The study used 200 high school students and their parents in Gaziantep. The study used two groups of participants, that is, parents and their children. Data was collected using Career Development Knowledge Test and Career Development Helping Scale which were administered to parents. The Decision Inventory was administered to the children. Results of the study revealed that grade level and receiving career counselling were found to be the most predictors of career indecision. That is to say, students who are at higher grade levels and who receive career counselling experience less career indecision.

A study was conducted by Hamamci and Esen Çoban. (2007) to establish the relationship among career indecision, general irrational beliefs,

irrational career beliefs, and vocational maturity of 282 high school students. The results of the study depicted no significant relationships among irrational beliefs, vocational maturity and career indecision. However, there was high positive correlation between irrational career beliefs and career indecision. Furthermore, irrational career beliefs were negatively and moderately correlated with vocational maturity. The results indicated that general irrational beliefs were not the strong predictor of vocational maturity and career indecision. However, irrational beliefs scored 55% of variance of career indecision and 26% of vocational maturity.

Cenkseven, Kurdok and Isik (2008) investigated the influence of parenting styles and parental attachment on career decision status of 382 high school students. The study found that students who experience a medium degree of attachment to their parents were found to be more decided. Moreover, students from more authoritative and authoritarian families were found to be more decided than students from neglectful and indulgent families.

Lack of Information and Career Indecision

Lack of information in career indecision relates to what entails the career decision making process such as not knowing how to optimally make career decisions. It also includes poor self-knowledge regarding an individual's capabilities, interest or personal traits (Mubiana, 2010). In addition, limited information about careers and what is involved in these careers coupled with limited options that are available, greatly influence career indecision as opined by Mubiana (2010). Mylonas et al. (2012) found in their study that career indecision is related to a lack of information. Germeijs and De Boeck (as cited in Goliath, 2012) state that a lack of information on

careers, alternative choices and means of gathering information and the decision making process contribute to the difficulties individuals experience as they make career related decisions and thus, these are sources of career indecision. Furthermore, a lack of information pertaining to the labour market may contribute to confusion. A study they conducted among 174 high school students revealed that only the valuation and outcome factors were predictors of sources of career indecision. However, the information factor did not affect career indecision. Germeijs & De Boeck (as cited in Goliath, 2012) assert that the association between career indecision and the information factor depend on the stages of the decision making process and that the information factor has an effect on career indecision at the early stages of the decision making process. As cited in Goliath (2012), Gati and Saka (2001) found in their study that career indecision is related to a lack of information. Mbwale (2004) conducted a research examining career choice of 101 grade 12 high school learners to ascertain whether they were aware that they were required to make career choice. He found that 33% of the sample of students who took part in the study were undecided about a career choice as a result of lack of information.

Mau (2001) states that difficulties in decision making may occur when individuals lack adequate information, lack consistency in information or lack knowledge on how to process information to make a decision. According to Germeijs and De Boeck (2003), a lack of information is one or a combination of the following: not having a view on alternative career choices, and the attributes of alternatives, not having enough information regarding alternatives and the expected outcomes in order to evaluate the attributes against

objectives. A lack of information pertaining to careers and a lack of information pertaining to oneself are related to the taxonomy of difficulties in career decision making and these categories are considered to be two groups of difficulties that occur during the decision making process (Gati et al., 1996).

According to Germeijs and De Boeck (2003), the two groups are difficulties which are associated with the present (lack of information) and future (no certainty of outcomes). Hocsons (2012) revealed in his study that participants did not have enough information regarding career opportunities. Also, they did not know how to search for careers in their field of study and they lacked information on how to obtain training for their chosen major. Nauta (2011) suggests that there may be five basic factors of career indecision namely, lack of information, need for information, trait indecision, disagreement with others and choice anxiety.

Kelly and Shin (2008) identified two constructs namely, neuroticism and negative career thoughts and feelings which are related to lack of information. Neuroticism is described as emotional instability by Kelly & Shin (2008) who also affirmed that neuroticism is related to career indecision. Meldahl and Muchinsky (1997) found that college students with greater negative career thoughts had less knowledge about occupations and trainings and academic options than their non-neurotic peers. Kelly and Pulver (2002) asserted that neuroticism is associated with a lack of career information. Additionally, it was highlighted that negative career thoughts and feelings in the context of career decision making are correlated with a lack of information.

Saka et al. (2008) delineate that negative career thoughts are negative expectations pertaining to the process and outcomes of career exploration, whereas negative feelings are related to anxiety experiences pertaining to the process and outcomes of career exploration (Chartrand, Robbins, Morrill, & Boggs, 1990; as cited in Kelly & Shin, 2008). It was found that career pessimism (expectation of negative outcomes) is related to chronic career indecision. The study by Creed, Patton and Bartrum (2002) revealed that pessimistic students had less knowledge regarding careers and the decision making process and were more indecisive than the optimistic students. Additionally, Sampson, Peterson, Lenz, Reardon, and Saunders (1996) argue that thoughts have an influence on an individual's career decision making process and occupational development. In other words, negative self-statements have a negative effect on an individual's ability to use career information which may lead to career indecision and essentially affecting the ultimate career choice. Furthermore, it was found that dysfunctional career thoughts are related to the inability to choose a study field for those students who experience career indecision (Hocsons, 2012).

Negative feelings, in this instance, is the negative affective state that an individual experiences in the career exploration and decision making process. Saka et al. (2008) state that career anxiety is a component of chronic indecision. The study of Kelly and Shin (2008) concluded that negative career thoughts and feelings are predictors of lack of information.

Anxiety and Career indecision

Morgan, Abdul and Soheil (2011) examined the relationship between state and trait anxiety and career indecision and the outcome of the study

indicated a positive relationship between the variables. A study carried out by Austin, Dahi and Wagner (2010) revealed that negative career thoughts are revealed through emotional, verbal and behavioural responses which have an influence on career decision making. Research has found that negative career thoughts contribute to anxiety. This anxiety limits career development behaviour, academic undecidedness, low employment seeking status, job avoidance behaviour, career undecidedness, perfectionism and career indecision and indecisiveness (Austin et al., 2010).

Various aspects of anxiety have consistently shown association between career indecision and indecisiveness, as well as with the difficulties arising during the actual choice process. According to Saka et al's., (2008), there is research available to support the claim that undecided and indecisive people have higher levels of anxiety than decided individuals. Saka et al. (2008) study focused on the potential effects of anxiety on career decision making process. The study clustered anxiety into four groups. The first group relates to the fear of the process and this refers to feelings of stress and anxiety arising prior to the decision making process or anxiety evoked by perfectionism about the process. The second category relates to the uncertainty involved in choosing which refers to the three facets of uncertainty namely, uncertainty about the future, anxiety about being in an undecided situation, and anxiety related to low tolerance for ambiguity. The third category focused on process anxiety which refers to the process of choosing. This anxiety relates to perfection in choosing the "right occupation" as well as the fear of choosing the "wrong occupation" and the anxiety to take the responsibility to act on choosing the career. The fourth category relates to the anxiety of

outcome, which refers to worries concerning the repercussions of the actualization of the chosen alternative, for example, the fear of failure or not meeting one's expectation in the chosen career (Saka et al., 2008).

Career Counselling and Career Indecision

Study conducted by Migunde, Othuon, Mbagaya (2015) indicated that there was no difference in career indecision scores between those who had and had not received career counselling. A similar study undertaken by Van Reneen (2010) revealed that students who received career counselling experienced less difficulty in the career decision making process as opposed to those who did not receive career counselling. Mbwale (2004) conducted a study on career choice and awareness of a career choice amongst 101 adolescents in Namibia and found out that 38% of the participants agreed that they would not have been able to make career choices without the support of a career guidance counsellor. Also, 44% of the participants stated that they did not receive adequate career guidance, which they believe could have assisted them in making career choices. However, Morgan and Ness (2003) caution students becoming too much reliant on the opinions, support and feedback of professionals throughout the process of career exploration.

Cakir (2003) examined the effect of a 10-week career guidance programme on career indecision levels of high school students. Eclectic and developmental approaches, trait-and-factor approach, and cognitive information processing approach were all used. The researcher developed Career Decision Inventory to assess first grade high school students' level of career indecision. The study found significant differences between pre-test and post-test scores of the experimental group subjects (10 males, 9 females). No

difference was found between the pre-test and post-test results of the control group (10 males, 9 females).

Peer Influence and Career Indecision

Felsman and Blustein (1999) conducted a study on the role of peer in adolescent career indecision and the results indicated that adolescents who reported greater attachment to peers were likely to explore their career environment and thus, make greater progress in committing themselves to making career choices. Using two processes (close relationship and psychological support), Felsman and Blunstein explained that close relationships help individuals to learn more about themselves, and also provide security and psychological support that facilitate commitment to a career plan. Guay et al. (2003) found in their study that peers' autonomy is linked positively to self-efficacy and autonomy in career decision over and above parental experiences. On the contrary, results revealed that controlling behaviours from peers are negatively associated with self-efficacy and autonomy.

A study conducted by Vignoli (2009) revealed a positive correlation between career exploration and reported self-esteem, implying that peer attachment may affect the career exploration process of individuals indirectly through self-esteem. Close peer relations will be utilized by young adults as support networks in making career development decisions (Hellman, 2014). Peer relationship may also empower the individual to take positive risk when making decisions related to career as they may use peer relation as a means of relieving anxiety resulting from the stress of exploring or deciding on career opportunities.

Academic Achievement Difficulties and Career Indecision

Academic achievement difficulties refer to failing grades or course, repetition and performing poorly in a particular subject. According to Mungara (2012), students who persistently fail in particular subjects are made to believe that they cannot succeed in that area. Thus, they become undecided when it comes to choosing careers in that area. Not only are students made to believe that they cannot succeed in subjects they are failing in terms of work but some are made to also believe that they cannot succeed in other areas too. Such individuals see themselves as not being academically inclined and therefore become undecided in career decision making. Studies conducted by Kavas (2011) revealed that the relation between academic achievement and career indecision produced a negative correlation. Literature does not show clear agreement about the direction of the relationship between academic achievement and career indecision.

Conceptual Framework

A conceptual framework as defined by Orodho (2008) is a model of presentation where the researcher presents the relationships between variables in the study and shows the same graphically or diagrammatically. Figure 1 illustrates the conceptual framework of the study.

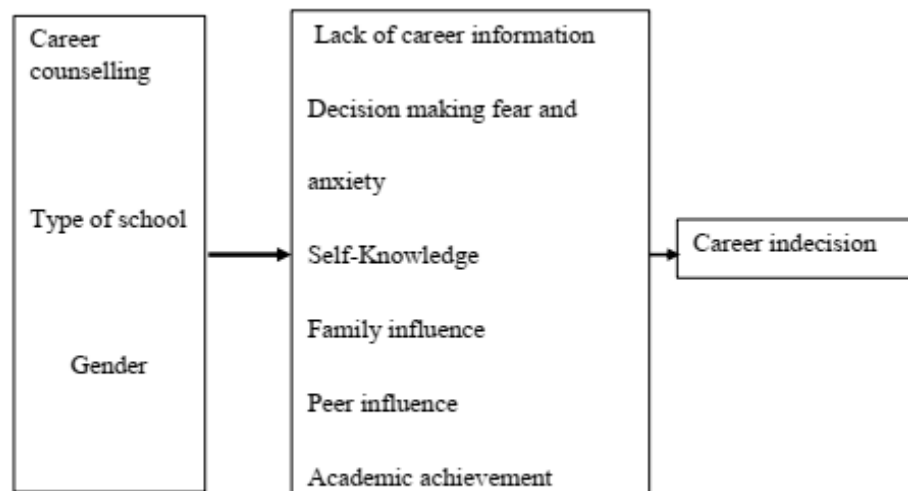


Figure 1: Conceptual framework for the study proposed by researcher.

The conceptual framework of the study is based on factors derived from the literature review. Figure 1 indicates that career indecision in the career paths of Senior High School students is influenced by gender, type of school, career counselling, lack of career information, self-knowledge, decision making fear and anxiety, family influence, peer influence and academic achievement difficulties. It is believed that when students do not have career knowledge, they are unable to make career decisions. This is because career information is an embodiment of all pieces of information relating to the world of work which is useful in the process of career development (Makinde & Alao, 1987). Therefore, students lacking this career information are prone to career indecision. Conceptually, decision making fear and anxiety is also a major component of career indecision. Students at this stage of decision making might not have acquired the needed skills. Thus, the idea to make a decision brings about fear and anxiety. This comes about in the process of choosing (Saka, Gati & Kelly, 2008). Self-knowledge indicates that when the individual is not aware of his/her capabilities, values, strengths and

weaknesses career indecision becomes eminent. Gottfredson's (1981) career theory of circumscription and compromise indicates that career aspirations are attempts to implement one's self-concept. Thus, the individual's lack of this self-concept puts him/her in the domain of career indecision.

Family influence as indicated by the conceptual framework also leads to career indecision. Lopez and Andrew (1987) have conceptualised career indecision as the outcome of a larger set of transactions between the person and the family. Thus, career indecision in this framework is determined by the role played by members of the family (parents and siblings). Clutter (2010) and Downing and Nauta (2010) assert that the family is a determinant of career indecision.

As the individual interacts with his/her environment, he is influenced by external factors and one of such is his/her peers who may interfere in his career choice and development. Academic achievement difficulties are seen as an indicator of career indecision. Patton and Creed (2007), and Taylor and Popma (2004) support this idea of academic ability leading to career indecision. Career counselling, acting as a variable, is believed to affect career indecision. Individuals seek career counselling when they experience difficulty in making a decision which is due to the fact that they lack information that is needed to make a choice, not knowing themselves well enough, as well as lack of knowledge regarding their interest, abilities, all of which impact the decision making process and resulting in career indecision. It is believed that such students might not have gained access to career counselling which may serve as an intervention.

Academic achievement difficulties in relation to career indecision may result from the individual facing difficulties in performance and programme of study. The issue of gender in relation to career indecision is important as the level of career indecision may differ in terms of gender and this may relate to type of school as well.

Summary of Review of Literature

The literature review has depicted several factors that affect the individual in the process of making career decision. It also indicates how these factors influence career indecision. This proves that career indecision has gained the attention of researchers as a major issue for career counselling. The literature indicates that the numerous theories and models on career development and choice have been formulated to explain career development and the decision making process. In view of this, the literature reviewed theories such as Trait and Factor Theory of work Adjustment, Super's Lifespan/Life space, Holland's Career Typology, and Grottfredson's theory of Circumscription and Compromise. The model reviewed is Cognitive Information Processing Approach.

The review of literature revealed that with the assistance of career counsellors, the problem of career indecision can be reduced as most of the variables of career indecision reflect a lack of career counselling for the individuals. Determinant factors such as lack of career information, decision making fear and anxiety and self-knowledge, also influence career indecision. Environmental factors such as family influence, pressure from peers, type of school and academic achievement difficulties greatly influence career indecision. The current study focused on the aforementioned factors as

predictors of career indecision. Career indecision is a temporal state of the student which comes and goes as decision is made and implemented and for which Osipow (1999) states as being a developmental phase in the life of the individual. Students' career indecision can be reduced when they are exposed to career intervention such as career counselling.

Theoretical bases, conceptual review, as well as, empirical studies visited, have provided evidence that career indecision existed among Senior High School students (secondary school studies) globally. However, no substantial evidence has been found in Ghana, especially among Senior High School students. Studies on gender difference of career indecision of students gave contradicting findings of which the study will come clear of the issue. There seems to be no work done locally towards career indecision of Senior High School students in schools and this has necessitated the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

The chapter provided detailed information on the research path followed in the investigation of the determinants of career indecision in the career paths of Senior High School students in Ghana. This section described the research design of the study. It explored the population, sample and sampling procedures, statistical techniques, measuring instruments with psychometric properties. In addition, data collection and data analysis procedures as well as ethical issues considered in the study had been discussed.

Research Design

According to Cooper and Schindler (2002), research design is the path researchers follow in carrying out their study. In other words, the research design spells out the basic strategies that the researcher adopts to develop information that is accurate and interpretable. In view of this, the quantitative approach was used for the study on career indecision of Senior High School students in Ghana. This approach was employed for the fact that it gives the researcher the opportunity to describe phenomena numerically in order to answer specific questions and /or test hypotheses. Hair, Babin, Money and Samuel (2003) state that conducting research behooves the researcher to provide appropriate information which relates to the research hypotheses and thus, making it possible to use the quantitative approach.

The descriptive survey was adopted in this study. This design was chosen because the focus of the study is on identifying the variables or factors that determine senior high school students' career indecision. Again, the design lends itself to gathering information from a larger population in order to provide descriptive and inferential information on the main variables related to the study. It also helps to obtain information that concerns the current status of phenomena, in this case, the determinants of career indecision. Hence, the study sought to give information on senior high school students' career indecision in relation to their gender, type of school, lack of career counselling, lack of career information, decision-making fear and anxiety, self-knowledge, family influence, peer influence and academic achievement difficulties. It is also directed towards determining the nature of the situation as it exists at the time of the study. Fraenkel and Wallen (2006) have stated that the purpose of descriptive survey is to observe, describe and document aspects of a phenomenon as it naturally occurs. Owing to this, the design involved the collection of data from all participants captured for the study by administering a questionnaire that gathered the views of participants on career indecision amongst senior high school students in Ghana.

Descriptive survey obtains answers from a large group of people through the use of a set of carefully designed and administered questionnaire (Fraenkel & Wallen, 2006). The use of the descriptive survey provides the merit of generating new knowledge about a topic as indicated by Cohen, Manion, and Morrison (2007). In addition, Polit and Beck (2008) posit that descriptive survey collect information to form a representation of what is going on at a point in time. Amedahe (2002) indicates that the descriptive

research deals with interpreting the relationship among variables and describing their relationship. That is to say, it seeks to find answers to questions through the analysis of relationship between and among variables. Punch (2005) maintains that descriptive survey is basic to all types of research in assessing the situation as a pre-requisite for conditions and generalizations.

It is worthy to note that the descriptive survey design is not devoid of its own shortcomings. The possibility of this occurs when the researcher resorts to the use of questionnaire to gather data since there are low response rates that plague all surveys (Ayeh, 2009). Besides, there is the problem of not being able to ask probing questions and seeking clarifications with the use of the structured or close-ended questionnaires as data collecting instrument. Furthermore, the design is susceptible or easily influenced to distortions through the introduction of biases in the measuring instruments. For instance, errors resulting from the use of questionnaires or interviews might distort research finding.

Despite its setbacks, the descriptive survey design was deemed appropriate since it has the characteristics of the use of the logical methods of inductive and deductive reasoning to arrive at generalizations. It employs the method of randomization so that error may be estimated when population characteristics are inferred from observations of samples. Again, variables and procedures are described as currently and completely as possible so that the study can be replicated by other researchers. Finally, the researcher gets the opportunity and the need to organize and present data systematically in order to arrive at valid and accurate conclusions. It was believed that all these characteristics could lead the researcher to achieve the purpose of the study

and to draw meaningful conclusions from the study. Since the proposed research required that data be collected from all Senior High School students in Ghana, the chosen research design was deemed most appropriate to achieve the purpose and success of the study.

Population

Population, as defined by Sekaran (2003), is the entire group of people, events or things of interest that the researcher would like to investigate. Polit and Hungler (1996) posit that, it is the entire aggregation of cases that meet a designed set of criteria. Simply put, it deals with a target group about which the researcher has the interest in gaining information and drawing conclusions.

The target population for the study included all Senior High School students in Ghana. The total number of Senior High Schools was 880, while population of students was 851, 312 as of the end of 2017 (Ministry of Education SHS Mapping Report). With gender, females were 408, 630 and males were 442, 682 (Ministry of Education SHS Mapping Report). The accessible population was therefore all public senior high school students in Ghana. However, as the target population was too large to work with, and also considering the fact that the study needed to be completed within a stipulated time frame, the researcher deemed it appropriate and expedient to use students in form two from selected senior high schools across the country and considered both male and female students from three categories of senior high schools namely, all boys, all girls and mixed. The selection of form two students is based on the fact that these students, per their educational level have not attained career maturity as they are still contemplating on what careers they should select in relation to their programmes of study which they

have not fully comprehended. First year students were not included since they were new in the Senior High School system and are still learning to adjust and acclimatise to the new system they have found themselves and so, their inclusion will not be useful to the study. Third year students were also not included in the study because of them being examination candidates and may not be readily available at the time of data collection. The population was selected across the country because it widens the scope of generalization which can represent a true picture of the determinants of career indecision of senior high school students in Ghana. Finally, it is more likely to give a firm bases for conclusions and recommendations made. The accessible population of the selected schools from the three geographical zones (northern, middle & southern) in which the various regions of Ghana have been grouped into, were 5,845.

The distribution of accessible population is that gender is made up of 3,313 males, while females are 2,532. As the study was carried out across Ghana, a region was selected on zonal basis. For the Northern Zone, the Northern Region was selected, specifically using Tamale Metropolis. That is, one girls school (420) one boys' school (360) and one mixed school (400). Relating to the Middle Zone, the Ashanti Region was selected using the Kumasi Metropolis. That is, one girls' school (801) one boys' school (991) and one mixed school (830). For the Southern Zone, the Central Region, specifically, the Cape Coast Metropolis was used, using one girls' school (479), one boys' school (797) and one mixed school (767).

Sample and Sampling Procedures

Malhotra and Birks (2007) stipulate that a sample is the sub-group of the population selected for participation in a study. Sekaran (2003) also states that it is a subset of the population since it consists of some members who are selected from the population. “It is the process of selecting a sufficient number of elements from the population, so that, the study of the sample and understanding of its properties and characteristics would make it possible for one to generalize such properties or characteristics to the population elements (Sekaran, 2003, p. 267)”. This implies that a sample consists of carefully selected subset of the units that comprise the population. Therefore, by observing critically the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. In view of the large size of the population (5,845), a sampling method seems appropriate and feasible. Sampling was conducted in two phases.

The study concentrated on only undecided students therefore, measurement, identification and selection of participants were carried out using an opinionnaire designed by the researcher and this formed the first phase of sampling. A total number of 1,350 students who were randomly selected from nine schools were given the opinionnaire to fill out. This total number (1,350) was arrived at by tripling the estimated sample size of 450 (estimated for the main study). The purpose was to get enough undecided students for the main study. Each school was given a total of 150 opinionnaires to randomly select students. The use of equal numbers is to ensure fair assessment of career indecision of senior high school students. Out of the total number of opinionnaires given to each school, an average of 60-70

students indicated that they were undecided. All students who indicated on the opinionnaire that they had not decided on what career to enter were those sampled for the study. Table 1 indicates distribution of sample for the measurement and selection of undecided students.

Table 1: *Distribution of Sample for Selection of Undecided Students*

Sch	No. Distrtd	No. Retrnd	No. Decided	No. Undecided
A	150	150	80	70
B	150	146	78	68
C	150	148	80	68
D	150	150	82	68
E	150	150	90	60
F	150	143	89	54
G	150	150	80	70
H	150	150	83	67
I	150	148	90	58
Total	1350	1335	752	583

Source: Field survey, 2018.

The second phase of sampling saw the selection of participants for the main study. An estimated sample size of 450 senior high school students in public senior high schools who are in the category of career indecision were selected out of the accessible population of 5,845 from nine public senior high schools for the study. Sampling in research is to select a portion of the population that is most representative of the population (Fowler, 2009). According to Malhotra and Birks (2007), for conclusive research such as descriptive surveys, larger numbers are required. Moreover, where data to be collected deal with large number of variables, and also many questions are asked in a survey, large numbers are also required. Creswell (2014) argues that most used approach for determining the sample in a descriptive study is to specify the precision of estimation desired and then to determine the sample size necessary to ensure it.

Therefore, the sample size was arrived at, by employing the sample size table provided by Krejcie and Morgan (1970). For a population of 5,845 Senior High School students, using the table, the sample size estimated from the total population was 354. However, to avoid the issue of non-response necessitating more participants in order to get the required sample, this figure (354) was largely estimated to 450 to get a richer representation of the population. The estimated sample size was also based on Glenn's (1992) assertion that it is necessary for adjustment to be made in sample sizes. Thus, the sample size was increased by approximately 22% going by Glenn's proposition. This was done by finding 22 percent of 354 which gave a sum of 96. The 96 was added to the 354 to get the total sample of 450. A multistage approach was used to select the sample. In all, the cluster sampling, stratified sampling, purposive sampling, simple random sampling, proportionate stratified sampling and quota sampling methods were used to select the sample.

The cluster sampling technique was employed to cluster the country into three (3) geographical zones namely, Northern, Middle and Southern Zones which were naturally created. Jackson (2011) stated that cluster sampling is a technique in which clusters of participants that represent the population are identified and included in the sample. The cluster sampling uses a complete list of clusters to represent the sampling frame. At the time of carrying out the study, Ghana was made up of ten regions. Table 2 is a presentation of the outcome of the use of the cluster sampling.

Table 2: *Classification of Ghana into Geographical Zones*

Zones	Regions
Northern	Northern, Upper East, Upper West
Middle	Brong Ahafo, Ashanti, Eastern
Southern	Central, Western, Greater, Volta

Source: Cartographic Section, UCC (2017)

The lottery method of the simple random sampling method was used to select one region from each zone making it a total of three regions selected. In using the lottery method the names of all the regions for each zone were written on pieces of paper and placed in a container according to zones. In other words, each zone was placed separately in the container for selection of a region. This was mixed up to ensure a fair selection. Without looking into the container, the researcher handpicked a piece of paper from the container and the name of the region selected for the zone was recorded. The method gave every unit of the population an equal chance of being selected. The same was repeated for each zone. Using this procedure, the Northern, Ashanti and Central Regions were selected.

The purposive sampling method was used to select either a metropolitan, municipal or district assembly from each region selected. Purposive sampling method was used to ensure that the elements which satisfy some predetermined criteria, (for instance, possessing certain characteristics relevant to the study) was selected (Nworgu, 2006). Since the researcher had interest in three types of schools (all boys, all girls and both boys and girls), it was therefore necessary to select a metropolis, municipality or district that possessed the mentioned characteristics. This made the purposive sampling technique appropriate to use. Thus, on the basis of all the three types of

schools to be located in one metropolis, municipal or district, the purposive sampling method was used to select Tamale Metropolitan Assembly for Northern Region, Kumasi Metropolitan Assembly for Ashanti Region and Cape Coast Metropolitan Assembly for Central Region making it three Metropolitan assemblies selected in all. Again, the purposive sampling procedure was used to select the schools from each metropolis on the basis of type of school and programme of study (General Science, General Arts, Business, Visual Arts & Home Economics). Thus, three schools (1 girls, 1 boys and 1 mixed school) were selected from each metropolis making a total of nine schools. The researcher considered students from the three types of schools because they have varied administrative, logistic and infrastructural systems. Table 3 indicates regional distribution of type of school.

Table 3: *Regional distribution of type of school*

Region	Boys	Girls	Mixed
Ashanti	2	10	114
Central	3	3	57
Northern	1	2	36
Western	3	3	46
Eastern	2	4	96
Volta	2	2	73
B/A	1	4	57
Upper East	3	3	23
Upper West	1	2	18
Greater Accra	3	2	82

Source: Ministry of Education SHS mapping report, 2018

Also, programme of study was included in the study for the representation of all categories of students in relation to course areas which is regarded by some scholars as a composite for career indecision. The stratified sampling technique was used to put gender into two strata, male and female for the study. The random sampling technique, specifically the lottery method

was used to select equal numbers for the various strata to ensure equal representation. Again, the stratified sampling was used to put students into programme of study, that is, General Science, General Arts, Home Economics and Visual Arts. The Quota sampling was also used to select students from the various schools because the researcher gave equal allocation to the number of students that participated in the study. The use of the quota sampling was based on the fact that not all participants as well as their parents gave their consent and so per ethical considerations, such participants cannot be forced to take part in the study. This reduced the participants to an average of 50 for a majority of schools selected for the study and so, the first 50 students from each school in the zones were selected for the study. The equal number of participants from the various schools is to optimize the comparison. This is also done because sampling is in different proportions from each stratum. Finally, the researcher employed the use of the random sampling technique by adopting the lottery method to select individual students from all the schools in the Metropolis selected from the various regions (Northern, Ashanti, and Central). This resulted in 450 students out of a population of 5,845 students.

According to Creswell (2008), the random sampling method gives room for equal chances of selection without bias for the final sampling. The justification for this procedure was to provide each of the schools equal and independent chance of being selected based on programme of study namely, General Science, General Arts, Business, Visual Arts, and Home Economics. Also, students in the various programmes differ in numbers and therefore using proportionate random sampling helped ensured representativeness that

each group was very well represented. Table 4 depicts the outcome of the sampling procedure.

Table 4: *Distribution of Sample for the Study*

Zones	Region	Metropolis	School	Type of school	No. of Students	No. of Students Sampled
Northern	Northern	Tamale	A	Girls Only	420	50
			B	Boys Only	360	50
			C	Mixed	400	50
Middle	Ashanti	Kumasi	D	Girls Only	801	50
			E	Boys Only	991	50
			F	Mixed	830	50
Southern	Central	Cape Coast	G	Girls Only	479	50
			H	Boys Only	797	50
			I	Mixed	767	50
Total	3	3		9	5,845	450

Source: Field survey (2018)

Data Collection Instrument

Collection of data was carried out using the opinionnaire and the survey questionnaire (Appendices A & B) in order to ascertain the determinants of career indecision among Senior High School students. Sekaran (2003) defines a questionnaire as a set of pre-formulated written questions to which participants record their answers. Questionnaires are resourceful mechanisms for data collection, provided that the researcher knows exactly what is required and how to measure the dependent and independent variables of interest. The questionnaire type of instrument was

used as the researcher believed it would enable her get the exact response she was eliciting from participants. The questionnaire, close ended type for this study was developed by the researcher, soliciting information that covered the specific objectives of the study. The close ended type of questionnaire, according to Gray (2004), is one that gives participants pre-determined responses to choose from a set of numbers that represent strengths of feeling or attitude. Close ended type of questionnaire has the advantage of making data analysis simpler by making coding of responses easy and quickly. Besides, since it does not require any extended writing, it is time saving. According to McMillan and Schumacher (1993), a questionnaire is relatively economical, has standardized questions, can ensure anonymity and questions can be written for specific purposes. These are the reasons why the close ended type of questionnaire was used for the study.

The merit of using the questionnaire as a data collecting instrument is that of its affordability, less time consuming and also, it gives the assurance of non-interview bias as compared to other forms of data collecting instrument. According to Mouton (1996), data collection from a survey approach using questionnaire allows the researcher to gather information from large sample groups and it can be administered with ease. Since the researcher dealt with a large sample group of 450 participants, using the questionnaire was deemed appropriate. The questionnaire was an easy way of analyzing information and it offered the participants an opportunity to respond accurately.

Using the questionnaire as a data collecting instrument has its own pitfalls. Mouton (1996) asserts that there is low response rate. Besides, Weier (1998) states that there are incomplete questionnaire as no qualitative

information is obtained due to the forced-choice format and thus, does not provide participants the opportunity to add additional information (Amedahe, 2002). Despite these shortcomings, the researcher believed that the questionnaire type of instrument was the most appropriate in achieving the purpose and objectives of the study on career indecision of Senior High School students in Ghana.

Two sets of instruments were used, namely an opinionnaire and questionnaire. These instruments were self-developed and ideas for items construction were derived from literature. The opinionnaire was used for the measurement and selection of students in the status of career indecision and the questionnaire was used for gathering responses on the determinants of career indecision in the career paths of Senior High School students in Ghana. The opinionnaire had two parts, of which the first part clearly expatiated the term, “career indecision” for students to understand and indicate their status, while the second part dealt with demographic data.

The questionnaire was divided into two main parts. The first part explained the purpose of the study to participants, as well as assured participants of anonymity and confidentiality (ethical issues). The second part was sub-divided into eight (8) main sections (A to H). Section A dealt with demographic data of respondents such as gender, class, programme of study and type of school; Section B dealt with lack of career information; Section C dwelt on Self-Knowledge; Section D–Decision-making fear and anxiety; Section E–Family influence; Section F–Peer influence; Section G Academic achievement difficulties; Section H–Career counselling. Apart from Section A

that comprises of four (4) statements, the remaining sections (B, C, D, E, F, G & H) have ten (10) statements each.

The Likert scale was used as a form of measure for the responses. Tuckman (1994) asserts that Likert-type scales are used to register the extent of agreement or disagreement with a particular statement of attitude, beliefs, or judgement. The Likert-type response alternative of four point gradation was used to measure responses. “Strongly Agree” = 1, “Agree” = 2, “Disagree” = 3, “Strongly Disagree” = 4. Again, a cut-off point was established for all scales as follows: 1–1.99 is low, 2–2.99 is moderate and 3–4 is high to help rate participant’s responses.

Pilot Test of Instrument

A pilot test of the instrument was conducted to serve as a means of refining the questionnaire. As stipulated by McMillan and Schumach (2010), pilot test brings about an informal critique of individual items as they are prepared, as well as a pilot test of the full questionnaire. A pilot test was carried out in the Accra Metropolitan Assembly using a sample of 60 senior high school students, purposively and randomly (using the lottery method) selected from three schools regarding type of school (boys only, girls only & mixed schools) and programme of study (Science, Arts, Home Economics, Business & Visual Arts). Connelly (2008) stipulates that a sample size for a pilot test should be 10% of the sample projected for the main study. According to Hill (1998), 10 to 30 participants are ideal for feasibility studies. These students possess characteristics similar to those in the main study and these include: gender, type of school and programme of study. Pilot test was meant to help the researcher eliminate irrelevant, ambiguous and misleading items

before the final administration of the questionnaire. The result of test furnished the researcher with additional information requiring the appropriateness of the general layout of the questionnaire. The information obtained from the subjects was used as a basis to build a more refined survey instrument (questionnaire) for administration in order to yield accurate response.

Validity and Reliability of Instrument

According to Sekaran (2003), validity of an instrument relates to the extent to which it actually measures what it is supposed to measure. Siniscalco and Auriat (2005) state that an instrument has content validity when an agreement is obtained from a panel of judges or experts on a topic that the statements in the instrument do relate to what they are supposed to measure. The questionnaire was given to experts who are well versed in research, and measurement and evaluation at the Department of Psychology and Education, as well as Department of Guidance and Counselling for scrutiny, taking into consideration how well the items were developed and whether the objectives of the study, research questions and hypotheses, as well as the variables of interest were met. My supervisors also did a thorough appraisal of all the items in the questionnaire in order to ascertain which items should be included or excluded on the scale. This helped to ascertain the face and content validity of the research instrument. The purpose was to examine whether the items were related to the research questions and also if they comprehensively cover the content needed to provide appropriate response to the research questions. In addition, it was to determine if any of the items was ambiguous and misleading. Suggestions and corrections made were adopted and incorporated into the questionnaire to enhance its validity.

Reliability, as indicated by Sekaran (2003), is the consistency and stability of a measuring instrument regardless of the stability of test takers. Stangor (2004) stipulates that the reliability of a measuring instrument is the extent to which the instrument is free from error, thus, measuring consistency over time and variables of interest. Therefore, it is the extent to which an instrument produces the same results after a repetition of the test over a period of time. The test-retest method was used to establish the reliability of the instrument using the Cronbach's Alpha formula to establish the reliability coefficient. The first administration (21st June, 2017) of the questionnaire was conducted and then after four weeks the second administration (19th July, 2017) was also carried out using the same students and instruments. Reliability was established for each of the scales as they measured different issues (thus internal consistency). The justification for inclusion of items on the scales is for the fact that items in the various scales respond to the information being elicited, and also, the characteristics of the participants. The scales were also developed to respond to the purpose and objectives of the study, and as such did not include anything outside those. Table 5 presents the outcome of that effect.

Table 5: *Reliability Co-efficient Scales of Instrument*

Scale	Number of Items	Cronbach's Alpha
B: Lack of Career Information	10	0.85
C: Self-Knowledge	10	0.90
D: Decision Making, Fear and Anxiety	10	0.88
E: Family Influence	10	0.85
F: Peer Influence	10	0.86
G: Academic Achievement Difficulties	10	0.70
H: Career Counselling	10	0.79
Overall Reliability	70	0.83

Source: Field survey (2017).

According to Pallant (2005), a Cronbach's Alpha Co-efficient of 0.70 or more is considered adequate. Therefore, the instrument can be considered to be reliable for the study on the basis that all the Scales (B to H) had a reliability co-efficient range of 0.70–0.90, with an overall reliability of 0.83 as shown in Table 4.

Ethical considerations

Cohen and Swerdik (as cited in Adekeye, Adeusi, Ahmadu & Okojide 2017), asserted that ethics are a body of principles of right, proper or good conduct and so a participant that is involved in a research study has the right to give informed consent, to be informed of the results, the right to privacy and confidentiality, and not to be labelled in a stigmatizing manner. It is imperative and necessary for every researcher to put into consideration ethical issues governing the research. This is for the fact that social researchers need to prepare themselves in terms of all ethical issues in the design of a study in order to build a sound–ethical practice (Neuman, 2006). In this study, the

participants' privacy was respected by seeking their consent to choose to participate or not first, as one of the tenets in social research requires voluntary participation of participants. In this regard, there were explanations of the objectives of the study, as well as its significance to boost participants' voluntary participation.

There is the belief that subjecting participants to answering items in a questionnaire could cause physical and emotional harm to them. Thus, statements in the questionnaire were framed in a way that presented a variety of options and free will to participants so that, they could select items appropriate to them. Participants were assured of anonymity and confidentiality. The researcher revealed her identity to participants of the study for the purpose of clearing their minds of all doubts and deceptions of the study and also, assuring them of not sharing information they provide with anyone. Concerning anonymity, participants were not asked to provide their names on the questionnaire nor the names of their schools.

To avoid the scientific misconduct in research, called plagiarism, the study followed strictly the prescribed standards of scientific behaviour to avoid plagiarism. The researcher ensured that ideas, works and writings made use of were acknowledged and referenced appropriately. Before going to the field to collect data, the researcher sought clearance from the Institutional Review Board. In doing this, the researcher applied for clearance through the Head of Department and with a summary of the proposal for scrutiny to the College of Education Studies Institutional Review Board for ethical approval. Data collection was carried on receipt of the ethical clearance (See appendix for clearance letter).

Training of Field Assistants

The nature and scope of the study could not be handled alone by the researcher and as such, the researcher sought the assistance of trained field personnel in the data collection. They were selected from the work place of the researcher and were six (6) in number. They were given training in the area of explanation of the purpose of the study, ethical responsibilities (informed consent, anonymity and confidentiality) and the procedures for sampling participants. Training lasted for a period of two weeks.

Data Collection Procedure

The questionnaire on the Determinants of Career Indecision in the career Paths of Senior High School Students in Ghana was personally, and with assistance from trained personnel administered to four hundred and fifty participants in selected Senior High Schools in Ghana. Prior to the collection of data, a letter of introduction from the Department of Guidance and Counselling was taken to the selected schools. On arrival, the purpose of the study was explained to the assistant heads of the schools and the school counsellors. In the meantime, copies of the questionnaire were given to the school counsellors to administer to students to identify and select students in the category of career indecision for the study. In collaboration with the assistant heads, a date was scheduled to administer the questionnaire to the sampled students.

The administration and collection of copies of the questionnaire were carried out the same day but continuously over a period of two months since the researcher had to go to all the regions in Ghana. This was done in the

months of October and November, 2018 making up the first phase of the study.

Data Processing and Analysis

The data collected from research becomes meaningful only when it is organised, summarized and observations explained in order to determine its essential causes, statistical relationships, pattern and trends (Dane, 2011). The process requires the researcher to analyse the data that have been collected (Leary, 2004). Thus, the statistical programme used for the analysis and interpretation of data was the Statistical Product for Service Solution (SPSS) version 20. Prior to this, copies of the questionnaire were coded for the data analysis. The coding ranged from 001–450.

Demographic information from the questionnaire was analysed using descriptive statistics such as frequencies and percentages where data was organised into frequency counts and converted into percentages while means and standard deviations were used for the research questions. The results were then presented in tables to answer the research questions. This went for all the research questions, 1 to 8. According to Dane (2011), it is in the interest of the researcher to determine how frequently a certain phenomenon occurs, the mean average of the data collected and the extent of variability between the variables. The purpose for the use of descriptive statistics as a tool of analysis is to describe the phenomenon of interest (Sekaran, 2003). Besides, descriptive statistics involves the transformation of new data into a form which provides information that describes factors of a particular situation which is achieved through the ordering and manipulation of raw data collected (Sekaran, 2003; as cited in Dane, 2011). The researcher's purpose for using means and

standard deviation was also to make the interpretation of the results more meaningful for conclusions and recommendations to be made from the data.

The research hypotheses were tested using inferential statistics. This was to assist the researcher in understanding how the variables relate to each other and whether or not there were differences between two or more groups (Dane, 2011). As explained by Sekaran (2003), the purpose of inferential statistics is to allow the researcher to draw inferences from the sample and also to generalize from the sample to the population. The inferential statistics used were the Pearson-Product-Moment Correlation, Independent Samples T-test, and One-way Analysis of Variance (ANOVA). Gordon & Meyer (2002) assert that inferential statistics provide insight into the degree of certainty of prediction regarding the same result in future research.

The Independent Samples t-test was used to test research hypothesis 1. The use of the Independent samples t-test for hypothesis 1 is to determine the difference between two sample means (Howell, 1999). It is also used to establish the impact of a categorical variable such as gender (Cohen, Manion & Morrison, 2011). Thus, the use of the Independent Samples t-test gives the researcher the opportunity to establish whether or not there are mean differences between two groups (male and female) which are both related to specific variables (Sekaran, 2003). This made it appropriate to use the Independent Samples t-test for research hypothesis one to determine if there was any significant difference in career indecision based on gender among Senior High School students.

Research hypothesis 2 was tested using One-way Analysis of Variance (ANOVA) as the researcher was much interested in comparing the means of

more than two groups. The one-way ANOVA is used to determine whether there is any statistically significant difference between the means of three or more independent variables and therefore it was more appropriate for use in determining the differences in career indecision among all girls, all boys and mixed school. The Pearson Product-Moment-Correlation indicates the correlation between two variables and the extent to which the variables are related. Moreover, it reflects the linear relationship between two variables of which the relationship could be a perfect negative or positive relationship (Sekaran, 2003). Thus, it was deemed appropriate to use the Pearson Product-Moment Correlation for research hypotheses 3 and 4 which determined the relationship that exist between career counselling and career indecision and between academic achievement difficulties and career indecision amongst Senior High School students. The Alpha level established for all statistical tests was 0.05.

Summary of Research Methods

This chapter dwelt on the method and research design which employed the use of the quantitative approach, specifically the descriptive survey. It discussed in detail ways of data collection and analysis, as well as emphasized on the statistical tools, not failing to mention the rationale behind the use of such tools in reaching the outcome of the study. In addition, the researcher discussed the ethical concerns binding the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter deals with the results from the data analysis as well as the discussion of the findings. The analysis was done guided by the research questions and research hypotheses. Thus, relevant tables and figures were used to display the data which were also complemented with short descriptions. The discussion on each finding, which was separated from the results, comprised the interpretation of the data supported with previous findings from the related literature coupled with its implications where possible. The study was undertaken to determine all the variables that account for career indecision among Senior High School students in Ghana. In addition, the study sought to find out the variables that are the most prevalent to career indecision of Senior High School students and also, ascertain the extent to which each of these variables affect career indecision in the career paths of Senior High School students in Ghana.

The instruments used to collect the data were an opinionnaire and questionnaire. The opinionnaire was administered to students to measure and indicate their opinion on whether they have decided on their career or not. Those who indicated that they had not decided on their career, were the ones selected for the main study and using the questionnaire as a second and main instrument to undertake the main study. In all, 450 second year Senior High School students were selected and given the questionnaire to respond to.

However, after entering and cleaning the data, 426 of them were desirable for use for the analysis with no missing observation making a return rate of 94.7%. Although the return rate was not a hundred percent as expected, it was still very high (94.7%) and within the range (354, indicated by table proposed by Krejcie and Morgan, 1970) to work with. This total number (426) of participants does not in any way affect the population for the study as it was largely estimated to make room for any adversaries.

The researcher employed the use of descriptive statistics (frequencies, percentages, means and standard deviations) to describe the demographic characteristics as well as answer the research questions. Besides, inferential statistics (independent samples t-test, one-way ANOVA and Pearson-Product Moment-Correlation) were also used to test the research hypotheses. In measuring the extent to which each variable in question, affected career indecision of Senior High School students, the grading system used, was 1–1.99 is low, 2–2.99 is moderate and 3–4 is high. Finally, the results in this section was organized into two parts, with the first part dwelling on statistical analysis of demographic information of participants, while the second part dealt with the research questions and hypotheses formulated for the study. The statistical programme used for the analyses and presentation of data in this research was the Statistical Product for Service Solution (SPSS) version 20.0 to facilitate the quantitative data analysis.

Analysis of Demographic Information of Participants

Analysis of demographic information of participants is centered on gender, type of school and programme of study. On the issue of gender, data

collected indicated 214 males (50.2%) and 212 (49.8%) females as shown in Table 6.

Table 6: *Distribution of Participants by Gender*

GENDER	NO.	%
Male	214	50.2
Females	212	49.8

Source: Field survey (2018)

Results in Table 6 depict a slight majority of males (50.2%) participating in the study as against females (49.7%). Thus, based on the results presented, it can be concluded that there was an even distribution of participants by gender.

Table 7: *Distribution of Participants by Type of School*

TYPE OF SCHOOL	NO.	%
Mixed	145	34.0
Boys only	140	32.9
Girls only	141	33.1
Total	426	100

Source: Field survey (2018)

The data in Table 7 shows an even distribution of participants with respect to type of school. That is to say, out of a total of 426 participants, 145 (34.0%) of the participants were from mixed Senior High School. 140 (32.9%) were made up of participants from boys only Senior High School and then participants from girls only Senior High School amounted to 141 (33.1%).

These figures indicate an even distribution of participants from the three types of school. As indicated earlier on, the researcher selected 150 participants from each type of school.

Table 8: *Distribution of Participants by Programme of Study*

PROGRAMME OF STUDY	NO.	%
General science	119	28.0
General Arts	107	25.1
Business	115	27.0
Visual Arts	50	11.7
Home Economics	35	8.2
Total	426	100

Source: Field survey (2018)

Table 8 depicts that majority of the participants who participated in the study were General Science students representing 28.0% (119) of the total sample, followed closely by Business students indicating 27.0% (115), General Arts students also represents 25.1% (107). However, Visual Arts and Home Economics students are the least represented in the study with a total of 11.7% (50) and 8.2% (35) respectively.

The high numbers of participants recorded in General Science, Business and General Arts show that most parents prefer their children to offer these programmes of study as they tend to offer white collar jobs for their children. Such programmes of study (General Science, Business and General Arts) have numerous as well as most of the prestigious careers or professions that parents desire their children to go into. Some of these prestigious jobs or professions include Medicine, Engineering, Pharmacy, Law, Business

Administration, Accounting, Auditing, Information and Communication Technology, System Analyst and a lot more. Again, most parents believe that their children being able to study these programmes have brighter future by earning high income and making life comfortable for them. Therefore, parents are seen forcing their children to go into these programmes of study regardless of their children's interests and career aspirations.

The least number of students studying Visual Arts and Home Economics is as a result of the low interest in vocational related careers by parents and students. It is most of the time, the last resort of students' choice in the selection of programmes of study. This is because of the notion that students who are not academically inclined are those that take up such programme of study, as it is believed they will perform better in that area of career development. This is further evident in the list of school placement sent to schools for admission into Senior High Schools where Visual Arts and Home Economics have the least intake. Another reason that can be attributed to this least number of participants is that these programmes of study (Visual Arts and Home Economics) are already career oriented and so, majority of these students might have aspired for the careers related to these two programmes of study.

Table 9: *Distribution of Demographic Data by Gender, Programme of Study and Type of School*

PROGRAMME OF STUDY	GENDER			
	MALES NO.	%	FEMALES NO.	%
General Science	61	51.3	58	48.7
General Arts	52	48.6	55	51.4
Business	62	54.0	53	46.0
Visual Arts	33	66.0	17	34.0
Home Economics	6	17.1	29	82.9
TYPE OF SCHOOL				
Mixed	74	51.0	71	49.0
Girls Only	0	0	141	100
Boys Only	140	100	0	0

Source: Field survey (2018)

Table 9 presents a summary result of the demographic data by gender, programme of study and type of school. The data shows that for programmes in relation to gender, male participated more in the study with regards to General Science which is represented by 51.3% while their female counterparts had 48.7% representing. Similarly, in the case of Business, there were more males than females with 54.0% for males as against 46.0% for females. For Visual Arts, male students amounted to 66.0% with their females forming 34.0% of participants. However, a different trend was revealed for General Arts and Home Economics as the participants who participated more in the study were females. For General Arts, a total of 51.4% represented females as compared to their male counterpart who are represented with 48.6%. Home Economics had 82.9% of females participating as against 17.1% males.

The findings in Table 8 indicate that with the programme of study, those courses that are male dominated naturally had more males and these include General Science, Business and Visual Arts. Owing to the study,

female dominated programmes of study namely, Home Economics and General Arts also naturally indicated more female participants. The results are no surprising as more parents and significant others may encourage their children to study programmes that are gender biased in order to help them fit into such related jobs. However, students who do not agree and yet had to study such programmes as recommended by their parents, tend to find themselves in the state of career indecision. The finding is in line with the generally accepted view that males like Science and females like General Arts which are always easy to study. This pattern of results supports Osipow's view that Arts students have issues with external control, Science students with difficulties relating to the scope of their course, while business students do not have much challenge with career indecision but rather demonstrated confidence in career decisiveness.

Analysis and Results of the Research Questions

Descriptive statistics (percentages and frequencies, mean and standard deviations) were used in order to answer the research questions. Participants were asked to rate the variables (lack of career information, self-knowledge, decision-making fear and anxiety, family influence, peer influence academic achievement difficulties and career counselling) responsible for their status of career indecision in their career paths on a Four Point Likert-Type Scale of Strongly-Agree (SD), Agree (A), Disagree (D) and Strongly-Disagree (SD). With this a further coding of these ratings were done for analysis, where Strongly Agree is 1, Agree is 2, Disagree is 3 and Strongly Disagree is 4. In order to ascertain the test value, all the scores on the Likert scale were put in ranges of 1–1.99 is low, 2–2.99 is moderate and 3–4 is high. Thus, any mean

value, falling within the range of 1–1.99 = Low indicates a negative response while 2–2.99 = Moderate and 3–4 above indicate a positive response.

Research Question One

What are the most prevalent determinants of career indecision in the career paths of Senior High School students in Ghana?

Research question one sought to identify the specific variables predicted to contribute to career indecision of Senior High School students in Ghana. It also sought to find out among the variables under study, those that are most prevalent to students' career indecision.

Table 10: Rank Order of Determinants of Career Indecision

Variables	M	SD	Grading	Rank
Peer Influence	3.0	0.67	High	1 st
Family Influence	2.9	0.64	Moderate	2 nd
Academic Achievement Difficulties	2.8	0.57	Moderate	3 rd
Lack of Career Counselling	2.6	0.62	Moderate	4 th
Self- Knowledge	2.5	0.62	Moderate	5 th
Lack of Career Information	2.5	0.62	Moderate	5 th
Decision- Making Fear and Anxiety	2.4	0.6	Moderate	7 th
Total	2.7	0.44	Moderate	

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Rank order of determinants of career indecision presented in Table 10 show that peer influence is 1st ($M = 3$; $SD = 0.67$), family influence is 2nd ($M = 2.9$; $SD = 0.64$), and academic achievement difficulties places 3rd ($M = 2.8$; $SD = 0.64$ 0.57) are the most prevalent of all the variables that contribute to Senior High School students career indecision. It can further be deduced from the result that career indecision of Senior High School students is determined largely by variables such as peer influence, family influence and academic achievement difficulties whose mean scores ($M = 3$, 2.9 and 2.8) are above the total mean score ($M = 2.7$) of all the variables put together. This does not mean that career counselling, self-knowledge, lack of career information and decision-making fear and anxiety do not determine career indecision of Senior High School students in Ghana, it does but not with a very great impact as shown by the other three variables (Peer influence, family influence and academic achievement difficulties).

Research Question Two

How does lack of career information influence career indecision of Senior High School students in Ghana?

The research question sought to find out if lack of career information affects Senior High School students' career indecision. This research question found out participants responses to each of the statements under lack of career information in order to ascertain how participants agreed or disagreed to these statements as leading to their career indecision. Their responses are presented in Table 11.

Table 11: Means and Standard Deviations Distribution of Lack of Career Information as Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
I am unaware of the many occupations that are available	2.4	1.0
I do not have knowledge of related occupations in my programme of study	2.7	.92
I do not know the occupation I can best fit into	2.3	.94
I do not know the requirements that go for occupations	2.2	.87
I do not know how to obtain information on careers	2.5	.94
I do not know of people who can help me choose a career	2.5	.96
I do not know where to get career information	2.5	.96
my teachers have no knowledge about career information in my programme of study	3.0	.97
I do not know how to use information to select a particular career	2.3	.93
seeking career information is a difficult thing to do	2.5	1.0
Total	2.5	1.2

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Table 11 revealed that lack of career information contributes to participants' career indecision. This is evident by the total mean score of 2.5 (SD = 1.2) which falls within the grading system (2–2.99 = moderate). Most of the statements that pointed to lack of career information had mean scores between 2.0 and 2.3 which indicates a moderate response. Participants agree that they lack career information because they do not know how and where to obtain career information, people who can help them choose career, as well as seek career information is a process that is difficult for them to do. All these issues had mean scores of 2.5. Again, participants' lack of career information is necessitated extensively by teachers having no knowledge of career information in their programme of study (M = 3.0, SD = .97) indicating a positive response which supports the fact that participants lack career

information. The results also indicate that participants do not have knowledge of related occupations in their programme of study ($M = 2.7$, $SD = .92$) and this further proves that lack of career information is responsible for Senior High School students career indecision.

Research Question Three

How does decision-making fear and anxiety influence career indecision of Senior High School students in Ghana?

This question sought to find out whether decision-making fear and anxiety acts as a determinant of career indecision of Senior High School students in Ghana. It also sought to find out how participants reacted to each of the statements. Table 12 presents rated responses from participants sampled for the study.

Table 12: Means and Standard Deviations Distribution of Decision Making Fear and Anxiety as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
the thought of making a career decision on my own makes me shiver	2.6	.94
I lack the confidence in making a career decision	2.6	.97
I believe that career decision making is the responsibility of trained professionals and experienced adults	2.6	.93
I fear I will make the wrong decision if I should do so	2.5	.98
I am not able to stick to my career decision	2.7	.93
making career decision is a very challenging task for me	2.4	.93
I feel uncomfortable when I am asked to make my own career decision	2.4	.91
I am always not certain of the career decision I have to make	2.5	.90
I fear not meeting my expectations in my chosen career	2.3	.94
I fear I will fail in my career decision I will make	2.9	.94
Total	2.6	.94

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Data in Table 12 supports the assumption that decision-making fear and anxiety account for students' inability to make career decisions. The statistical data provided shows that participants agree entirely to the various statements on decision-making fear and anxiety as determinant of career indecision since the various statements rated had mean scores between 2.2 to 3.0. Moreover, the total mean score computed is 2.6 (SD = .94). The mean value per the grading system indicates that decision-making fear and anxiety positively acts as a determinant of career indecision for Senior High School students in Ghana. In other words, the fear and anxiety that students entertain in career decision and choice process contributes to their inability to make firm and concrete career decisions. Participants agree that their decision-making fear and anxiety is largely determined by "I have not decided on my career because I fear I will fail in my career decision I will make" (M = 2.9, SD = .94). In addition, statements such as "I have not decided on my career because I am not able to stick to my career decisions" (M = 2.7, SD = .93), "I have not decided on my career because the thought of making a career decision on my own makes me shiver" (M = 2.6, SD = .94), "I have not decided on my career because I lack the confidence in making a career decision" (M = 2.6, SD = .97), "I have not decided on my career because I believe that career decision is the responsibility of trained adults and professionals" (M = 2.6, SD = .93) go a long way to proving that students experience fear and anxiety related problems which prevent them from making career decisions.

Research Question Four

How does self-knowledge influence career indecision Senior High School students in Ghana?

Research question four sought to find out if self-knowledge influences career indecision of Senior High School students in Ghana. It also sought to find out how participants rated the various statements to answer the research question. Table 13 shows results of data analysis.

Table 13: Means and Standard Deviations of Self-Knowledge as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
I do not know who I really am	2.4	.99
I do not know my strengths and weaknesses	2.5	.88
I do not know how to acquire knowledge about myself	2.4	.95
I do not know what I can do best	2.3	.90
I do not know what my interests are	2.2	.86
I do not understand how to apply my abilities and skills	2.4	.91
I do not know how I can use knowledge about myself to select my career	2.5	.97
I do not know about my personality traits	2.2	.92
I am confused about my talents	2.2	.86
I do not know about my values in life	2.5	.98
Total	2.5	.62

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Data presented in Table 13 revealed that most Senior High School students are career undecided because they lack self-knowledge. All statements recorded mean scores between 2.0 and 2.99 which pass the test

value (2–2.99 = Moderate & above is a positive response) instituted. The overall mean score of 2.5 (SD = .62) indicates an overall positive response to self-knowledge as a determinant responsible for students' career indecision. Participants' responses to statements such as "I have not decided on my career because I do not know my strengths and weaknesses" (M = 2.5, SD = .88), "I have not decided on my career because I do not know how I can use knowledge about myself to select a career" (M = 2.5, SD = .97) and "I have not decided on my career because I do not know about my values in life" (M = 2.5, SD = .98) further give evidence that participants do not have a full insight or understanding about themselves to enable them select careers. Besides, the study show that participants have not decided on their careers because: they do not know who they really are (M = 2.4, SD = .99), do not know how to acquire knowledge about themselves (M = 2.4, SD = .95) and do not understand how to apply their abilities and skills, are statements that buttress the fact that participants are deficient in self-knowledge. This therefore makes it impossible for participants to make informed career choices.

Research Question Five

How does family influence determine career indecision of Senior High School students in Ghana?

The research question sought to establish whether family influence determines career indecision of Senior High School students in Ghana. The researcher's concern was also to measure the magnitude to which indecision in career choices are influenced by family related issues. Thus, statements under family influence were each rated to determine participants' responses. Table 14 presents data analysis of participants' responses.

Table 14: Means and Standard Deviations Distribution of Family Influence as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
my parents feel that choosing a career is the responsibility of adults	2.7	1.0
my parents think I cannot make the right choice of career	2.7	.95
my family disapproves of my career option	2.8	.95
I do not like my parents' career option for me	2.6	1.0
my family believes that certain careers belong to a class of people	2.8	.99
my parents insist I take up their profession(carrier)	2.9	.99
my parents think certain careers belong to particular ethnic groups	3.1	.90
my family's religious beliefs do not allow me to select the career I so much desire	3.1	.92
my family's financial background does not give me the opportunity to select the career I desire	2.8	1.0
of the difficulties my parents experience in their careers	2.9	.98
Total	2.8	.64

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Participants agreed that family influence has an impact on their inability to make career choices. Data analysis shown in Table 14 firmly indicates that family influence acts as a determinant of career indecision of Senior High School students in Ghana with a total mean score of 2.8 (SD = .64). Various statements under family influence had mean values ranging between 2.5 and 3.2, all of which fall within the instituted grading system (2–2.99 = Moderate and above) for the study and further, indicating participants' positive responses to all statements to support the notion that family influences make them to be unable to decide on their careers. For example, to find out whether participants have not decided on their career because parents think

certain careers belong to particular ethnic groups, the mean score calculated was 3.1 (SD = .90) indicating a positive response. The response on “ I have not decided on my career because my family’s religious beliefs do not allow me to select the career I so much desire,” recorded a mean score of 3.1 (SD = .92). These mean scores with standard deviations reveal that family influence in terms of ethnicity and religious beliefs, serve as barriers to career decisions and choices of participants.

In addition, the study evidently depicts that family influence is linked to the fact that parents insist their wards take up their profession (M = 2.9, SD = .99) which does not encourage them to make career choices. The statement, “I have not decided on my career because of the difficulties my parents experience in their careers,” (M = 2.9, SD = .98), also proves that family influence prevents career choices of students. Participants also agreed to family influence issues such as family disapproves of their career options (M= 2.8, SD = .95), family believes certain careers belong to a class of people (M = 2.8, SD = .99) and family’s financial background does not give them the opportunity to select the career they desire, (M = 2.8, SD = 1.0) as pertains to the reasons why they have not decided on their careers.

Furthermore, participants admit that family influence does not permit them to decide on their careers because their parents feel that choosing a career is the responsibility of experienced adults. This statement recorded a mean score of 2.7 (SD = 1.0). The result revealed that participants have not decided on their career because parents think that participants cannot make the right choices with a calculated mean score of 2.7 (SD = .95). Another revelation from the study is that participants are undecided because they

dislike parents' career options for them (M = 2.6, SD = 1.0). Calculated means for the various statements prove that family influences in various ways result in career indecision of Senior High School students.

Research Question Six

How does peer influence determine career indecision of Senior High School students in Ghana?

This research question sought to establish peer influence as a determinant of career indecision of Senior High School students in Ghana. It also determined the ratings of the various statements by participants. Table 15 presents descriptive statistics of responses made by participants.

Table 15: Means and Standard Deviations Distribution of Peer Influence as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
my friends dislike the career I desire to pursue	2.9	1.1
my friends feel that the career I desire to pursue is inferior	3.0	.91
my friends always dictate to me what I should do	3.0	.99
my friends are always against my career decisions	3.1	.92
my friends think I cannot associate with them with my career option	3.1	.91
my friends do not encourage me to select my career	2.9	.95
my friends do not desire to work	3.1	.91
I prefer hanging out with my friends to exploring my career interests	2.8	1.1
my friends do not have career interests	3.1	.90
my friends say I am too dull to be able to work in any career field	3.2	.91
Total	3.0	.67

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High.

Data analysis in Table 15 show that peer influence stood as a very strong determinant of career indecision among Senior High School students.

This is evident by the total mean score ($M = 3.0$, $SD = .67$) computed for all the statements. On the basis of the grading system instituted (where mean value of 3–4 = high), peer influence, largely determines career indecision of participants. The mean score calculated for each statement ranges between 3.3 and 2.7 indicating that participants positively rated the various statements related to peer influence as making them career undecided.

Participants are highly influenced by the comments their friends pass about their personality and work which hinder their choices for careers. For example, participants have not decided on their careers because their friends say they are too dull to be able to work in any career field with a recorded mean score of 3.2 ($SD = .91$) which is greater than the total mean score for all the statements put together. Again, statements such as “My friends are always against my career decisions” ($M = 3.1$, $SD = .92$); “My friends think I cannot associate with them with my career option” ($M = 3.1$, $SD = .91$); “My friends do not desire to work” ($M = 3.1$, $SD = .91$), and “My friends do not have career interests” ($M = 3.1$, $SD = .90$) are some of the peer influences that have resulted in their inability to make career choices.

Participants continue to be influenced by their peers to be undecided in choosing a career for the fact that their friends perceive the careers they desire to pursue as inferior ($M = 3.0$, $SD = .91$) and also, their friends always dictate to them what they should do ($M = 3.0$, $SD = .99$). Table 15 further proves that peer influence determines career indecision of participants because participants’ friends dislike the career they desire to pursue ($M = 2.9$, $SD = 1.1$); do not encourage them to select careers ($M = 2.9$, $SD = .95$); and prefer

hanging out with their friends to exploring their career interests (M = 2.8, SD = 1.1).

Research Question Seven

How does lack of career counselling influence career indecision of Senior High School students in Ghana?

Research question seven was mainly proposed to find out the magnitude to which Senior High School students' career indecision status is impacted by lack of career counselling. Responses to statements were rated to find out which of the statements are the reasons why lack of career counselling influences career indecision of Senior High School students. Table 16 presents data analysis on that.

Table 16: Means and Standard deviations Distribution of Lack of Career Counselling as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
my school does not have a career counsellor	2.9	.87
my school does not organise career seminars for us	2.3	1.0
our guidance and counselling coordinator has no experience in career counselling	2.8	.90
there is no guidance and counselling coordinator in my school	2.6	.92
there are no resources to provide career counselling	3.2	.87
I do not get access to career counselling	2.5	.96
career counselling is not part of the counselling activities organized in my school	2.9	.97
the school counsellor thinks career counselling is the work of career counsellors and career professionals	2.7	.91
I am unaware of career counselling activities in my school	2.9	.93
career counselling is not regarded as important in choosing a career in my school	2.8	.90
Total	2.6	.62

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High

Data presented in Table 16 revealed that career counselling determined career indecision of students. Results from data analysis reveal that when career counselling in all forms are not provided or made accessible to students, they are unable to make career choices. The mean scores calculated for various statements ranges from 2.3 to 3.2 indicating positive responses to all the statements per the grading system instituted ($2-2.99 = \text{Moderate}$ & above is positive). The total mean score of 2.6 ($SD = .62$) indicate that career counselling acts as a determinant of career indecision on the basis of the grading system instituted ($2-2.99 = \text{Moderate}$). With a mean score of 3.2 ($SD = .87$) which is even greater than the total mean score, participants agreed that they have not decided on their career because there are no resources to provide career counselling. The result also show that statements such as “My school does not have a career counsellor” ($M = 2.9, SD = .87$); “Career counselling is not part of the counselling activities organized in my school” ($S = 2.9, SD = .97$), “I am unaware of career counselling activities in my school” ($M = 2.9, SD = .93$) establish the fact that career counselling is a determinant of career indecision for students. The mean scores of these statements are within the grading system ($2-2.99 = \text{Moderate}$) and also greater than the total mean score ($M = 2.6$).

Participants further agree that their inability to decide on a career is dictated by the fact that guidance and counselling co-ordinators have no experience in career counselling ($M = 2.8, SD = .90$). Results shown in table 16 draw the conclusion that lack of career counselling determines career indecision. This is because participants positively indicated by their responses

to the statement, “Career counselling is not regarded as important in choosing a career in my school” with mean score of 2.8 (SD = .90).

Research Question Eight

How do academic achievement difficulties influence career indecision of Senior High School students in Ghana?

The research question sought to establish the fact that academic achievement difficulties act as a determinant of career indecision of Senior High School students. It was also basically concerned with finding out participants’ reactions to the various statements in relation to academic achievement difficulties as determinant of career indecision. Table 17 presents results to this effect.

Table 17: Means and Standard Deviations Distribution of Academic Achievement Difficulties as a Determinant of Career Indecision

Statement	M	SD
I have not decided on my career because:		
I perform poorly academically	2.4	1.0
I dislike some subjects in my programme of study	2.4	.97
my programme of study is too difficult for me	2.8	.93
I am an average academic achiever	2.9	.93
I have repeated my class	2.4	1.0
I perform poorly in some subjects which are requisite for career choice	2.3	1.0
my programme of study does not match my intended career	2.4	.99
I am very good in all subjects and so I am confused	2.6	.93
I lack interest in my programme of study	2.4	.97
I am unable to score the required grade for entry into a career field of study	3.3	.94
Total	2.8	.57

Source: Field survey (2018) Scale: 1–1.99 = Low, 2–2.99 = Moderate, 3–4 = High.

Academic achievement difficulties play significant role in determining career indecision of participants as observed from the results presented in

Table 17. The total mean score recorded 2.8 (SD = .57) which also passes the test value (where 2–2.99 = Moderate and above indicate a positive response rate) established for all ratings. This indicates positively (2–2.99 = Moderate and a positive response per the grading system) that academic achievement difficulties determine career indecision. On the whole, participants agreed that they have not made clear career decisions due to their academic achievement difficulties they face. This is evident by the mean and standard deviation scores computed for the various statements which range from 2.3 to 3.3 and fall within the grading system instituted. Participants rated positively to the statement, “I am unable to score the required grade for entry into a career field of study” (M = 3.3, SD = .94) for being a major reason for not deciding on a career. In addition, statements such as “I am an average academic achiever” (M = 2.9, SD = .93); “My programme of study is too difficult for me” (M = 2.8, SD = .93), also confirm participants’ reasons for being undecided, as their mean scores are greater and equal to the total mean score respectively.

Moreover, calculated mean scores for statements such as, “I am very good in all subjects and so I am confused about the career I should choose” (M = 2.6, SD = .93); “I perform poorly academically” (M = 2.4, SD = 1.0); “I dislike some subjects in my programme of study” (M = 2.4, SD = .97); “I repeated my class” (M = 2.4, SD = 1.0); “My programme of study does not match my intended career” (M = 2.4, SD = .99); and “I lack interest in my programme of study” (M = 2.4, SD = .97) also give credence to the fact that difficulties students experience in their academic achievement compel them to be undecided on their career. Although the mean scores recorded for these statements are less than the total mean score, they pass the test value (where

2–2.99 = Moderate and above indicate positive response) instituted for all ratings.

Hypotheses Testing

Hypothesis One

H₀₁: There is no significant difference in determinants of career indecision of Senior High School students in Ghana based on gender.

H_{A1}: There is significant difference in determinants of career indecision of Senior High School students based on gender.

Hypothesis one required that an Independent Samples t-test be computed. To perform an Independent Samples t-test, the data, most importantly should be reasonably normally distributed and the population from which data was sampled should have approximately equal variance (homogeneity). In order to meet this assumption, normality test was done both graphically and statistically. Figure 2 presents the results of the normality test conducted on the data gathered prior to performing the Independent Samples t-test in response to hypothesis one.

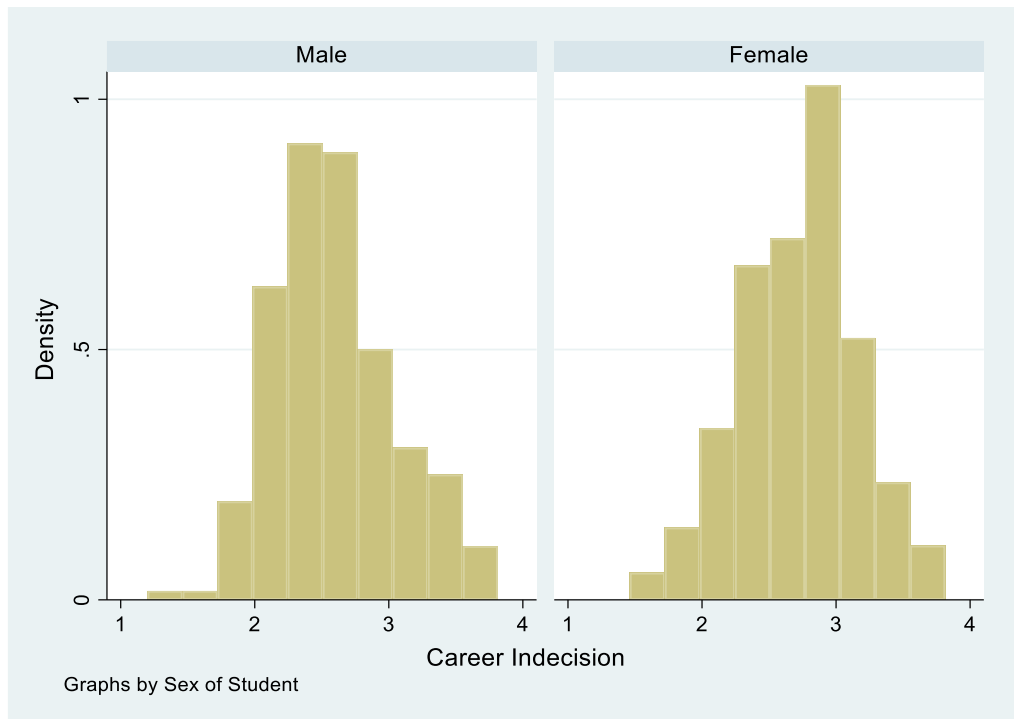


Figure 2: Normality test of career indecision by gender

From the graph it can be reasonably concluded that the variables are normally distributed across gender. To confirm this statistically, skewness and kurtosis test were carried out as presented in Table 18.

Table 18: *Skewness and Kurtosis Test*

	Skewness	Kurtosis
Male	0.360834	3.070587
Female	-0.12535	2.902045
Total	0.113091	2.857908

Source: Field survey (2018)

A positive result for the skewness signifies the data is positively skewed and negative results, negatively skewed. From the result, male is positively skewed and female is negatively skewed but the absolute values are less than one signifying reasonable normality. When combined, gender is fairly normally distributed with a reasonable positive skewness. On the other hand, kurtosis measures the pronouncement of the peak and tail of the

distribution. A kurtosis between -1 and +3 is considered reasonable for analysis.

In testing for homogeneity, Levine’s test was conducted and its p-value was 0.73, implying that the population variances were approximately equal to zero. With the assumptions underlying t-test fulfilled, an Independent Samples t-test was then carried out assuming equal variances. The result of the Independent Samples t-test carried out is presented in Table 19.

Table 19: *Independent Samples T-test of Career Indecision against Gender*

Variable	N	M	SD	Cal. T-value	df	p-value
Male	214	2.5945	.4475	-2.9615*	424	0.0032(.05)
Female	212	2.7207	.4320			
Total	426					

Source: Field survey (2018) *Significant, $p < .05$

The result gave a t-statistic of -2.9615, with degree of freedom of 424. The p-value is significant at 0.01. The results suggest that there is significant difference in career indecision based on gender. Thus, the null hypothesis is rejected whilst the alternate hypothesis is accepted.

Hypothesis Two

H₀₂: There is no significant difference in determinants of career indecision of Senior High School students in Ghana based on type of school.

H_{A2}: There is significant difference in determinants of career indecision of Senior High School students in Ghana based on type of school.

Hypothesis Two is analyzed using One-way Analysis of Variances (ANOVA) between groups to test whether there is significant differences that existed among the types of school. Preliminary tests were conducted to ensure that the data is fit and passes for an ANOVA test. Table 20 presents Shapiro-Wilk test for normality.

Table 20: *Shapiro-Wilk Test for Normality*

Various	Obs	M	V	z	p
Residual	426	0.99565	1.266	0.563	0.28671

Source: Field survey (2018)

Using Shapiro-Wilk test for normality of the residual, a p-value of 0.28671 was obtained. This means that it can be concluded that the data was fairly normally distributed.

Using Levine’s test for homogeneity, the p-value tend to be significant (p=0.0002) at 0.05. This means that the data is not homogeneous but heterogeneous. Due to the heterogeneity of the data, direct ANOVA cannot be employed and therefore, calling for the use of the Welch Test, which gave a WStat of 3.216 with p-value of 0.0416. This implies that mean scores by the type of schools are statistically significant from each other even with the fact that the variances are not the same.

In order to know the interaction among the groups (type of school) a post hoc analysis was carried out. The post hoc test is performed when the variances are not the same and a Welch test is done using the Games-Howell test of comparison.

Table 21: Post-Hoc Test Games-Howell test of Pairwise Comparison of Means

Type of School	Mean diff	Career Indecision	
		<i>t</i>	<i>p</i>
2 vs 1	0.1257	2.53	0.036
3 vs 1	0.0327	0.65	0.888
3 vs 2	-0.0929	-1.62	0.286

Source: Field survey (2018) 1=Mixed; 2=Girls only; 3=Boys only

From the result, comparing girls’ only schools with mixed schools, the Games-Howell t-statistic is 2.53 with a p-value of 0.036. This means that the mean scores between girls’ only schools and mixed schools are statistically significant from each other. Taking that of boys’ only school and mixed school, the t-statistic is 0.65 with p-value of 0.888 implying that the two groups are not statistically different from each other. The same applies to the comparison of boys only and girls only, the t-statistic is -1.62 with insignificant p-value of 0.286. Thus, there is significant difference based on type of school. Therefore, the null hypothesis is rejected whilst the alternate hypothesis is accepted.

Hypothesis Three

H₀₃: There is no significant relationship between lack of career counselling and career indecision of Senior High School students in Ghana.

H_{A3}: There is significant relationship between lack of career counselling and career indecision of Senior High School students in Ghana.

Hypothesis three was tested using Pearson Product-Moment Correlation analysis after ensuring the normality of the data and satisfying all

prior tests. Pearson Product-Moment Correlation is used to indicate the correlation between career counselling and career indecision and the extent to which they are related. Analysis of Pearson Product-Moment Correlation requires that there should be a linear relationship between the two continuous variables. However certain assumptions need to be met before carrying out the test. Table 22 presents the Shapiro-Wilk test for normality.

Table 22: *Shapiro-Wilk Test for normality*

	Obs	w	z	Prob>z
Career Indecision	426	0.9955	0.634	0.2630
Career Counselling	426	0.9889	2.781	0.0027

Source: Field survey (2018)

Using Shapiro-Wilk test for normality, it shows that the variables are approximately normally distributed. This is also confirmed by using skewness and kurtosis tests for normality as presented in Table 23.

Table 23: *Skewness and Kurtosis Test for normality*

	Skewness	Kurtosis
Career Indecision	0.1405	2.8026
Career Counselling	0.2934	2.8476

Source: Field survey (2018)

Results of Skewness and Kurtosis Test show that results are normally distributed.

Table 24: *Levene Test for Homogeneity*

Test statistic	df	Prob>F
0.9546	29,396	0.5361

Source: Field survey (2018)

Levine’s test for equality of variances gave a p-value of 0.5361 signifying the variances are approximately equal to zero. With assumptions underlying Pearson Product-Moment Correlation met, a pairwise correlation was carried out to determine the correlation between career counselling and career indecision. Result from the Pearson Product-Moment Correlation computed for the variables, career counselling and career indecision is presented in Table 25.

Table 25: *Relationship between Lack of Career Counselling and Career Indecision*

Career Counselling to Career Indecision			
	Pearson Correlation	Sig. (2-tailed)	N
Career Indecision	.4769*	.000	426

Source: Field survey (2018)

*Significant, $p < 0.05$

Table 25 indicates the relationship between lack of career counselling and career indecision amongst Senior High School students. From the results, there is a positive correlation between lack of career counselling and career indecision and it is highly significant as well. The variables, lack of career counselling and career indecision could be said to be mutually complementary based on the positive correlational value of .4769 computed for the two variables. Therefore, there is significant relationship between lack of career counselling and career indecision. The relationship could further be considered to be in a positive direction. This correlation can be considered to be a strong relationship because the Pearson coefficient is approximately 0.5. Aside the correlation being found to be positive, the magnitude of the relationship is further strong ($1 < r > .3$) indicating that lack of career counselling is a

predictor of career indecision. The null hypothesis is rejected whilst the alternate hypothesis is accepted.

Hypothesis Four

H₀₄: There is no significant relationship between academic achievement difficulties and career indecision of Senior High School students in Ghana.

H_{A4}: There is significant relationship between academic achievement difficulties and career indecision of Senior High School students in Ghana.

This hypothesis sought to find out if there was any significant relationship between the means of academic achievement difficulties and career indecision. Pearson Product-Moment Correlation Coefficient is further used to establish the correlation between academic achievement difficulties and career indecision. This is used to establish the relationship between the variables, academic achievement difficulties and career indecision. Preliminary tests were run to ensure that the data satisfies normality and homogeneity test. The scatter plot in Figure 3 shows a linear relationship between the two continuous variables.

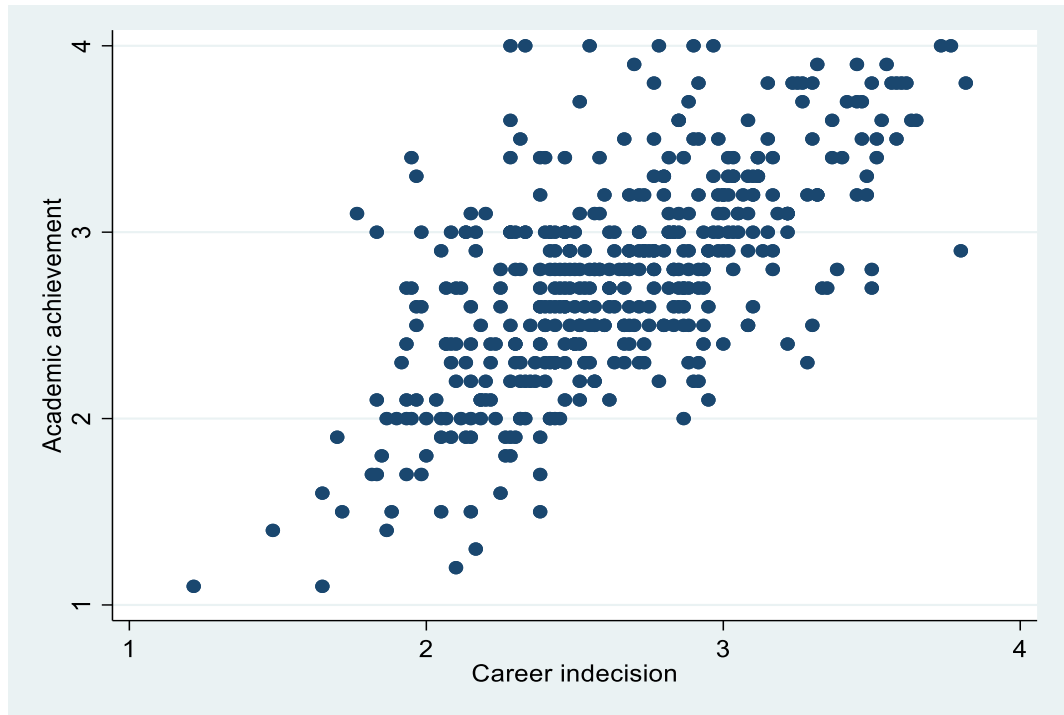


Figure 3: Relationship between Career Indecision and Academic Achievement Difficulties

Normality and homogeneity tests show that the variables are relatively normal and homogenous respectively. With the assumption for running a Pearson Product-Moment Correlation coefficient met, further test was run to indicate the relationship between academic achievement difficulties and career indecision. The result of the test is presented in Table 26 which shows the relationship between academic achievement difficulties and career indecision.

Table 26: *Relationship between Academic Achievement Difficulties and Career Indecision*

Academic Achievement to Career Indecision			
	Pearson Correlation	Sig. (2-tailed)	N
Career Indecision	.6476*	.000	426

Source: Field survey (2018) *Significant, $p < .05$

The result shows that there is a positive correlation between academic achievement difficulties and career indecision. Pearson coefficient of 0.6 is considered to be a strong correlation. The variables, academic achievement difficulties and career indecision as they exist among Senior High School students are mutually complementary. They are positively correlated. Both variables impact each other strongly. This implies that, career indecision among Senior High School students is strongly impacted by academic achievement difficulties. It could be inferred that, Senior High School students are undecided in their career paths largely based on their academic achievement difficulties they face. The significant value .00 which is significant, indicates that academic achievement difficulties and career indecision have strong relation ($p < .05$). The null hypothesis rejected is in acceptance of the alternate hypothesis.

Discussions

The results of the study were discussed in line with existing concepts and theories. The discussions were also done in relation to the specific objectives of the study.

Variables that Determine Career Indecision of Senior High School Students in Ghana

The results indicated that all the variables incorporated in the study were rated positively as being responsible for career indecision of Senior High School students in Ghana. The study indicated that lack of career information, self-knowledge, decision-making fear and anxiety, family influence, peer influence, academic achievement difficulties and lack of career counselling are

responsible for students' career indecision. This finding from the study is in line with Callanan and Greenhaus' (1992) assertion that lack of information about oneself (self-knowledge), lack of self-confidence as well as decision making fear and anxiety, and family environment (family influence) contribute to early career indecision. It also confirms the proposition of Nyarko-Sampson (2013), Mubiana (2010), and Zhou and Santos (2007) that the inability to decide on a career choice can be ascribed to inadequate career information or no career information which is a key factor that works against career indecision. The study is further supported by the proposition that cognitive factors such as low problem solving confidence (Luzzo, 1999; Morgan & Ness, 2003; Patton, 2005; Rogers, 2010), external appraisals of control and greater self-appraised pressure and barriers (Goliath, 2012) are variables that relates to career indecision.

Hellmann (2014) posits that peer relationship becomes essential issue in career development, which supports the finding of this study that peer influence is a determinant of career indecision of Senior High School students in Ghana. The finding of academic achievement difficulties as a determinant of career indecision among Senior High School students in Ghana is in support of Kavas (2011) and Mung'ara's (2012) findings that academic achievement difficulties result into career indecision. The findings of the current study also revealed that career counselling is a determinant of career indecision which supports the view of Ukil (2016) that lack of career counselling is a major barrier for students' career decision-making which in turn, positively, leads to career indecision.

Most Prevalent Determinants of Career Indecision of Senior High School Students in Ghana

Concerning the issue of the most prevalent among the determinants of career indecision, the study revealed that peer influence is the first on the list. The finding therefore contradicts Felsman and Blustein (1999)'s finding on the role of peer in adolescent career decision making where their results indicated that adolescents who reported greater attachment to peers were likely to explore their career environment and thus, make greater progress in committing themselves to making career choices. One reason that can be ascribed to this finding is that students at this stage of life are much more interested in earning recognition and acceptance by their peers, as this brings about a feeling of belongingness.

Family influence falls in the second position among the variables that contribute most to students' career indecision as reported by the finding. In Ghana, the family is seen as very influential in the upbringing of the individual. Most Ghanaian parents take the greater responsibility to decide on career options for their children rather than allowing them to do so by themselves. The finding supports the works of theorists such as Bratcher (1982), Roe (1957), and efforts of researchers notably; Blustein, Walbridge, Friedlander and Palladino (1995) and Lopez and Andrews (1987) who have all asserted that the family is a significant factor that affects career indecision.

Another finding was that academic achievement difficulties were indicated by students as the third most prevalent determinant of career indecision. The finding revealed that students facing academic achievement difficulties in terms of poor performance, failing in particular subjects,

repetition are unable to make career decisions. According to Mung'ara (2010), such students are made to believe that they cannot succeed in that area and thus, they become undecided when it comes to choosing careers. Again, Mungara (2010) further opined that not only are these students made to believe that they cannot succeed in subjects they are failing in terms of work, but some are made to also believe that they cannot succeed in other areas. This is a typical situation in the Ghanaian educational system where some students are written off because of poor academic achievement. Thus, it is not surprising for the finding that academic achievement difficulties is one of the most prevalent determinants of career indecision in the career paths of Senior High School students in Ghana.

The result of the finding also indicated that lack of career counselling was ranked fourth in determining the most prevalent of all the variables of career indecision of Senior High School students in Ghana. Baig (2012) postulates that career counselling enables students to decide on changing or choosing majors, setting proper directions, applying to jobs and getting resources to support students in choosing careers which implies that the absence of career counselling activities will put students in the undecided state. This confirms the finding of the current study which indicates that lack of career counselling results in career indecision. Swanson and Parcover, (2008) posit that career counselling in schools is beset with challenges which do not promote activities of career counselling and eventually, giving rise to career indecision among students, a situation which is not far different from what exist in Ghana. This includes the inability of heads of institutions to provide funds to organize career counselling activities for students, leaving

most Senior High School students undecided in their career as per the findings of the study. Nyarko-Sampson (2013) opined that self-knowledge is the ability to demonstrate an understanding of the relationship between personal behaviour and self-concept. Thus, the finding that self-knowledge is ranked fifth (5th) by Senior High School students in Ghana as a determinant of their inability to make a career choice implies that most Senior High School students lack self-knowledge to enable them make firm career choices.

The finding depicted that lack of career information was also ranked fifth (5th) by Senior High School students as a determinant of career indecision in their career paths. This implies that even though it is ranked 5th, it is a determinant of career indecision for Senior High School students in Ghana. The finding confirms the works of Nyarko-Sampson (2013), Mubiana (2010) and Zhou and Santos (2007) that lack of career information or inadequate career information is a key factor that works against career decision-making. It can also be said that the information that students may receive may be inconsistent with what they know already, making them confused and leaving them undecided. Students' lack of career information can also be attributed to the reason that at the stage (senior high level) that these students are to make career decisions, they may not have gathered useful career information well enough to augur an actual decision-making. They may also have gone through any form of career education to warrant decision-making as career education might have equipped them with the information needed for the world of work.

The finding of the study also indicated that decision making fear and anxiety is ranked the least in the determinants of career indecision among Senior High School students in Ghana. This finding implies that even though

decision making fear and anxiety is ranked the least or last (7th) among the variables, it is still regarded as a determinant of career indecision by Senior High School students in Ghana. This implies that Senior High School students make the effort of making their own decisions but for the impact of emotions, these do not permit them to do so. The finding therefore is in congruence with Elaydi's (as cited in Lock, 2009) assertion that emotions such as fear and stress influence decision-making, and Staunton (2015) who also opine that career indecision becomes a common source of anxiety, therefore, counsellors need to address the anxiety clients may have over not achieving career goals. The study revealed that students' failure to make career choices is championed by decision-making fear and anxiety. Students experiencing decision-making fear and anxiety in the decision making process may be because they lack the skill in doing so. According to Ukil (2016), youth in developing and under-developed societies experience greater difficulty in taking decisions because parents in those countries do not permit their adolescents to make career decisions. The projection made by Ukil (2016) is similar to the situation experienced by young adolescents in Ghana of which Senior High School students fall within. The Ghanaian culture requires that children are seen but not heard and so, do not have a say in matters concerning them, resulting in poor decision-making skills.

Lack of Career Information as a Determinant of Career Indecision of Senior High School Students

The study revealed that lack of career information acts as a determinant of career indecision of Senior High School students in Ghana. This confirms the finding of Nauta (2011) that lack of information is a basic

factor of career indecision. The finding, therefore, is in agreement with Goliath's (2012) proposition that individuals who lack career insight may lack the ability to set specific goals and expectations which are essential for making career expectations. The finding also sides with Gati and Saka (2001), Mbawale (2004), Goliath (2012) and Mylonas, Argyropoulou, and Tampori's (2012) findings in their various studies that career indecision is related to a lack of information. The finding also revealed that Senior High School students in Ghana lack career information regarding to career opportunities which confirms Hoscons' (2012) finding that participants did not have enough information regarding career opportunities. Senior High School students revealed in the study that they did not know how and where to obtain career information and also had no knowledge of related occupations in their programme of study and all these findings are similar to the findings of Hoscons (2012) who found out that participants in his study did not know how to search for careers in their field of study and they lacked information on how to obtain training for their chosen major.

The finding also supports that of Germeijs and De Boeck (2003) that a lack of information on careers and means of gathering information are sources of career indecision. In addition, it supports Mubiana's (2010) study that most students do not know who and where to seek such information from. Another revelation from the finding is that teachers do not have knowledge about careers related to students' programme of study. This might be as a result of the fact that teachers may lack the knowledge and material resources to make such information available to students.

The findings of the study may be as a result of the fact that the curriculum put in place for Senior High School students, do not provide enough opportunity for them to access information on careers as well as use information. It could also be that students themselves may not show interest in seeking career information, and therefore, no effort is made to obtain such information from significant others such as teachers and counsellor, who are likely not to have the expertise, knowledge and resources to assist these students to obtain the requisite information. It can be envisaged that the sort of information they need concerning their career aspiration is not what they get thus, discouraging them from seeking career information. It can also be speculated that Senior High School students' lack of career information may stem from the notion that they lack accurate information. In other words, information they receive may be misconstrued which do not make issues clear concerning their career aspiration or choice. Such misconstrued facts may come from misconceptions and inconsistent information pertaining to job requirements or qualifications, training, income, perceptions and job security which go a long way to affect career decision-making.

Decision Making Fear and Anxiety as Determinant of Career indecision of Senior High School Students in Ghana

The result of the finding indicated that Senior High School students perceive decision making fear and anxiety as a determinant of career indecision. This finding supports Williamson's (1972) proposition that fear is one of the causes of career indecision. The finding revealed that participants believe that career decision-making is the responsibility of trained professionals and experienced adults which supports the proposition of Kurt

and Chenault (2016) that individuals who are anxious have been observed to exhibit a risk aversion in decision making and since career decision involves risk taking, those who experience anxiety in doing so may experience career indecision. The finding also supports the assertion of Peng, Johanson and Chang (2012) in agreement with other scholars that a strong correlation exists between career indecision and anxiety. Furthermore, Austin, Dahi and Wagner (2010) aver that negative career thoughts contribute to anxiety which in turn limits career development behaviour, academic undecidedness, low employment seeking status, job avoidance behaviour, career indecision and indecisiveness which confirm the finding that participants shiver at the thought of making career decision on their own.

Peterson, Sampson and Reardon opined that increased anxiety results in lack of confidence in career decision-making which may compel such individuals to slow down the process or avoid making a career decision as asserted by Gati and Amir (2010) and this supports the finding that participants' lack confidence in making a career decision. The outcome of the finding may be as a result of the fact that these students lack decision making skills and information to go through the process of choice making. According to Nathan and Hill (2006), career indecision results from the fear of taking risk and fear of success when operating simultaneously within a fear of failures and this confirms the finding of the study that students fear they will fail in the career decision they will make. Other factors believed to have accounted for this finding are thought anxiety, fear of wrong choice if decision is made, uncertainty about decision, not being able to achieve expectations and the fear of being blamed for any eventuality when a choice is made which are

classified as negative career thoughts and feelings which in effect result in career indecision. At the stage of making these career decisions, the Senior High School student is not matured (as they are still at the developmental stage) enough to make such decisions which have repercussions for their future life. In order to avoid all these, most Senior High School students will prefer to remain undecided.

Self-Knowledge as a Determinant of Career Indecision of Senior High School Students in Ghana

The outcome of the study was that self-knowledge was indicated by Senior High School students in Ghana as a determinant of their career indecision. This implies that Senior High School students lack self-knowledge which serves as an impediment to making a career decision. Gotfredson's (1981) theory of circumscription and compromise assert that career aspirations are attempts to implement one's self-concept. The trait and factor theory also talks about accurate understanding of one's self as a need for career selection. Thus, the individual's, lack of self-concept or accurate understanding of him or herself put him or her in the domain of career indecision as revealed in the study. The finding therefore supports the assertion of Lee (2005) that career indecision relates closely to self-identity (self-knowledge). A finding of the study is that students do not know who they really are which supports Nathan and Hill's (2006) assertion that some adolescent clients present as not knowing who they are which may be regarded as lack of a well differentiated self-concept. Again, students indicated in the study that they do not know about their strengths and weaknesses which again supports Nathan and Hill (2006)'s view that adolescent clients think they lack knowledge about their

strengths and weaknesses as they have to develop an independent identity as adults. The finding showed that students do not know how to acquire knowledge about themselves, do not know what their interests are and do not know about their values in life. All these findings clearly indicate students' lack of self-knowledge. What might have accounted for this may be that, students do not have the necessary skills that will enable them apply self-knowledge to select their careers. This is because they have not learnt much about themselves. Mubiana (2010) posits that acquisition of these skills contribute to learning about oneself which results in in-depth self-knowledge thus, bringing about effective career decision making. However, Senior High School students in Ghana, lack self-knowledge as little or no mechanisms have been put place in terms of the curriculum provided by the education sector to encourage and develop students' skills in self-knowledge acquisition.

Family Influence as a Determinant of Career Indecision of Senior High School Students in Ghana

Literature has revealed that family influence form an essential force in career indecision of the individual. The finding of the study revealed that family influence is a determinant of Ghanaian Senior High School students' career indecision. The finding supports the opinion of Wong and Liu 2010 that families significantly influence children's career decisions which can be negative or positive. Families do so because they believe that career decision-making is meant for experienced adults and trained professional and so, children cannot make the right choices. This is because the type and success in work determine an individual's life prospects. A major finding of the study is that family's religious beliefs do not allow students to select careers they

desire. Also, parents' belief that certain careers belong to particular ethnic groups do not encourage them to make career choices.

The study revealed that family disapproves of career choices made by Senior High School students and this is in support of the finding of Mau (2004) that family members who are not in support of their wards' career choices set obstacles to impede their progress. Another finding revealed from the study is that parents' financial background is a limitation to career decision making, thus resulting in indecision. This finding is in line with Feldman's (2003) assertion that career indecision that adolescents experience is influenced by the income of their parents. A further finding indicated that difficulties parents face in their careers affect career indecision of Senior High School students and this finding confirms studies conducted by Feldman (2003) that parents' personal career insecurity has an impact on the level of career indecision that teenagers face. Again, Feldman explains that children will have negative attitude towards work and their studies if their parents experience difficulties in their career. This finding is based on the notion that Ghanaian families and parents who face difficulties and failures in their careers do not allow their children to tow their line of career and therefore, students who remain adamant face opposition in terms of refusal to provide materials and financial support, causing their children to be undecided. The Ghanaian culture does not allow too much independence of adolescents or Senior High School students. This is because the Senior High School student is considered immature and inexperienced to make certain decisions, especially on career that has dire implications for life. Thus, making them remain undecided.

Peer Influence as a determinant of Career Indecision of Senior High School Students in Ghana

The study revealed that peer influence is a major determinant of career indecision of Senior High School students in Ghana. The finding contradicts the finding of Felsman and Blustein (1999) that adolescents who attach themselves to peers make career choices as this may empower the individual to take positive risk when making decision related to career. They added that the adolescent may use peer relation as a means of relieving anxiety, resulting from the stress of exploring or deciding on career opportunities. However, it supports the findings of Hellman (2014) that as individuals engage themselves more with their peers, it reduces their tendency of exploring occupational environment and opportunities, thus, leaving them undecided. The study revealed that students are undecided because their friends say they are too dull to be able to work in any career field, their career interests are inferior, they cannot associate themselves with their career options, they dislike the career they desire to pursue, they dictate to them what they should do, and they are always against their career decisions. These findings are not surprising as students strive for acceptance and recognition among their peers to boost their self-image and so would readily conform to the needs of their peers in order to earn such acceptance and recognition.

Another finding of the study is that students have not decided on their career because their friends do not encourage them to select their careers, do not have career interests. Again, the findings revealed that students prefer hanging out with their friends to exploring career interest. This finding goes to support Hellman's (2014) assertion that adolescents of Senior High Schools in

Ghana prefer spending their time more with their peers to indulge in various activities of great interest and fun to concentrating on their paths of career development. They may not even have idea of what career plan is all about. Their world is filled with adventurism which occupies the greater part of their lives apart from their studies.

The use of modern technology in communication by peers has made the situation worse, especially with the introduction of the computer, internet and social media serving as an avenue of destruction for Senior High School students. Most of the time, students are seen at internet cafes or with their phones deeply engaged in browsing for entertainment, chatting, texting and taking photographs. These take their minds off career exploration as they develop greater pleasure in them, other than selecting a career, where they will have to spend time developing in the form of undergoing training. Parents contribute greatly to this situation through the provision of technological gadgets for their wards without supervising and controlling its use. Parental guidance is seen to have reduced to the barest minimum as parents concentrate more on their work and other activities that will provide enough income to improve the quality of life of themselves and their children.

Lack of Career Counselling as a Determinant of Career Indecision of Senior School Students

Lack of career counselling adds to the determinants of Senior High School students' career indecision as indicated by the study conducted on this variable. Further findings revealed that Senior High School students do not have career counsellors, and the school guidance and counselling coordinators have no experience in career counselling which result in career indecision. The

findings confirm the study of Taylor (2007) that students with no career counselling had their level of career indecision increasing than those with career counselling. In addition, the study revealed that students have not made career choices because career counselling is not part of counselling activities organized in schools, students do not get access to career counselling and students are not aware of career counselling activities which all indicate little or no career counselling. The findings therefore agree with the views of Swanson and Parcover (2008), Mung'ara (2012) and Ukil (2016) that lack of career counselling is a major hurdle for students' career decision which in turn leads to career indecision. Again, the study revealed no resources to provide career counselling for students who make attempt to seek career counselling and this does not promote career counselling interventions for students. What accounts for these findings is the concentration of guidance and counselling services on the other components of counselling (social-personal counselling and educational counselling) more than career and vocational counselling. Most of the time, students are referred to the counselling units for issues bothering discipline and academic performance. Besides, students themselves lack the interest of visiting the counselling centres to seek help and much more to seek career guidance. Their reason for this is the notion they have about visiting the centre which is meant for only recalcitrant boys and girls who are associated with the centre. Some students feel shy and bad about being noted for having problems and therefore, may be reluctant to visit the counsellor. Thus, the location of a counselling room close to the classroom block or staff common room discourages students from seeking help in career counselling.

Provision of career counselling services sometimes require expertise and resources which are not readily available. Efforts made by counsellors or guidance co-ordinators to make such services available to students receive a setback because of limited finances. Most counsellors lack the requisite knowledge, skills and qualification to provide career counselling. As it is an educational policy that all Senior High Schools should have counselling co-ordinators, teachers are appointed to take up the role without much emphasis on qualification. Generally speaking, activities in relation to career counselling in schools are not very vibrant and frequent as a lot of students are not aware that they can seek career counselling from their guidance co-ordinators. All these might have accounted for the findings revealed by this study.

Academic Achievement Difficulties as a Determinant of Career Indecision of Senior High School Students

The study indicated that Senior High School students with academic achievement difficulties are career undecided. The study revealed that students' inability to score the required grade entry into a career field of study, difficulty with programme of study, being average achievers are some of the challenges connected to academic achievement difficulties and leading to career indecision. The findings conform to the assertion of Mung'ara (2012) that students with academic achievement challenges, such as persistently failing in particular subjects, are made to believe they cannot succeed in work relating to those areas as well as made to believe that they cannot succeed in other fields too, making them career undecided. The reason accounting for this finding may be that students with academic achievement difficulties are made to believe that they cannot succeed in any field of work. Students have the

mentality that if one is not academically inclined, one cannot think of a career choice. Such students are made to believe that they cannot venture into any career field that requires academic pursuit. Students who are low achievers, that is to say, they perform poorly are made to think that they are worth nothing and so, they do not make the attempt to select a career. Sometimes, students who perceive their programme of study as difficult, lack interest in it. Those whose career aspirations do not match with the programmes they have selected do not desire to make career choices. This is because their choice of programmes were dictated by their parents and significant others (teachers, friends and family relations). All these may have accounted for the findings of the study. Another reason that can be speculated in relation to this particular outcome of the study, as far as academic achievement difficulties are concerned, is that, all careers have requisite grades that a student has to obtain in order to qualify to enter into training for that career and so, students who are unable to fulfil this grade requirement are unable to aspire for a career field, much more make a selection.

Discussion of Research Hypotheses

With respect to Hypothesis One, the finding depicted that there is significant difference in the determinants of career indecision in the career paths of Senior High School students based on gender. Meaning that female had higher means in determining variables for career indecision. This confirms the finding of Patton and Prideaux (2006) who found significant difference on the career decision-making status of high school students across gender. It also confirms the assertion of Botha (2011) that there are studies that indicated significant differences in career indecision based on gender. This can further

be explained in the sense that factors that determine career indecision vary within gender groups. Male students consider determinants of career indecision differently from what females consider as determinants. Again, the study showed that for all the determinants of career indecision that affect Senior High School students, females indicated more than their male counterparts. Thus, the study conducted by Migunde, Othoun and Mbagaya (2015) supports the finding that female students experience high levels of career indecision than male students.

Differences regarding gender in career indecision of Senior High School students may stem from the fact that females are more dependent and less goal-oriented than males who are seen to be independent and risk takers as acknowledged by the theories on gender. Contrary to the finding of the current study, earlier studies conducted by Akos, Konld and Niles (2004), Barnes and Carter (2002), Hampton (2006), McCoy (2004), Salami (2008) and Kavas (2011) reported no differences in career indecision based on gender. The finding of the current study which indicated gender differences therefore implies that females are reluctant to make career decisions than males as Talib and Aun (2009) posit that female students experience levels of stress when they are required to make career related decisions. Moreover, it is postulated by researchers that females are dependent decision makers as opposed to males who are independent in their decision making. This could further be explained that factors that serve as determinants of career indecision vary within gender groups. What males may consider as determinants of career indecision is different from what females may consider as determinants.

Therefore, factors identified by males cannot be viewed as applicable to females and vice versa.

Hypothesis Two predicted that there is no significant difference in the determinants of career indecision in the career paths of Senior High School students based on type of school. This prediction was rejected paving way for the alternate hypothesis that there is significant difference in the determinants of career indecision based on type of school. Hypothesis Two was set to establish the differences among type of school. The differences lie between girls only and mixed school, then boys only and mixed and between boys only and girls only school. However, literature does not show studies related to it. Opportunities opened to Senior High School students differ in terms of the various types of schools. What may account for career indecision for girls only school may not be the same for boys only and mixed schools. For instance, the study revealed that all the variables perceived to determine career indecision, girls' only schools reported significantly to all the variables with the exception of the variable, academic achievement difficulties where boys' only schools supported significantly as against girls only and mixed schools. It can also be speculated that information received and used differ for the various types of schools.

Hypothesis Three predicted that there is no significant relationship between career indecision and lack of career counselling in the career paths of Senior High School students in Ghana. However, the null hypothesis was rejected and going for the alternate hypothesis on the basis that there is significant relationship between career indecision and career counselling. Career indecision among Senior High School students does vary with the level

of career counselling they get access to. It can also be inferred that, students are undecided on their career paths owing to the inadequate or no career counselling given to them although according to Schofield (2017), career counselling over the years has utilized several methods to aid making decisions concerning career choices. The finding is contrary to the finding of Migunde, Othuon, Mbagaya (2015) that there was no difference in career indecision between those who had received counselling and those who had not. Literature also indicates that career counselling relates to career indecision as the two variables move together. Thus, when career counselling is not made accessible to Senior High School students, they tend to be undecided in making informed career choices. Ukil (2016) asserts that lack of career counselling is a major setback for students' career decision making which in turn positively leads to career indecision. On the other hand, when career related guidance and counselling is given, students stand a better chance of making informed decisions and choices in their career paths. Literature reviewed further reported that career counselling is highly effective in the career decision making process. In brief, career counselling stands to be a prominent factor in determining career indecision of Senior High School students.

Hypothesis Four is predictive of the alternate hypothesis that there is significant relationship between academic achievement difficulties and career indecision in the determinants of career indecision. This means that students who face academic achievement difficulties are more likely to experience career indecision. The result indicated a positive correlation between academic achievement difficulties and career indecision. This is in contrast to the

finding of Kavas (2011) who found a negative correlation. On the contrary, students with little or no academic challenges are likely to make effective career decisions and choices. Though other factors may be prevalent in determining the career indecision of students, academic achievement difficulties also strongly stand out as one of the determining factors.

Summary of Results and Discussion

This chapter presented the analysis, interpretation and discussion of results. This was done in league with the research questions and hypotheses. Frequencies, Percentage and Mean and Standard Deviations were used to answer the demographic and research questions, while the Independent Samples t-test, One-way ANOVA and Pearson-Product-Moment were used to test the research hypotheses. This was followed up with the discussion of the key findings supported with relevant available literature.

In all, the chapter was divided into two main parts. The first part discussed demographic data of participants which included all form two senior high school students in Ghana, comprising girls only, boys only and mixed schools. Demographic data showed an even distribution regarding gender. The researcher found out that Senior High School students in Ghana are influenced by all the variables predicted for the study to bring about career indecision. The most prevalent of these variables are peer influence, family influence and academic achievement difficulties. What also emerged from the study is that all the variables moderately determined participants' status of career indecision.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter five is composed of an overview of the study, a summary of the various findings of the study. Again, the final chapter deals with the recommendations based on the key findings, counselling implications as well as suggestions for further research.

Summary

Determinants of career indecision in the career paths of Senior High School students in Ghana, aimed at identifying the variables predicted to determine career indecision. Besides, the study sought to identify the most prevalent variables affecting participants' status of career indecision, measured the extent to which these variables affect students' career indecision and supported the findings with literature and plausible explanation. It also suggested ways of helping Senior High School students overcome their status of career indecision as well as suggesting effective counselling skills (provision of a manual as a guide) to assist counsellors and guidance coordinators. The quantitative approach was adopted by using the descriptive survey design as the researcher wanted to present the situation as it exists, as far as career indecision of Senior High School students is concerned.

The multi-stage sampling procedure was employed. The first stage was using cluster sampling procedure to cluster Ghana into three geographical zones which comprised Northern zone (Northern, Upper East, Upper West

Regions), Middle zone (Brong Ahafo, Ashanti and Eastern Regions) and Southern zone (Central, Western, Greater and Volta). The second stage used the lottery method of the simple random sampling technique to select three regions in all, one from each zone and thus, the Northern, Ashanti and Central Regions were selected. Again, stratified sampling was used to classify the regions selected, into metropolitan, municipal and district assemblies. The third stage used the purposive sampling technique to select a metropolis, municipality or district on the basis of the type of school (girls only, boys' only and mixed school) and the outcome was that Tamale, Kumasi and Cape Coast Metropolis were selected. Using the purposive sampling, nine (9) schools were selected for the study. Finally, the stratified sampling and random sampling techniques were used to select gender and programme of study (General Science, General Arts, Visual Arts, Business and Home Economics) plus its corresponding numbers. Thus, the quota sampling and the lottery method of random sampling were again employed to select individual students. A total of 450 students were selected using the sample size table of Krejcie and Morgan (1970).

Two instruments were used. The first instrument was an opinionnaire that was used to categorise students into career status (career decided and career undecided), and only those whose career status was undecided were included in the study. The second instrument, a questionnaire was used to solicit data response from participants. A pilot test of the instrument was conducted to ensure its validity and reliability. The reliability co-efficient of the questionnaire is 0.83 using the test-retest technique and Cronbach Alpha formula. The various ethical issues laid down by the Institutional Review

Board (IRB) of the University of Cape Coast (UCC) were strictly complied with. As proposed in the research protocol of IRB, UCC, the researcher presented the true research findings and used the results of the research study for only academic purposes.

Descriptive and inferential statistical tools were employed for the data analysis. Specifically, demographic data of participants were analyzed using descriptive statistics such as frequency counts and percentage distributions. For all the research questions, frequency, percentages, mean and standard deviations were used while Independent Samples t-test, One-way Analysis of Variance (ANOVA) and Pearson Product Moment were used for the analyses of research hypotheses.

Key Findings of the Study

The main findings that emerged from the research questions were;

1. The study revealed that all the variables (lack of career information, self-knowledge, decision-making fear and anxiety, family influence, peer influence, career counselling & academic achievement difficulties) identified from literature and used in the study moderately contributed to career indecision of Senior High School students in Ghana. The most prevalent of all the variables that affect students' career indecision are peer pressure, family influence and academic achievement difficulties.
2. Students lack career information because teachers lack career information related to students' programme of study and students also do not have knowledge of related occupations in their programme of study. Students indicated that they do not know how, where to obtain

career information, as well as do not know people they can contact to help them choose careers.

3. With regards to decision-making fear and anxiety, the study revealed that students' fear of failure in career decision made, not able to stick to career decisions, thought anxiety and lack of confidence in making a career decision put them in the domain of career indecision. Also, students believe that career decision-making is the responsibility of trained professionals and experienced adults.
4. The study reported that self-knowledge affected students' career indecision because they do not know about themselves in terms of their strengths and weaknesses, and therefore, do not understand how they can apply their abilities and skills to select a career. Students do not know what their life values are to help them make career choices.
5. Another key finding of the study is that family influence strongly impacts students' career indecision. Family issues such as religious and ethnic beliefs, difficulties parents face in their careers, imposition of parents' profession on their wards and parents' disapproval of their wards' career choices result in students' career indecision.
6. The study revealed that peer influence impacted strongly on students' career indecision. Students indicated that comments from their peers such as they are too dull to work in a career field, and cannot associate with their peers with their career options because such options are inferior, discourage them from selecting careers. Again, peer issues like, lack of career interests and the desire to work, peers do not encourage their friends to select careers by always kicking against their

career, do not promote career choices. Students' career indecision is caused by such students who prefer to hang out with their peers to exploring career interests.

7. The study revealed that there are no resources to promote career counselling activities and so, students are not aware of career counselling activities in schools since it is not part of the counselling activities organized in the schools. Schools do not have career counsellors and the guidance coordinators who are approved to take charge lack experience in career counselling. Career counselling is not regarded as an important measure in choosing careers.
8. The study revealed that academic achievement difficulties determine career indecision of students. Specifically, the study revealed that students are unable to score the required grade for entry into a career field of study. Also, students who are very good in all subjects get confused when they are to select careers. Students who are average academic achievers as well as face difficulties with their programme of study are key to the findings.

The major findings that emerged from the research hypotheses were:

1. Hypothesis one rejected the null hypothesis to accept the alternate hypothesis that there is significant difference in the determinants of career indecision in the career paths of Senior High School students in Ghana based on gender. The study found out that female participants are affected more by the determinants of career indecision than their male counterparts.

2. Hypothesis two also rejected the null hypothesis to accept the alternate hypothesis that there is significant difference in the determinants of career indecision in the career paths of Senior High School students based on type of school. The study found that there were differences between girls only type of school and mixed school, boys only type of school and mixed school, and between girls only and boys only.
3. Hypothesis three also rejected the null hypothesis to accept the alternate hypothesis that there is significant relationship between career counselling and career indecision.
4. Hypothesis four also rejected the null hypothesis to accept the alternate hypothesis that there is significant relationship between academic achievement difficulties and career indecision. The study found that participants encountering the various forms of academic achievement difficulties are unable to make career choices.

Conclusions

The following conclusions were made in relation to the findings of the study.

1. Lack of career information, self-knowledge, decision making fear and anxiety, peer influence, family influence, academic achievement difficulties and career counselling act as determinants of career indecision in the career paths of Senior High School students in Ghana.
2. The most prevalent of these determinants are peer influence, family influence and academic achievement difficulties with decision-making fear and anxiety being the least.

3. Determinants of career indecision of Senior High School students in Ghana differ between male and female students in terms of the variables incorporated in the study and the type of school of participants.
4. Lack of Career counselling is a predictor of career indecision. Thus, Senior High School students' career indecision is dependent on lack of resources to promote career counselling.
5. Academic achievement difficulties are predictors of career indecision of Senior High School students. Students who are saddled with all forms of academic achievement difficulties fall within the category of career indecision.

Recommendations

1. The study revealed that all the variables mentioned in the study determined career indecision of Senior High School students in Ghana. In this wise, it is recommended that the Ministry of Education in collaboration with Ghana Education Service, specifically curriculum planners and guidance co-ordinators should institute and implement policies that will encourage career planning, development and choice. These polices can be in the formation of career clubs in the basic, senior high and tertiary levels of education. The curriculum planners can also institute the celebration of career days, especially in the basic and senior high level to create career awareness and encourage career, interest, aspiration and choice. Again, there must be the re-introduction of long vacation internship at the various working institutions for

Senior High School and tertiary students to promote career interest, development and training in specialized work fields.

2. The study revealed that the most prevalent determinants of career indecision are peer influence, family influence and academic achievement difficulties. It is therefore recommended that school counsellors or guidance co-ordinators need to be very sensitive to these issues and assist students appropriately on the management and handling of these variables during counselling sessions. As part of the Parent Teacher Association activities in schools, school counsellors or guidance coordinators can seize the opportunity, with the support of school management committee, to educate parents on how to assist or guide their children to make career choices in the interest and benefit of both parties.
3. As the study revealed that there is a significant difference in the variables that determined career indecision of male and female students, it is recommended that gender characteristics and behaviour must be considered by guidance co-ordinators in the planning, organisation and implementation of career counselling policies and activities in the various schools in Ghana in order to serve its purpose and benefit to these gender groups.
4. The study revealed that there is significant relationship between career counselling and career indecision. Thus, it is recommended that guidance co-ordinators should ensure that students are given adequate career counselling and mentorship to aid them make informed career

choices that will positively impact their career aspirations and development in their career paths.

5. The study also revealed that academic achievement difficulties have a strong relationship with career indecision. Therefore, it is recommended that teachers should give attention to students who experience academic achievement difficulties in order to aid them make informed and personalised career choices.
6. The study revealed that there are no resources for career counselling. Therefore, it is recommended that the guidance and counselling section of the Ghana Education Service should establish an office that will be responsible for providing funding for career guidance programmes and services, developing and providing intervention strategies and materials for career guidance, preparing career guidance curriculum, providing training and continuing education for guidance co-ordinators, counsellors and teachers as well as conducting timely research to create new, more comprehensive and better ways of conducting career counselling for students in Ghana.
7. The study revealed that students' programme of study do not match their career aspirations. Thus, it is recommended that, curriculum planners and teachers should promote the infusion of career development concepts into academic subjects to help learners understand how programme of study fits together, and forms a body of knowledge and skills related to performance in work and other aspects in life.

Implication for Counselling

The findings of this study have the following implications for counselling practice:

1. School counsellors should make the effort to identify students who are career undecided as early as possible, that is, right from the first year in school in order to offer support in career decision-making such as teaching about careers, organizing career days and career guidance excursions.
2. School counsellors in the process of career counselling must take the family environment into consideration and delve deeply into the family background of clients, as well as involve some members of the family in the counselling process as it is a sensitive indicator of career indecision.
3. School counsellors should guide clients discover more about themselves in terms of their weaknesses, strengths, capabilities, interests and talents as these can assist their clients to select a career.
4. Counsellors should make their clients understand that being career undecided is a temporary situation which can be resolved.
5. For a counsellor to succeed in assisting an individual overcome his/ her status of career indecision, the counsellor should have specialized training in such areas as counselling techniques, career alternatives and information, educational and labour market information, assessment techniques to measure skills, abilities, aptitudes, interests, values and personality, needs assessment techniques, computer and internet systems of career guidance, organising career development

programmes, teaching job search techniques; establishing linkages with community-based organizations and public relations techniques to promote career decision-making, choice and development activities and services.

6. School counsellors should make the effort to acquire and use psychometric assessment instruments such as occupational interest inventories (Strong Interest Inventory, Career Development Inventory and Career Decision Scale) in order to involve client in the practical selection of a career.
7. School counsellors should endeavour to seek professional advice from experts in the various career fields in the form of referrals for their clients.
8. School counsellors from time to time should equip themselves with new technologies in career information search via online in order to direct clients to use such means in search of career information.
9. School counsellors organising counselling sessions for students should focus more on one-on-one counselling sessions as this will provide opportunity for such students to articulate well, all their career related problems.

Contribution to Knowledge

The research has established the fact that career indecision does exist among Senior High School students in Ghana. It has also unearthed the variables that are peculiar to career indecision for Ghanaian Senior High School students. These variables impede the career decision-making process, thus, jeopardizing paths of career development. It has also contributed to

knowledge in the area of career counselling in the country, since it is within the pioneering works in career indecision, especially at the formative years of life. On the basis of the findings, I have developed a helping manual on career counselling skills for school counsellors (see appendix D).

Suggestions for Further Research

1. The study was conducted in public Senior High Schools only. It is therefore suggested that the study be carried out in private Senior High Schools to allow a better generalization to be made.
2. Further studies can be conducted in the aspect of career indecision at the junior high level and tertiary institutions so that the results of such studies will give a firm bases for the Ghana Education Service, Curriculum planners, career counsellors and school guidance coordinators, to make sound decisions and plan for effective career counselling in junior high schools, Senior High Schools and tertiary institutions in the country.
3. As the study was conducted in selected regions, specifically, Central, Ashanti and Northern regions of Ghana, further research needs to be conducted in the remaining regions to give a wider scope.
4. A qualitative study should be conducted to give participants the opportunity to be frank and come out with responses which perhaps were not included in the statements provided but can be relevant to the outcome of the study.
5. Studies should be conducted separately for both gender groups to know what they specifically consider as determinants of career indecision.

6. A longitudinal study should be conducted in relation to age and maturity.

Chapter Summary

The chapter presented an overview of the study which focused on the purpose and research methodology employed in the study. It also summarised briefly the major research findings which were followed by conclusions to the study. Recommendations in connection with the key findings were projected, as well as counselling implications and contribution to knowledge. Finally, suggestions for further research were proposed.

REFERENCES

- Adekeye, O. A., Adeusi, S. O., Ahmadu, F. O. & Okojide, A. (2017). Determinants of career maturity among senior high school students in Nigeria. *Proceedings of ICERI2017 Conference 16th-18th November 2017, Seville, Spain, 7597–7604*.
- Akos, P., Konold, & Niles, S.G. (2004). A Career Readiness typology and membership in Middle School. *Career Development Quarterly*, 53, 53–56.
- Amedahe, F. K. (2002). *Educational research* (Unpublished Monograph). Cape Coast: University of Cape Coast.
- Anakwe, U. P., Hall, J. C., & Schor, S. M. (2000). Knowledge-related skills and effective career management. *International Journal of Manpower*, 21(7), 566–579.
- Arnold, J. (1997). *Managing Careers into the 21st Century*. London: Paul Chapman Publishing Ltd.
- Austin, R. K., Dahi, A. D., & Wagner, B. D. (2010). The roles of negative career thoughts and sense of coherence in predicting career decision status. *Canadian Journal of Counselling*, 44(1), 65–77.
- Ayeh, J. O. (2009). *Application of the accident theory on career choice to workers in the Cape Coast Municipality*. (Unpublished master's thesis). Department of Educational Foundations, University of Cape Coast.

- Baig, S. T. A. (2012). *The effects of a career development course on career and college major decision-making in college students*. Graduate Student Theses, Dissertations, & Professional Papers. 997, University of Montana.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
- Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187–206.
- Barker, J., & Kellen, J. (1998). *Career planning: A developmental approach*. Englewood Cliffs, NJ: Prentice Hall.
- Barnes, P.E., & Carter, D.J., (2002). *Assessing student career maturity: Implications for school counsellors* (Unpublished monograph). University of Nebraska, Omaha.
- Beerlall, S. (1997). *Career decision-making: The relationship between educational indecision and vocational indecision* (Unpublished master's thesis). University of KwaZulu Natal, Durban-Westville, South Africa).
- Beach L. R. (2014). *Decision-making in the workplace: A unified perspective*. New York: Psychology Press.

- Berndt, T. J. (1996). Transitions in friendship and friends' influence. In J. A. Graber & J. Brooks-Gunn (Eds.), *Transitions through adolescence: Interpersonal domains and context* (pp. 57–84). Hillsdale, NJ: Erlbaum.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th ed.). Boston: Pearson Education, Inc.
- Betz, N. E. (1992). Counselling uses of career self-efficacy theory. *Career Development Quarterly*, 41, 22–26.
- Betz, N. E., Fitzgerald, L. F., & Hill, R. E. (1989). Trait-factor theories: Traditional cornerstone of career theory. In M. B. Arthur, D. T. Hall, & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 26–40). New York, NY, US: Cambridge University Press.
- Betz, N. E., & Klein-Voyten, K. (1997). Efficacy and outcome expectations influence career exploration and decidedness. *Career Development Quarterly*, 46, 179–189.
- Bimrose, J. & Barnes, S.-A. (2007) Styles of career decision-making. *Australian Journal of Career Development*, 16(2), 20–28.
- Blustein, D. L., Walbridge, M. M., Friedlander, M. L., & Palladino, D. E. (1995). Contributions of psychological separation and parental attachment to the career development process. *Journal of Counselling Psychology*, 38, 39-50.
- Botha, H. (2011). *Socio-demographic characteristics and antecedents associated with the career uncertainty of university students*. (Unpublished master's thesis). North-West University, Potchefstroom, South Africa.

- Bratcher, W. E. (1982). The influence of the family on career selection. A family systems perspective. *The Personnel and Guidance Journal*, 61, 87–91.
- Brown, D. (2003). *Career information, career counselling, and career development* (8th ed.). Boston, MA: Pearson Education Inc.
- Brown, D. (2002). The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement. *Journal of Counselling and Development*, 80, 48–56.
- Brown, D. (1990). Summary, comparison, and critique of the major theories. In D. Brown, and L. Brooks, (Eds.), *Career choice and development* (pp.338–363). San Francisco, CA: Jossey Bass.
- Çakır, M. A. (2003). The development of the Career Decision Inventory. *Ankara University Journal of Faculty of Educational Sciences*, 37(2), 1–14.
- Caldwell, D. F., & Burger, J. M. (1998). Personality characteristics of job applicants and success in screening interviews. *Personnel Psychology*, 51(1), 119–136.
- Callanan, G. A., & Greenhaus, J. H. (1992). The career indecision of managers and professionals: An examination of multiple subtypes. *Journal of Vocational Behaviour*, 41, 212–231.
- Callahan, G. A., & Greenhaus, J. H. (1990). The career indecision of managers and professionals development of a scale and test of a model. *Journal of Vocational Behaviour*, 37, 79–103.
- Campagna, C. G., & Curtis, G. J. (2007). Anxiety and career readiness. *Australian Journal of Guidance and Counselling*, 17(1), 91–96.

- Cenkseven, F., Kırdök, O., & Isık, E. (2008). *Investigating career decisions of high school students regarding their parenting and parent attachment styles*. Paper presented at the International Congress of Counselling, Istanbul, Turkey, April, 2008.
- Chartrand, J. M., Martin, W., Robbins, S., & McAuliffe, G. (1994). Testing a level versus an interactional view of career indecision. *Journal of Career Assessment*, 2, 55–69.
- Chartrand, J. M., Robbins, S. B., Morrill, W. H., & Boggs, K. (1990). Development and validation of the career factors inventory. *Journal of Counselling Psychology*, 37(4), 491–501.
- Chen, C., Greene, P., & Crick, A. (1998). Does entrepreneurial self-efficiency distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295–316.
- Chen, L. S., & Liew, S. A. (2015). Factors influencing career decision-making difficulties among graduating students from Malaysian private higher education institutions. *Proceedings of the 8th Asia-Pacific Business Research Conferences, Malaysia*.
- Cheung, C-K., Cheung, H.Y., & Wu, J., (2014). Career unreadiness in relations to anxiety and authoritarian parenting among undergraduates. *International Journal of Adolescence and Youth*, 19(3), 336–349.
- Clutter, C. (2010). *The effects of parental influence on their children's career choices*. Manhattan, Kansas: Kansas State University.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London, England: Routledge.

- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge Falmer.
- Cohen, R. J., & Swerdlik, M. (2010). *Psychological testing and assessment: An introduction to tests and measurements* (7th ed.). New York, NY: McGraw-Hill.
- Cohen, C. R., Chartrand, J. M., & Jowdy, D. P. (1995). Relationships between career indecision subtypes and ego identity development. *Journal of Counselling Psychology, 42*, 440–447.
- Connelly, L. M. (2008). Pilot Studies. *Medsurg Nursing, 17*(16), 411–412.
- Cooper, D., & Schindler, P. (2002). *Business research methods* (8th ed.). Irwin, NY: McGraw-Hill.
- Corkin, D., Arbona, C., Coleman, N., & Ramirez, R. (2008). Dimension of career indecision among Puerto Rican college students. *Journal of College Student Development, 49*(2), 1–15.
- Creed, P.A., Fallon, T., & Hood, M. (2009). The relationship between career adaptability, person and situation variables, and career concerns in young adults. *Journal of Vocational Behavior, 74*(2), 219–229.
- Creed, P. A., Patton, W., & Bartrum, D. (2004). Internal and external barriers, cognitive style, and the career development variables of focus and indecision. *Journal of Career Development, 30*, 277–294.
- Creed, P.A., Patton, W. & Bartrum, D. (2002). Multidimensional properties of the LOT-R: Effects of optimism and pessimism on career and well-being related variables in adolescents. *Journal of Career Assessment, 10*(1), 42–61.

- Creed, P. A., Patton, W., & Prideaux, L. (2006). Causal relationship between career indecision and career decision-making self-efficacy: A longitudinal cross-lagged analysis. *Journal of Career Development, 33*, 47–65.
- Creed, P. A., Prideaux, L., & Patton, W. (2006). Causal relationship between career indecision and career decision-making and self-efficacy: A longitudinal cross-lagged analysis. *Journal of Career Development, 33*(1), 47–65.
- Creswell, J.W. (2008). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publication.
- Creswell, J.W. (2014) *Research design: Qualitative, quantitative and mixed methods approaches*. Los Angeles, CA: Sage.
- Crosby, O. (2005). Career myths and how to debunk them. *Occupational Outlook Quarterly, 202*, 691–5716.
- Dane, F.C. (2011). *Evaluating research: methodology for people who need to read research*. Los Angeles, CA: Sage Publications.
- Dankwa, D. O. K. (1981) *Guidance and counselling in the Ghana education service: History and policy*. (Unpublished document). University of Cape Coast, Cape Coast, Ghana.
- Dawis, R.V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment*. Minneapolis, MN: University of Minnesota Press.
- Dawis. R. V. (2005). The Minnesota theory of work adjustment. In S. D. Brown & R.T. Lent (Eds.). *Career development and counselling: Putting theory and research to work* (pp.3–23). Hoboken, NJ:Wiley.

- Downing, H. M., & Nauta, M. M. (2010). Separation-individuation, exploration, and identity diffusion as mediators of the relationship between attachment and career indecision. *Journal of Career Development, 36*, 207–227.
- Di Fabio, A., Palazzeschi, L., Asulin – Peretz, L., & Gati, I. (2013). Career indecision versus indecisiveness associations with personality traits and emotional intelligence. *Journal of Career Assessment, 21*, 42–56.
- Dietrich, J., & Kracke, B. (2009). Career -specific parental behaviours in adolescents' development. *Journal of Vocational Behavior, 75*, 109–119.
- Dragolea, L. L. (2015). Study regulating the most attractive domains in career management process for pre-university of students. *Journal of Management Studies, 11*(1), 23–31.
- Dysinger, W. S. (1950). Maturation and vocational guidance. *Occupations, 29*, 198–201.
- Elyadi, R. (2006). Construct development and measurement of indecisiveness. *Management Decision, 44*(10), 1363–1367.
- Engles, D., Minor, C., Sampson, J. & Splete Y.L.T. (1995). Evolution and current status of response specialization. *Journal of Counselling Development, 74*(2), 134–138.
- Feldman, D. C., & Whitcom, K. (2005). The effects of framing vocational choices on young adults' sets of career options. *Career Development International, 10*(1), 7–25.

- Feldman, D. C. (2003). The antecedents and consequences of early career indecision among young adults. *Human Resource Management Review, 13*, 499–531.
- Feldman, D.C. & Turnley, W.H. (1995), "Underemployment among recent business college graduates", *Journal of Organizational Behavior, 16*, 691–706.
- Feldt, R. C. (2010). Measurement and evaluation on counselling and development. *Journal of Career Counselling Psychology, 42*, 235–245.
- Felsman, D. E., & Blustein, D. L. (1999). The role of peer relatedness in late adolescent career development. *Journal of Vocational Behavior, 54*, 279–295
- Ferguson, P.A. (2007). *A relationship between career decision and motivation to persist*. (Unpublished doctoral dissertation). University of Central Florida.
- Ferry, T. R., Found, N. A., & Smith, P. L. (2000). The role of family context in a social cognitive model for career-related choice behavior: A math and science perspective. *Journal of Vocational Behaviour, 57*, 348–364.
- Fouad, N.A., & Byars-Winston, A.M. (2005). Cultural context of career choice: Meta-analysis of race/ethnicity differences. *The Career Development Quarterly, 53*, 223–233.
- Fowler, F. J. (2009). *Survey research methods* (4th ed.). New York, NY: Sage Publications.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6th ed.). Boston, MA: McGraw-Hill.

- Fuqua, D.R., Blum, C.R., & Hartman, B.W. (1988). Empirical support for the differential diagnosis of career indecision. *Career Development Quarterly* 36, 364–373.
- Fuqua, D. R., & Hartman, B., Seaworth, T. B., & Newman, J. L. (1987). The relationship of career indecision and anxiety: A multivariate examination. *Journal of Vocational Behaviour*, 30, 175–186.
- Fuqua, D. R., & Hartman, B.W. (1983). Differential diagnosis and treatment of career indecision. *Personnel and Guidance Journal*, 62, 27–29.
- Galassi, J.P., Crace, R.K., Martin, G.A., James, R.M. & Wallace, R.L. (1992). Client preferences and anticipations in career counselling: A preliminary investigation. *Journal of Counselling Psychology*, 39, 46–55.
- Gati, I. (1998). Using career-related aspects to elicit preferences and characterize occupations for a better person-environment fit. *Journal of Vocational Behavior*, 52, 343–356.
- Gati, I., & Amir, T. (2010). Applying a systematic procedure to locate career decision-making difficulties. *The Career Development Quarterly*, 58, 301–320.
- Gati, I., & Asher, B.W. (2001). Differential diagnosis and treatment of Career indecision. *Personnel and Guidance Journal*, 62(1), 27–29.
- Gati, I., & Saka, N. (2001). High school students career related decision making difficulties. *Journal of Counselling and Development*, 79(3), 331–340.
- Gati, I., Krausz, M., & Osipow, S.H. (1996). A taxonomy of difficulties in career decision making. *Journal of Career Psychology*, 43, 510–526.

- Gemeijs, V., DeBoek, P. (2003). Career indecision: Three factors from Decision theory. *Journal of Vocational Behaviour*, 62, 11–25.
- Germeijs, V., Verschueren, K., & Soenens, B. (2006). Indecisiveness and school students career decision-making process: longitudinal association and the meditational role of anxiety. *Journal of Counselling Psychology*, 53(4), 387–397.
- Ghana News Agency. (2011, May, 20) *Educationist calls for career and guidance counselling in SHS*. Retrieved from: <http://ghananewsagency.org/education/educationist-calls-for-career-and-guidance-counselling-in-shs-29033>.
- Gianakos, I. (1999). Career counselling with battered women. *Journal of Mental Health Counselling*, 21(1), 1–14.
- Gibson, R. L., & Mitchell, M. H (1990). *Introduction to Guidance and Counselling* (3rd ed.). New York, NY: MacMillan Publishing Co.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, Massachusetts: Harvard University Press.
- Glenn, D. I. (1992). *Sampling the evidence of extension program impact*. Program Evaluation and Organizational Development, IFAS, University of Florida.
- Goliath, D. (2012). *Career indecision amongst undergraduate university students at an academic institution in The Western Cape*. (Unpublished Mini-Thesis). Department of Industrial Psychology at the University of The Western Cape.

- Gonzalez, M. A. (2008). Career making: A priority for secondary education. *Electronic Journal of Research in Educational Psychology*, 6, 749–722.
- Gordan, L., & Meyer, J.C. (2002). Career indecision amongst prospective students. *South African Journal of Psychology*, 32(4), 41–47.
- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counselling Psychology*, 28, 545–579.
- Gottfredson, L.S. (2005). Using Gottfredson’s theory of circumscription and compromise in career guidance and counselling. In S. D. Brown & R. W. Lent (Eds.), *Career development and counselling: Putting theory and research to work* (pp. 71–100). New York, NY: Wiley.
- Gray, D.E (2004). *Doing research in the real world*. New York, NY: SAGE Publications.
- Greenhaus, J. H., Callana, G. A., & Kaplan, E. (1995). The role of goal setting in career management. *International Journal of Career Management*, 7, 3–12.
- Guay, F., Senécal, C., Gauthier, L., & Fernet, C. (2003). Predicting career indecision: A self-determination theory perspective. *Journal of Counselling Psychology*, 50, 165–177.
- Guay, F., Ratelle, C. F., Senecal, C., Larose, S., & Deschenes, A. (2006). Distinguishing developmental from chronic career indecision: Self-efficacy, autonomy, and social support. *Journal of Career Assessment*, 14(2), 235–251.

- Guerra, A. L., & Braungart-Rieker, J. M. (1999). Predicting career indecision in college students: The roles of identity formation and parental relationship factors. *Career Development Quarterly*, 47, 255–266.
- Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behaviour*, 18, 326–339.
- Hackett, G. & Lent, R. W. (1987). Career self-efficacy: Empirical status and future directions. *Journal of Vocational Behavior*, 30, 347–382.
- Hair, J.F., Babin, B., Money, A., & Samouel, P. (2003). *Essentials of business research methods*. New York, NY: Leyh Publishing, LLC.
- Hall, A. (2005). *Career indecision and transition*. (Unpublished master's thesis). Capella University. Retrieved from <http://www.aric-hall.com/academic/papers/psy8160-paper.pdf>.
- Hamamcı, Z., & Esen-Çoban, A. (2007). Vocational maturity and career indecision relations with irrational beliefs. *Turkish Psychological Counselling and Guidance Journal*, 3(27), 31–42.
- Hamamcı, Z., & Hamurlu, M. K. (2005). Relationship between level of knowledge and attitudes of parents about helping their children for career development and career indecision of their children. *Journal of İnönü University Education Faculty*, 6, 55–69.
- Hampton, N.Z. (2006). A psychometric evaluation of the career self-efficacy scale-short form in Chinese school students. *Journal of Career Development*, 33(2), 142–155.

- Harriot, J.S., Ferrari, J.R., & Dovidio, J.F. (1996). Distractability, daydreaming and self-critical cognition as determinants of indecision. *Journal of Social Behaviour & Personality, 11*(2), 337–344.
- Harter, S. (1999). *Distinguished contributions in psychology. The construction of the self: A developmental perspective*. New York, NY: Guilford Press.
- Hartung, P. J., & Niles, S. G. (2000). Established career theories. In D. A. Luzzo (Ed.), *Career counselling of college students: An empirical guide to strategies that work* (pp. 3–21). Washington, DC: American Psychological Association.
- Hartup, W.W., & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin, 121*, 355–370.
- Hawkins-Breaux, A. (2004). *The impact of cooperative education participation on career indecision, career decision-making self-efficacy and career decision making style among college students*. (Unpublished doctoral dissertation). The Temple University, Philadelphia.
- Hellmann, J. N. (2014). *Social and Psychological factors related to the career exploration process of young adults*. University of Kentucky, Lexington, Kentucky.
- Herr, E.L. (2001). Career development and its practices: A historical perspective. *The CDQ: Special Millennium Issue, 49*(3), 196–211.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counselling through the lifespan: Systemic approaches* (6th ed.). Boston, MA: Allyn and Bacon.

- Hill, R. (1998). What sample is “enough” in internet research? Interpersonal computing and technology. *An Electronic Journal for 21st Century*, 6, 3–4.
- Holland, J. L., Daiger, D. C., & Power, P. G. (1980). *Manual for my vocational situation*. Palo Alto, CA: Consulting Psychologists Press.
- Holland, J. L. (1985). *Manual for the vocational preference inventory*. Odessa, FL: Psychological Assessment Resources, Inc.
- Holland, J. L. (1997). *Making vocational choices* (3rd ed.). Odessa, FL: Psychological Assessment Resources, Inc.
- Holland, J. L., & Holland, J. E. (1977). Distributions of personalities within occupations and fields of study. *Vocational Guidance Quarterly*, 25(3), 226–231.
- Hocsons, S.M.G. (2012). Career counselling program for the psychological well-being of freshman university students. *World Academy of Science, Engineering and Technology*, 6(8), 2239–2245
- Howell, D. C. (1999). *Fundamental statistics for the behavioral sciences* (4th ed.). Pacific Grove: Duxbury Press.
- Huang, S. (1999). *The effect of family environment, personality, and self-efficacy on career indecision of college students*. (Unpublished doctoral dissertation). Purdue University, West Lafayette.
- Hoffman, M. L., & Torres, L. (2001). Job search methods: Consequences of gender-based earnings inequality. *Journal of Vocational Behaviour*, 58, 127–141.
- Hughes K.L., & Karp M.M., (2004). *School-based career development: A synthesis of the literature*. New York, NY: Columbia University.

- Hymel, S., Comfort, C., Schonert-Reichl, K., & McDougall, P. (1996). Academic failure and school dropout: The influence of peers. In J. Juvonen & K. R. Wentzel (Eds), *Social motivation: Understanding children's school adjustment* (pp. 313–345). Cambridge, MA: Cambridge University Press.
- Jackson, C. (2011). *Informing choices: the need for career advice in medical training*. Retrieved from: http://www.crac.org.uk/cracnew/pdfs/informing_choices_medicaltrainig_report.pdf.
- Janis, I.L. & Mann, L. (1977). *Decision making: A psychological analysis of conflict, choice, and commitment*. New York, NY: The Free Press.
- Johnston, J.H., Diskrell, H.E., & Salas, E. (1997). Research report vigilant and hypervigilant decision making. *Journal of Applied Psychology*, 82(4), 614–622.
- Kang, A. E. (2009). *Attachment, family conflict, and vocational self-concepts in the career indecision of Asian Americans*. (Unpublished doctoral dissertation). Fordham University, New York.
- Kavas, A. B. (2011). *Testing a model of career indecision among university students based on social cognitive career theory*. (Unpublished doctoral thesis). Middle East Technical University, Ankara, Turkey.
- Kelly, K. R., & Lee, W. (2005). Relation of psychological type to career indecision amongst university students. *Journal of Psychological Type*, 64(2), 12–22.
- Kelly, K. R., & Pulver, C. A. (2003). Refining measurement of career indecision types: A validity study. *Journal of Counselling and Development*, 81(4), 445–454.

- Kelly, R., & Shin, Y. (2008). Relation of neuroticism and negative career thoughts and feelings to lack of information. *Journal of Career Assessment, 17* (2), 201–213.
- Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607–610.
- Krumboltz, J. (1992). The wisdom of indecision. *Journal of Vocational Behaviour, 41*(3), 239–244.
- Kurt, L.J., & Chenault, K.H. (2016). *An exploration of gifted high school students' career development and aspirations*. Manuscript submitted for publication.
- Kutz, A. (2016). *Anxiety sensitivity and decision-making: Positive and negative risk taking in laboratory and naturalistic settings*. (Unpublished dissertation). University of Maine.
- Larson, J. H., Butler, M., Wilson, S., Medora, N. & Allgood, S. (1994). The effects of gender on career decision problems in young adults. *Journal of Counselling and Development, 73*, 79–84.
- Leary, M. R. (2004). *Introduction to behavioural research methods*. Boston, MA: Pearson Education, Inc.
- Lee, K. (2005). Coping with career indecision: Differences between four career choice types. *Journal of Career Development, 31*, 279–225.
- Lent, R. W. (2005). A social cognitive view of career development and counselling. In D. Brown & R. W. Lent (Eds.). *Career development and counselling: Putting theory and research to work* (pp. 101–127). New York, NY: Wiley.

- Lent, R. W., & Brown, S.D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance [Monograph]. *Journal of Vocational Behaviour*, 45, 79–122.
- Leong, F. T. L., & Chervinko, S. (1996). Construct validity of career indecision: Negative personality traits as predictors of career indecision. *Journal of Career Assessment*, 4, 315–329.
- Lock, E. (2009). *The relationship between individualistic and collectivistic value orientations and early career indecision*. (Unpublished master's thesis). University of South Africa, South Africa.
- Lofguist, L. H., & Dawis, R. V. (1991). *Essentials of person environment correspondence counselling*. Minneapolis, IN: University of Minnesota Press.
- London, M. (1983). Toward a theory of career motivation. *Academy of Management Review*, 8, 620–630.
- Lopez, F. G., & Andrews, S. (1987). Career indecision: A family system perspective. *Journal of Counselling and Development*, 65, 304–307.
- Luzzo, D.A. (1999). The role of perceived barriers in career development: A social cognitive perspective. *Journal of Counselling and Development*, 77, 1–8.
- Luzzo, D. A., & McWhirter, E. H. (2001). Sex and ethnic differences in the perception of educational and career-related barriers and levels of coping efficacy. *Journal of Counselling & Development*, 79(1), 61–67.
- Makinde, O., & Alao, K. (1987). *Career education*. Ibadan, Nigeria: Signal Educational Services.

- Mann, L., Harmoni, R., & Power, C. (1989). Adolescent decision-making: The development of competence. *Journal of Adolescence*, 12, 265–278.
- Malhotra, N. K., & Birks, D. F. (2007). *Marketing research* (3rd ed.). Harlkon, NJ: Prentice Hall.
- Marcionetti, J. & Rossier (2016). The Mediating Impact of Parental Support on the Relationship Between Personality and Career Indecision in Adolescents. *Journal of Career Assessment*, 25(4), 601–615.
- Maree, J.G. (2016) Career Construction as a way of resolving Career Indecision. *South African Journal of Higher Education*, 30(3), 170–192.
- Mau, W. C. J. (2004). Cultural dimensions of career decision-making difficulties. *The Career Development Quarterly*, 53, 67–77.
- Mau, W. C. (2001). Assessing career decision-making difficulties: A cross cultural study. *Journal of Career Assessment*, 9, 353–364.
- Mbetse, D.J. (2002). *The development of an intervention strategy for career education in Bushbuckridge*. (Unpublished master’s dissertation). Pretoria: University of Pretoria.
- Mbwale, S.V. (2004). *Career choice: A challenge for high school students* (Unpublished master’s dissertation). Windhoek, Namibia: University of Namibia.
- McMillan, J.H. & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. Boston MA: Pearson.
- Meldahl, J. M., & Muchinsky, P. M. (1997). The neurotic dimension of vocational indecision: Gender comparability? *Journal of Career Assessment*, 5, 317–331.

- Migunde, Q., Othuon, L., & Mbagaya, A. (2015). Career decision making status of adolescents in Kesmu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 6(1), 36–39.
- Mitchell, K. E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counselling and Development*, 77, 115–124.
- Mitchell, L. K., & Krumboltz, J. D. (1984). Research on human decision making: Implications for career decision making and counselling. In S. Brown & R. Lent (Eds.) *Handbook of counselling psychology* (pp. 238–280). New York, NY: Wiley.
- Mkhabela, O.K. (1986). *The Vocational Orientation of the Black School Going Adolescent in Natal and Kwazulu*. (Unpublished master's thesis). Kwa Dlangezwa: University of Zululand.
- Morgan, F.N., Abdul Kadir, R. & Soheil, S., (2011). The relationship between state and trait anxiety with career indecision of undergraduate students. *International Education Studies*, 4(3), 31–35.
- Morgan, T. & Ness, D. (2003). Career decision-making difficulties of first-year students. *The Canadian Journal of Career Development*, 2, 33–39.
- Mouton, J. (1996). *Understanding social research*. Pretoria, South Africa: Van Schaik.
- Mubiana, P. B. (2010). *Career maturity, career knowledge, and self-knowledge among psychology honours students: An exploratory study*. (Unpublished master's thesis). University of Pretoria.

- Mung'ara, E. (2012). *Factors affecting career aspiration of gurdus; emerging issues and challenges: A case of Thika West District, Kambu country*. (Unpublished master's thesis). Kenyatta University.
- Mylonas, K., Argyopoulou, K., & Tampori, S. (2012). Career decision-making difficulties, dysfunctional thinking and generalised self-efficacy of the university students in Greece. *World Journal of Education*, 2(1), 45–61.
- Nathan, R., & Hill, L. (2006). *Career counselling* (2nd ed.). London, England: Sage.
- Nauta, M. M. (2011). Temporal stability, correlations and longitudinal outcomes of career indecision factors. *Journal of Career Development*, 39(6), 540–558.
- Neuman, J. L., Fuqua, D. R., & Minger, C. (1990). *A discriminate study of gender differences on career subscales*. Paper presented at the 98th Annual Convention of the American Psychological Association, Boston, MA.
- Newman, W.L. (2006). *Social research methods: Qualitative and quantitative approaches*. Toronto, Canada: Pearson.
- Ngesi, M.Y. (2003). *A study of systematic processes influencing educational change in a sample of Isizulu medium schools*. (Unpublished doctoral thesis). University of Natal, Pietermaritzburg South Africa.
- Niles, S. C., & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century* (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc.

- Niles, S.G., & Hartung, P. J. (2000). Using emerging career theories with college students. In D. Luzzo (Ed.), *Career development of college students: Translating theory and research into practice* (pp.23–42). Washington, DC: American Psychological Association.
- Nworgu, B. G. (2006). *Educational research: Basic issues and methodology*. Ibadan, Nigerian: Wisdom Publishers Ltd.
- Nyarko-Sampson, E. (2013). Self-knowledge, family influence, level of career knowledge and Ghanaian senior secondary school students' aspiration for entrepreneurial careers. *Journal of Educational Research and Development*, 8(1), 338–348.
- Ocansey, F. (2005). *Relevance of public secondary school students' career aspirations to the manpower needs of Ghana* (Unpublished doctoral thesis). Institute of Development Studies, University of Cape Coast, Ghana.
- Omotosho, J. A., & Nyarko-Sampson, E. (2013). Differences among age, gender and school factors in Ghanaian senior secondary school student's aspirations for entrepreneurial careers. *Zimbabwe Journal of Educational Research*, 26(1), 18–33.
- Omotosho, J. A., Nyarko-Sampson, E., Owolabi, H. O., & Adeoye, E. A. (2014). Social cognitive career theory as a counselling strategy for improving Ghanaian secondary school students' aspirations for entrepreneurial careers: Implications for best practices. *Journal of Research in Education*, 2(1), 84–96.
- Onyejiaku, F. (2000). *Career guidance and counselling services in schools*. Lagos, Nigeria: Vital-Nasco & company.

- Orodho, J.A. (2008). *Techniques of writing research proposals and reports in educational and social sciences*. Maseno, Kenya: Kanezja HP Enterprises.
- Osipow, S. H. (1999). Assessing career indecision. *Journal of Vocational Behaviour*, 55,147–154.
- Osipow, S. H. (1987). *Manual for the career decision scale*. Odessa, FL: Psychological Assessment Resource.
- Osipow, S. (1983). *Theories of career development*, (3rd Edition). Englewood Cliffs, NJ: Prentice-Hall.
- Osipow, S.H. & Fitzgerald, L.F. (1996) *Theories of career development*. (4th ed.) Boston, MA: Allyn & Bacon.
- Osipow, S. H., & Gati, I. (1998). Construct and concurrent validity of the Career Decision-Making Difficulties Questionnaire. *Journal of Career Assessment*, 6(3), 347–364.
- Otu, W. (2015). The concept of wealth on career choice: A case study of senior high school students in Akuapem North District of Ghana *Research on Humanities and Social Sciences (online)*, 5 (21), 22–29.
- Otuei, C.O. (2017). Career decision-making difficulties of senior high school students in Kofuridua (Unpublished master's thesis). University of Cape Coast.
- Owusu-Ansah, W. A. (2004). *The impact of entrepreneurship education on career intentions and aspirations of tertiary students in Ghana*. Paper submitted to the 49th World Conference of the International Council for Small Businesses.

- Pallant, J. (2005) *SPSS survival guide: A step by step guide to data analysis using SPSS for windows*. Chicago, IL: Open University Press.
- Pang, M. (2003). Boundaryless careers? The (in-)voluntary (re-)actions of some Chinese in Hong Kong and Britain. *International Journal of Human Resources Management*, 14(5), 809–20.
- Parsons, F. (1909). *Choosing a vocation*. Boston, MA: Houghton Mifflin.
- Patton, W., & Creed, P. A. (2007). Developmental issues in career maturity and career decision status. *The Career Development Quarterly*, 49, 336–351.
- Patton, W, Creed, P. A., & Muller, J. (2002). Career maturity and well-being as determinants of occupational status of recent school leavers: A brief report of an Australian study. *Journal of Adolescent Research*, 17, 425–435.
- Peng, H.H., Johanson, R.E., & Chang, M. (2012). Career indecision and state anxiety of returned international Chinese undergraduate students in Taiwan. *International Journal of Psychology and Counselling*, 4(9), 106–114.
- Peterson, G. W., Sampson, J. P., Jr., Lenz, J. G., & Reardon, R. C. (1991). Becoming career problem solvers and decision makers: A cognitive information processing approach. In D. Brown (Ed.), *Career choice and development* (4th ed.) (pp.312–369). San Francisco, CA: Jossey Bass.
- Polit, D.F. & Beck, C.T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed). Philadelphia, PA: Wolters Kluwer-Lippincott Williams & Wilkins.

- Polit, D.F. & Hungler, B.P. (1999). *Nursing research: Principles and methods* (6th ed.). Philadelphia, PA: J.B. Lippincott.
- Porfeli, E. J. (2010). Specific and diverse career exploration during adolescence. *Journal of Career Assessment*, 39, 199–208.
- Punch, K. F., (2005). *Introduction to social research: Quantitative & qualitative approaches*. London, England: Sage.
- Reese, R.J., & Miller, C.D., (2006). Effects of a university career development course on career decision-making self-efficacy. *Journal of Career Assessment*, 14(2), 252–266.
- Reneen, S.V. (2010). *Career indecision amongst prospective university students*. (Unpublished master's thesis). University of Western Cape. Retrieved from <http://Mhdl.handle.net/11394/3508>.
- Ricci, L. & Boccardi, V. (2010) *Effective use of educational and vocational guidance services in distance education: The experience of USGM, Italy*. Retrieved from: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/22919/Ricci_Boccardi.pdf.
- Roe, A. (1957). Early determinants of vocational choice. *Journal of Counselling Psychology*, 4, 212–217.
- Rossier, J. (2015). Personality and career intervention. In P.J. Hartung, M. L. Savickas, & W. B. Waslsh (Eds.), *APA handbook of career intervention: Foundations* (vol. 1, pp. 327–350). Washington, DC: American Psychological Association. Doi:10.1037/1438-018.
- Rogers, M.E. (2010). Adolescent career planning and exploration. *Journal of Career Assessment*, 4, 219–244.

- Rubin, K. H., Bukowski, W. M., & Parker, J. G. (1998). Peer interactions, relationships and groups. In W. Damon (Ed.), *Handbook of child psychology* (Vol. 3, pp. 619–700). New York, NY: Wiley.
- Saka, N., & Gati, I. (2007). Emotional and personality-related aspects of persistent career decision-making difficulties. *Journal of Vocational Behaviour, 71*, 340–358.
- Saka, N., Gati, I., & Kelly, K.R. (2008). Emotional and personality related aspects of career decision-making difficulties. *Journal of Career Assessment, 16*(4), 403–424.
- Salami, S. O. (2008). Gender, identity status and career maturity of adolescents in Southwest Nigeria. *Journal of Social Science, 16*(1), 35–49.
- Salomone, P. R. (1996). Tracing Supers' theory of vocational development: A 40-year retrospective. *Journal of Career Development, 22*, 167–184.
- Sampson, J. P., Lenz, J. G., Reardon, R. C., & Peterson, G. W. (1999). A cognitive information approach to employment problem solving and decision making. *The Career Development Quarterly, 48*(1), 3–18.
- Saunders, D. E., Peterson, G. W., Sampson, J. P., & Reardon, R. D. (2000). Relation of depression and dysfunctional career thinking to career indecision. *Journal of Vocational Behavior, 56*, 288–298.
- Savickas, M. L. (1999). The transition from school to work: A developmental perspective. *The Career Development Quarterly, 14*, 326–337.

- Scofield, E. (2017). *The effects of life design career counselling on public relations students' self-efficacy and career indecision*. (Unpublished project work). Public Relations and Marketing Communications Department, Ohio Dominican University.
- Sekaran, U. (2003). *Research methods for business: A skill-building approach* (2nd ed.). New York, NY: John Wiley & Sons, Inc.
- Sharf, R.S. (2006). *Applying a career development theory to counselling* (3rd ed.). Pacific Groove, CA: Brooks/Cole.
- Siniscalco, M.T., & Auriat, N. (2005). Module 8: Questionnaire design. In K.N. Ross (Ed.) *Quantitative research methods in educational planning*. Paris, France: International Institute for Educational Planning/ UNESCO.
- Staunton, T. (2015). John Holland's Theory of Career Choice: Theories every career adviser should know. Retrieved from: <https://runninginaforest.wordpress.com/2015/01/14/john-hollands-theory-of-careerchoice-theories-every-careers-adviser-should-know/>
- Stead, G.B., & Watson, M.B. (2006). Indigenisation of career psychology in South Africa. In G.B. Stead, & M.B. Watson (Eds.), *Career psychology in the South African context*, (3rd ed.), (pp. 181–190). Pretoria, RSA: Van Schaik Publishers.
- Strangor, C. O. (2004). *Research method for behavioural sciences*. Boston: MA: Houghton Mifflin Co.

- Super, D. E. (1996). A life-span. life-space approach to career development. In D. Brown & L. Brooks (Eds.). *Career choice and development: Applying contemporary theories to practice* (2nd ed.), (pp. 197–261). San Francisco, CA: Jossey-Bass.
- Super, D. E. (1990). A life span life space approach to career. In D. Brown, L. Brookes, & Associates (Eds), *Career choice and development* (3rd ed.), (pp. 121–78). San Francisco, CA: Jossey-Bass.
- Super, D. E. (1957). *Psychology of careers*. New York, NY: Harper.
- Swanson, J. L., & Parcover, J. A. (2008). Annual renew: Practice and research in career counselling and development-1997. *The Career Development Quarterly*, 47(2), 98–135.
- Tagay, Ö. (2014). Career decision-making difficulties in Turkey and the USA. *Journal of Recent Advances in Multidisciplinary Research*, 2, 232–239.
- Talib, A. M., & Aun, T. K. (2009). Predictors of career indecision amongst Malaysian undergraduate students. *European Journal of Social Science*, 8(2), 215–224.
- Taylor, B. C. (2007). *The impact that career guidance counselling has on the level of career indecision in the career decision-making process of late adolescents in Cape Town*. (Unpublished honours thesis). University of Cape Town, Cape Town, South Africa.
- Taylor, K. M. (1982). An investigation of vocational indecision in college students: Correlates and moderators. *Journal of Vocational Behaviour*, 21, 318–329.

- Taylor, K.M, & Popma, J. (2004). *An examination of the relationships among career decision-making self-efficacy, career salience, locus of control, and vocational indecision*. Retrieved from: [http://dx.doi.org/10.1016/0001-8791\(90\)90004-L](http://dx.doi.org/10.1016/0001-8791(90)90004-L)
- Taylor, K. M. & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behaviour*, 22, 63–81.
- Teo, A. C. (2009). *A study on the values, interests, skills and career indecision among students at the college of business, Universiti Utara Malaysia*. Retrieved from <http://etd.uum.edu.my/id/eprint/1870>.
- Tien, H.S. (2005). A grounded analysis of career uncertainty perceived by university students. *Career Development Quarterly*, 54(2), 162–173.
- Tokar, D. M., Withrow, J. R., Hall, R. J., & Moradi, B. (2003). Psychological separation, attachment security, vocational self–concept crystallization, and career indecision: A structural equation analysis. *Journal of Counselling Psychology*, 50, 3–19.
- Tuckman, B.W. (1994). *Conducting educational research*. Odessa, FL: Harcourt Brace and Company.
- Ukil M. I. (2016). Career barriers to career indecision: A final-year BBA students view. *Polish Journal of Management Studies*, 13(1), 192–205.
- Van Reenen, S. (2010). *Career indecision amongst prospective university students* (Unpublished master’s thesis). University of the Western Cape, South African.

- Vondracek, F.W., Lerner, R.M. & Schulenberg, J.E. (1986). *Career development: A lifespan developmental approach*. Hillsdale, NJ: Erlbaum.
- Vignoli, E. (2009). Inter-relationship among attachment to mother and father, self-esteem, and career indecision. *Journal of Vocational Behaviour*, 75, 91–99.
- Walker, T. L., & Tracey, T. J. G. (2012). The role of future time perspective in career decision-making. *Journal of Vocational Behaviour*, 81(2), 150–158.
- Weier, R. M. (1998). *Marketing research* (2nd ed.). Englewood Cliffs, CA: Prentice-Hall.
- Weinstein, F.M., Healy, C.C, & Ender, P.B. (2002). Career choice anxiety, coping, and perceived control. *Career Development Quarterly*, 50, 339–349.
- White, N. J., & Tracey, T. J. G. (2011). An examination of career indecision and application to dispositional authenticity. *Journal of vocational Behavior*, 78, 219–224.
- Williamson, D. E., Birmaher, B., Axelson, D. A., Ryan, N. D., & Dahl, R. E. (2004). First episode of depression in children at low and high familial risk for depression. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(3), 291–297.
- Williamson, E. G. (1972). Trait-factor theory and individual differences. In B. Stefflre & W.H. Grant (Eds.), *Theories of counselling* (pp. 136–176). New York, NY: McGraw-Hill.

- Wong, S. & Liu, G.J. (2010). Will parental influences affect career choice: Evidence from hospitality and tourism management students in China? *International Journal of Contemporary Hospitality Management*, 22(1), 82–102.
- Yeşilyaprak, B. (2013). *Yüzyılda eğitimde rehberlik hizmetleri gelişimsel yaklaşım*. Basım, Ankara: Nobel Yayınevi.
- Zhou, D., & Santos, A. (2007). Career decision-making difficulties of British and Chinese international university students. *British Journal of Guidance and Counselling*, 35, 219–235.
- Zunker, V. G. (2006). *Career counselling a holistic approach*. Belmont, CA: Thomson Brooks/Cole, Publishers.
- Zunker, V.G. (2001). *Career counselling: Applied concepts of life planning* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Zutshi, A., Parris, M.A., & Creed A. (2007). *Questioning the future of paper and online survey questionnaires for management research*. Burwood, Australia: Deakin University, Department of Business and Law.

APPENDIX A

**UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATIONAL STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE & COUNSELLING
DETERMINANTS OF CAREER INDECISION IN THE CAREER
PATHS OF SENIOR HIGH SCHOOL STUDENTS IN GHANA
OPINIONNAIRE FOR SENIOR HIGH SCHOOL STUDENTS**

Dear Respondent,

This opinionnaire is to solicit information on career indecision among SHS students in Ghana. Career indecision is one's inability to select a career. This means that the individual has not thought of which career he/she wants to enter.

Kindly indicate using a tick (✓) in the appropriate box to indicate whether you have decided on your career or not.

Career Status

I have decided on what career to enter ()

I have not decided on what career to enter ()

DEMOGRAPHIC DATA

Instruction: Please, place a tick (✓) in the appropriate columns to indicate your response.

1. Gender: Male () ; Female ()
2. Class level: Form 1 () ; Form 2 () ; Form 3 ()
3. Programme of study: General Science () ; General Arts ()
Business () ; Visual Arts () ; Home economics ()
4. Type of school: Mixed () ; Girls only () ; Boys only ()

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATIONAL STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF GUIDANCE & COUNSELLING

**TOPIC: DETERMINANTS OF CAREER INDECISION IN THE
CAREER PATHS OF SENIOR HIGH SCHOOL STUDENTS IN
GHANA**

QUESTIONNAIRE FOR SENIOR HIGH SCHOOL STUDENTS

Dear Respondent,

This questionnaire has been designed to gather information for a research work being undertaken on the topic above. The various Senior High School students have been selected for the study. You have been selected as one of the participants. The information you provide will not be made known to any other person or institution. Please kindly respond to the items/statements in this questionnaire by filling in the spaces provided.

Please do not write your name or the name of your school on any part of the questionnaire. I look forward to your participation and appreciate your effort in this important effort.

Consent to Participate in Research:

I understand that any information I share will remain confidential and that when the results of the research are published or discussed in conferences, no information will be included that would reveal my identity. I am 18 years of age or older. By agreeing to continue with the survey and submit a response to the researcher in question, I am giving consent to participate in this study.

I consent to participate in this survey: Yes No

SECTION A: DEMOGRAPHIC DATA

Instruction: Please, place a tick (✓) in the appropriate columns to indicate your response.

5. Gender: Male (); Female ()
6. Class level: Form 1 (); Form 2 (); Form 3 ()
7. Programme of study: General Science (); General Arts ()
Business (); Visual Arts (); Home economics ()

8. Type of school: Mixed (); Girls only (); Boys only ()

SECTION B: LACK OF CAREER INFORMATION

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am unaware of the many occupations that are available				
2. I have no knowledge of related occupations in my programme of study.				
3. I do not know the occupation I can best fit into.				
4. I do not know the requirements that go for occupations.				
5. I do not know how to obtain information on careers.				
6. I do not know of people who can help me to choose a career.				
7. I do not know where to get information on careers.				
8. my teachers have no knowledge about career information in my programme of study.				
9. I do not know how to use information to select a particular career.				
10. seeking career information is a difficult thing to do.				

SECTION C: SELF KNOWLEDGE

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I do not know who I really am.				
2. I do not know about my strengths and weaknesses.				
3. I do not know how to acquire knowledge about myself.				
4. I do not know what I can do best.				
5. I do not know what my interests are.				
6. I do not understand how to apply my abilities and skills.				
7. I do not know how I can use knowledge about myself in selecting my career.				
8. I do not know about my personality traits.				
9. I am confused about my talents.				
10. I do not know about my values in life.				

SECTION D: DECISION MAKING FEAR AND ANXIETY

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The thought of making a career decision on my own makes me shiver.				
2. I lack the confidence in making a career decision.				
3. I believe that career decision-making is the responsibility of trained professionals and experienced adults.				
4. I fear I will make the wrong decision if I should do so.				
5. I am not able to stick to my career decisions.				
6. Making a career decision is a very challenging task for me.				
7. I feel uncomfortable when I am asked to make my own decision.				
8. I am always not certain of the career decision I have to make.				
9. I fear not meeting my expectations in my chosen career.				
10. I fear I will fail in my career decision I will make.				

SECTION E: FAMILY INFLUENCE

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. my parents feel that choosing a career is the responsibility of adults.				
2. my parents think I cannot make the right choice of career.				
3. my family disapproves of my career option.				
4. I do not like my parents' career option for me.				
5. my family believes that certain careers belong to a class of people.				
6. my parents insist I take up their profession (career).				
7. my parents' think that certain careers belong to particular ethnic groups.				
8. my family's religious beliefs do not allow me to select the career I so much desire.				
9. my family's financial background does not give me the opportunity to select the career I desire.				
10. of the difficulties my parents experience in their careers.				

SECTION F: PEER INFLUENCE

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. my friends dislike the career I desire to pursue.				
2. my friends feel that the career I desire to pursue is inferior.				
3. my friends always dictate to me what I should do.				
4. my friends are always against my career decisions.				
5. my friends think I cannot associate with them with my career option .				
6. my friends do not encourage me to select my career.				
7. my friends do not desire to work.				
8. I prefer hanging out with my friends to exploring my career interests.				
9. all my friends do not have career interests.				
10. my friends say I am too dull to be able to work in any career field.				

SECTION G: ACADEMIC ACHIEVEMENT DIFFICULTIES

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I perform poorly academically.				
2. I dislike some subjects in my programme of study.				
3. My programme of study is too difficult for me.				
4. I am an average academic achiever.				
5. I have repeated my class.				
6. I perform poorly in some subjects which is a requisite for career choice.				
7. My programme of study does not match my intended career.				
8. I am very good in all subjects and so I am confused about my career.				
9. I lack interest in my programme of study.				
10. I am unable to score the required grade for entry into a career field of study.				

SECTION H: LACK OF CAREER COUNSELLING

Instruction: Please, place a tick (✓) in the appropriate columns to indicate the extent to which you agree or disagree with the statement.

I have not decided on my career because:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My school does not have a career counsellor.				
2. My school does not organise career seminars for us.				
3. Our guidance and counselling coordinator has no experience in career counselling.				
4. There is no guidance and counselling coordinator in my school.				
5. There are no resources to provide career counselling.				
6. I do not get access to career counselling.				
7. Career counselling is not part of the counselling activities organized by my school.				
8. The school counsellor thinks that career counselling is the work of career counsellors and career professionals.				
9. I am unaware of career counselling activities in my school.				
10. Career counselling is not regarded as important in choosing a career in my school.				

APPENDIX C

CONSENT FORMS

PARENTAL CONSENT FORM

Dear Parent,

The researcher from the University of Cape Coast is soliciting information on the topic “Determinants of Career Indecision in the Career Paths of Senior High School Students”. This is purely for academic purposes and every information provided will be strictly confidential.

Your ward falls in the category of respondents selected for the study. I therefore seek your consent for your ward’s participation by indicating in the appropriate spaces provided.

I consent that my ward participates in the research.

Yes

No

I certify that the nature and purpose, the potential benefits, the possible risks associated with participating in this research have been explained to the above individual.

Date

Name and Signature of Person
Who Obtained Consent

CHILD ASSENT

My parents have read and explained to me everything about the research relating to my taking part in the research. It poses no threat or harm to me.

I agree to my parents’ consent for me to participate in the research.

Yes

No

APPENDIX D

HELPING MANUAL ON CAREER COUNSELLING SKILLS FOR SCHOOL COUNSELLORS

Background and Rationale

Career counselling is regarded as one of the vital elements in promoting guidance services in schools. It is actually the application of specific and general interventions that impact on an individual's self-understanding, career decisions, career satisfaction, and balance among work, family and leisure (Engels, Minor & Splete as cited by Baig, 2012). Thus, the institution of counselling units in schools was to help provide career guidance to students. However, students have been found to face difficulties and indecision in the decision-making process of career choice. Thus, a number of studies conducted to probe these difficulties and indecision students face with career choice, found that career counselling in schools is beset with challenges which do not promote activities of career counselling (Swanson & Parcover, 2008). Some of these challenges have been identified as insufficient human and capital resources of the right type, both within the school and the surrounding community (Mungara, 2012). It was also found that career counsellors do not make career counselling accessible to students who are interested. A current study in Ghana which has precipitated this helping manual found that lack of resources, requisite knowledge about careers and experience of school counsellors have resulted in career indecision of Senior High School students.

The purpose of the helping manual is to serve as career counselling skills and tool for school counsellors and guidance co-ordinators to assist students or individuals to decide on a career. The design of this manual is based on the outcome of research conducted on Determinants of Career Indecision in the Career Paths of Senior High School Students in Ghana. The manual is in two parts, the first part comprises the stages of counselling that school counsellors can take students through in the career decision-making process. The second part deals with a questionnaire which is designed for students/ clients to provide information that will be useful to the counsellor to assess and guide the client make a final and informed career decision.

PART I

Stages of Career Counselling

In the process of assisting the client select a career, the following career counselling stages are required.

1. Identification of the career status of client, that is, whether the student is decided or undecided on his/her career through the use of an opinionnaire already designed (See appendix A).
2. Collection of personal data of client through the use of a structured personal data questionnaire.
3. Know about the client by studying the personal data provided by the client. At this stage analyse client personality characteristics, needs, interests, achievements, abilities, strengths, weaknesses and values.
4. Assessment of client's environment. This includes geographical location, family history and beliefs (religion and ethnicity) and social life or interaction with peers that are to influence career choice.
5. Goal setting by making plans or taking courses of action to assist client solve the problem of career indecision.
6. Generate occupational alternatives by providing client with a list of occupational / career prospects for clients to choose from. This can be acquired through career cards, computerised based career guidance system, interest inventories, career books, and pamphlets or talk with professional workers about their work.
7. Gather details about occupational alternatives in terms of education, training, personality characteristics for that particular type of occupation, remuneration, ability to cope with occupational demands and frustrations, and psychological and job satisfaction.
8. Direct client to make a decision. Encourage client to set a career goal from judgement about himself/herself and match with the characteristics of his/ her occupational prospects and come out with a final decision of a career choice.
9. Assist client to implement decision by cross-checking client's programme of study with career decision to see if it matches with it or not. If it does not, then advise client to either change to a programme

of study that will implement career choice or select another occupational alternative that will fit programme of study.

10. Feedback refers to positive or negative response. If feedback is positive, it means client has been able to settle on career that fulfils all the processes he/she has been taken through, and therefore can pursue career development. However, a negative response indicates client's inability to meet all the demands of the career decision making process and will have to go through a recycle (start process again).

PART II

PERSONAL DATA FORM FOR CLIENT

1. Name:.....
2. Age:.....
3. Hometown:.....
4. Religious Denomination:.....
5. Ethnic Group:.....
6. Programme of study:.....
7. List all subjects under study:.....
8. Subjects difficult to study:.....
9. Previous school attended.....
10. Social groups/ clubs belonged to.....
11. Sporting activity interested in.....
12. Sporting activity you participate in.....
13. Special interests.....
14. Special talents.....
15. Is there any talent or skill acquired through training aside your education?
[] Yes [] No
16. If yes, state.....
17. What are your childhood interests?
.....
.....
18. Is your religious affiliation in conflict with certain occupation/ careers?
[] Yes [] No
19. If yes what are these occupations/ careers.....
20. Is your ethnic group in conflict with certain occupations/ careers?
[] Yes [] No
21. If yes, what are they?.....
.....
22. What are your values in life?
.....
23. Father's occupation.....

24. Mother's occupation.....
25. Which of your parents' occupation are you interested in?.....
26. List some of the occupations of your relatives.....
27. Which of these occupations of your relatives are you interested in.....
28. What are some of the occupations your friends desire to be in.....
.....
.....
.....
29. Where do you reside?.....
30. Are there work establishments in your area of residence?
 Yes No
31. If yes mention them.....
32. Any further information you want to provide about yourself.....
.....
.....
.....

Appendix E

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309 / 0244207814

C/O Directorate of Research, Innovation and Consultancy

E-MAIL: irb@ucc.edu.gh

OUR REF: UCC/IRB/A/2016/272

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0009096

25TH JULY, 2018



Ms. Joy Olive Boye
Department of Guidance and Counselling
University of Cape Coast

Dear Ms. Boye,

ETHICAL CLEARANCE –ID: (UCCIRB/CES/2018/07)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted *Determinants of Career Indecision in the Career Paths of Senior High School Students in Ghana*. This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research.

The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

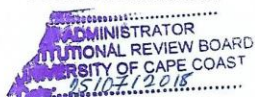
You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'S. Asiedu Owusu'.

Samuel Asiedu Owusu, PhD
UCCIRB Administrator



Appendix F

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

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref:
Your Ref:

8th May, 2018

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Joy Olive Boye a student pursuing a Ph.D programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a Dissertation on the topic: "*Determinants of Career Indecision in the Career Paths of Senior High Students in Ghana*". We are by this letter affirming that, the information he will obtain from your institution will be solely used for academic purposes.

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

Thank you.

A handwritten signature in black ink, appearing to read 'Bakari Yusuf Dramanu'.

Dr. Bakari Yusuf Dramanu
HEAD OF DEPARTMENT