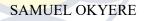
UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING CAREER CHOICE AMONG SECOND CYCLE

STUDENTS IN THE TEMA METROPOLIS OF GHANA



UNIVERSITY OF CAPE COAST

FACTORS INFLUENCING CAREER CHOICE AMONG SECOND CYCLE



STUDENTS IN THE TEMA METROPOLIS OF GHANA

A thesis submitted to the Department of Education, College of Distance Education, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Guidance and Counselling.

AUGUST 2021

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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: | 11 | |

Supervisor's Declaration

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

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

Name:

NOBIS

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

Name:

ABSTRACT

The purpose of this study was to identify the factors that influence career choice and aspiration among second cycle students in Tema Metropolis of Ghana. The descriptive survey design was chosen for the study. A sample of 313 students was used for the study. Purposive, proportional and simple random sampling procedures were used in selecting the sample of students from three second cycle schools in Tema Metropolis. Data were collected using questionnaires. The data collected were analysed descriptively and inferentially. The study found that intrinsic factors such as intellectual ability, feeling of importance, and opportunity to be original and creative influenced the career choices of students. The study further revealed that good salary, attractive work conditions and improved social status (prestige) were extrinsic factors that influence the career choices of students. Further, the study revealed that relatives, teachers and friends were influential in the career choices of students. Again, it was found that the career choices and aspirations of students are affected by some problems including unavailability of jobs, unawareness of jobs and job discrimination. It was recommended that teachers and school authorities encourage students to give consideration to their intellectual ability and interest as they choose their subjects of study which can lead to specific careers.

ACKNOWLEDGEMENTS

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DEDICATION

To my mother, Madam Grace Elizabeth Animwaa and daughter, Miss Adom

Yaa Animwaa Okyere.



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CHAPTER ONE

INTRODUCTION

Career preparation is a significant step towards making the right career choice among (Skorikov, 2007). As the youth grow, they start to form choices of their own about how they want their future to be like. Career choices cover the career-related goals or intentions that an individual holds. For adolescents, their choices aspirations can influence to a large extent their educational paths. In this sense, career choices can predict the educational paths and levels that people are likely to attain (Patton & Creed, 2007 As a result, the goal of this study is to discover the elements that influence students' career choices at Tema's second cycle schools. This chapter focuses on the study's beginning. The study's background, problem statement, purpose, research questions, hypotheses, significance, delimitation and limitations, definition of words, and study organization are all included in this chapter.

Background to the Study

Education aims at providing young individuals with the capacity and knowledge needed to effectively achieve their goals in life. According to Schneider and Stevenson (2009), this is important because regardless of the aspirations of many young people, they have difficulty in developing the right and appropriate career plans. For most students, there is little or no assistance in planning their careers. Because of this, students usually rely on information from their peers and the media to develop their directions and aspirations for their careers.

According to Creed, Prideaux and Patton (2005), the movement from secondary through tertiary education to the work field may require students to

make several career plans and aspirations. This happens because there is a wide range of career options in present society and as such there is a huge task on students to delimit their career options. The task to narrow down this wide range of options can make adolescents indecisive and ultimately plaguing them with depression, anxiety, maladjustments, and lower life satisfaction. From the foregoing, career counsellors have an important task of helping adolescents effectively navigate the career decision making process.

According to Borgen and Heibert (2006), issues relating to adolescent career life comprise a complex process with several variables. This is because the lives of adolescents are constantly changing due to the dynamic nature of society as it stands. The exclusive focus of schools on the academic lives of adolescents at the neglect of career issues makes the task of navigating career issues even more daunting for adolescents (Gati, Krausz, & Osipow, 1996). This is because without the right skills and knowledge adolescents may struggle to make career decisions. Schools are therefore in the most strategic position to impact the career aspirations and expectations of adolescents.

Schools can exert influence the career lives of their students through varied ways, mostly by organising career workshops (Diemer, 2007). Through such workshops, schools can impact on career aspirations and decisions of students either directly or indirectly (Kniveton, 2004). Teachers and counsellors can also engage students to find out their aptitudes and abilities and how these can be used to assist students in their career decisions. Dondo (2006) also added that the nature of the school environment and the culture within the school can determine the paths and extent of the career of students. Educators therefore know that schools have significant roles to play in the

careers of students. Regardless of this, career counselling and education is not given as much attention as it should be.

Gender, socioeconomic position, and family support, according to Domenico and Jones (2007), might impact teenage job goals. As a result, factors such as the family environment, personal aptitudes, and educational achievement might impact professional goals and choices (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). Traditional career development theories assumed that career goals evolve in stages or phases from childhood to adulthood. For instance, Migunde and Kocung (2011) argued that adolescents aged 11 to 14 years make rash employment decisions based on their interests, with little regard for realistic limits. However, between the ages of 14 and 24, young people are mostly in the career exploration stage towards progressively narrowing their career options. The theory of Gottfredson (1981) also assumes that students begin to adjust their career aspirations at age 14 and begin to consider more realistic options.

For prospective high school students, making decisions concerning subjects of study can be daunting. This is because it is assumed that the choice of the subject of study can determine to a great extent the career paths of adolescents (Issa & Nwalo, 2008). Thus, the satisfaction with adult career life is heavily influenced by decisions taken during the adolescent years. As a result, students at this level should be assisted in developing acceptable career plans.

In times past, career counselling was not given much attention in schools. Career counselling was only deemed to be necessary for people who were having career crisis and needed some change. In recent times, however,

there have been some focus on career counselling for people who are yet to make career decisions. Career decisions usually stem from career aspirations developed in school. This is why it is vital to take career issues seriously in school. Usually, the career aspirations of students depend largely on their peers. They consider their peers in the choosing of courses and by that, they have their careers carved out for them.

From the foregoing, it is apparent that senior high school students' career selections should be given careful consideration. Career counselling will help students to consider several options before making choices that can affect their careers. For instance, with the provision of career counselling, students may be required to take some aptitude tests in order to bring out their capabilities and the specific fields that they can fit. Based on this, students can be assisted by counsellors to make the right choices.

Counsellors can encourage and assist students to make decisions based on their interests and aptitudes while at the same time giving them the clarity and understanding to pursue the right careers. For young people, this is the best way out for them since students are likely to listen and take advice from any source. As such students are likely to follow their peers in making career decisions. However, if students are presented with the right adult models, it is more likely that they can make the right career decisions. In schools, therefore, several factors can impact the career aspirations of all students.

Statement of the Problem

In making career choices, students may be confronted with doubts, stresses and uncertainties. In this sense, students may need assistance to be able to make the right career choices. Several factors may influence students'

career choices, making the decision-making process challenging. Some of these variables could be linked to peer influence, teachers, advice from friends, parents, and, naivety or the prestige associated with particular occupations.

In Ghana, some studies have shown that students in senior high schools face several issues relating to their career aspirations. For instance, Lawer (2007) examined the efficiency of career guidance in Kumasi Metropolitan Assembly (KMA) senior secondary schools and discovered that the majority of pupils were unaware of important occupations in Ghana. The students also lacked understanding of their career objectives, aptitudes, and abilities, as well as knowledge of the prerequisites for specific occupations. From this, it is evident that students usually have difficulties regarding their career choices and aspirations. This raises several questions. Are students, for example, provided the necessary counseling on available occupations related to the academic programs they are pursuing? Are pupils aware of the factors that influence their career choices? What factors, if any, impact their decision, and how do those factors influence them?

In most of our schools in Ghana and most especially among the senior high schools in the Tema Metropolis, this situation is quite evident. It is very common to find students in senior high school form 3, requesting to change their programmes. This suggests that the students lack the requisite knowledge and abilities to make informed career decisions. These students who feel like they chose the wrong programmes of study struggle academically and some end up failing during the final examinations. Also, some follow-up on students who have completed senior high schools in the Tema Metropolis have shown

evidence of not knowing what to do with their lives after school. In spite of this, there has not been any empirical study to identify out which factors impact on the career choices of students in second cycle institutions in the Tema Metropolis. As a result, this study sought to explore the extent to which intrinsic, extrinsic, and interpersonal factors influence second-cycle students' job choices in Tema Metropolis.

Purpose of the Study

The purpose of this study was to investigate the factors that influence students' career choice in Tema Metropolis. Specifically, the study sought to:

- 1. Investigate the extent to which intrinsic factors influence the career choice of students,
- 2. Investigate the extent to which extrinsic factors influence the career choice of students,
- 3. Find out the extent to which interpersonal factors influence the career choice of students,
- 4. Investigate the effects of intrinsic, extrinsic, and interpersonal factors on students' profession choices,
- 5. Investigate the sex difference in the impact of intrinsic, extrinsic and interpersonal factors on the career choices of students, and
- 6. Investigate the age difference in the impact of intrinsic, extrinsic and interpersonal factors on the career choices of students.

Research Questions

The following research questions guided the study:

1. To what extent do intrinsic factors influence students' job choices and goals in Tema Metropolis senior high schools?

- 2. To what extent do extrinsic factors influence the career choice and aspirations of students in senior high schools in Tema Metropolis?
- 3. To what extent do interpersonal factors influence the career choice and aspirations of students in senior high schools in Tema Metropolis?
- 4. What problems do students in senior high schools in Tema Metropolis face in making their career choices?

Hypotheses

The following hypotheses were tested in the study:

- H₀1: Intrinsic, extrinsic and interpersonal factors will not have a statistically significant influence on students' career choices.
- H₁1: Intrinsic, extrinsic and interpersonal factors will have a statistically significant influence on students' career choices.
- H₀2: There will be no statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice of male and female students.
- H₁2: There will be a statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice of male and female students.
- H_03 : In the influence of intrinsic, extrinsic, and interpersonal factors on students' career choices, there will be no statistically significant age difference.
- H₁3: In the influence of intrinsic, extrinsic, and interpersonal factors on students' profession choices, there will be a statistically significant age difference.

Significance of the Study

Policymakers, instructors, career shapers, students, parents, community, business, and organizations will all benefit from the findings of this study, which will be useful both nationally and internationally. Firstly, policymakers may accept recommendations originating from the study to integrate career information into the centre stage of education to ensure student's smooth transition and success in life.

Secondly, it is hoped that the findings will add to the body of scientific and professional knowledge on secondary school students' career goals, which will be extremely useful to teachers, school counsellors, legislators, parents, and the community at large. Students should gain because they will be guided in choosing occupations that are appropriate for their skills and interests. Finally, all stakeholders and individuals may be encouraged to support practical solutions to these problems. Fourth, this study may serve as a valuable foundation for future research.

Limitation of the Study

Some students may regard this study as requiring too much of them and may be reluctant to admit their academic difficulties, leading to the possibility of false responses, according to the study. Again the sample size for the study may not be adequate and therefore may affect the generalization of its findings. Furthermore, some unclear items in the questionnaire may lead to socially induced answers. Furthermore, because the study only looked at form three pupils, it was presumed that they had already made their career decisions, as opposed to those from lower classes who had not yet made theirs. This has a propensity to influence their reactions.

Delimitation

The study was limited to the Tema Metropolis, which is one of Ghana's 27 Districts / Metropolises in the Greater Accra Region. Because the study was limited to three senior high schools in the metropolis, its relevance to the rest of the country or a bigger population may be suspect. Form three pupils in public senior high schools were the study's respondents. Private senior high schools were not included in the study. This is because the manner in which private senior high schools are managed differs from that of public senior high schools. As a result, it is likely that some factors may influence students in the schools differently.

Definition of Terms

The key terms used in the study are defined as they are used operationally in this study:

Career: This is a work pattern that a person follows throughout their life as it relates to preparations and experiences.

Career aspirations: This refers to long-term career goal, plan, or dream.

Career choices: This is used to refer to the decision of students regarding the career they want to pursue after school.

Extrinsic factors: These are defined in terms of elements external to jobs which may affect carer choice including the availability of jobs and how well a job pays or brings benefits.

Interpersonal factors: These are defined in terms of the influence of parents and significant others on the career choices of students.

Intrinsic factors: These include variables that influence professional choice, such as job passion and a work-satisfying personality.

Second-cycle institutions: This is used in the current study to refer to different category of schools including senior high schools as well as technical and vocational schools.

Organisation of the Study

The research is divided into five sections. The background to the study, the statement of the problem, the objective of the investigation, hypotheses, research questions, and the study's importance are all covered in the first chapter. The remainder consists of limits, delimitations, and term definitions. The second chapter examines important literature in relation to the subject. The theoretical framework, conceptual review, and empirical review are all covered. In Chapter 3, the research methodology part, you'll learn about the study design, population, sample and sampling procedure, instrumentationvalidity, dependability, and data collection and analysis procedures. The study's results and discussion are covered in Chapter 4, and the study's summary, conclusions, recommendations, and proposals for further research are covered in Chapter 5.

CHAPTER TWO

LITERATURE REVIEW

The goal of this research was to find out what factors influence students' profession choices and goals in the Tema Metropolis. This chapter analyses related material on students' professional decision-making aspirations. The review was done according to the outline below:

- Theoretical framework
- Conceptual framework
- Conceptual review
- Empirical review

Theoretical Framework of the Study

This section presents the theoretical framework of the research. Theories such as the Trait-and-factor Theory, John Holland's Career Choice Typology and Donald Super's Developmental/Self-concept Theory are reviewed.

Trait-and-Factor Theory

Traits were first assumed to be "enduring psychic and neurological structures located somewhere in the mind or nervous system" (Hogan, DeSoto, & Solano, 1977, p. 255). Traits are defined as traits that are characteristic of an individual across time, are reasonably stable and consistent, and may thus be used to measure, describe, and predict behavior. This assumption led psychologists to believe that an instrument could be developed to determine the intrinsic qualities of individuals. Factor analytical techniques were then used in the study of traits. The word "factor" began to be used interchangeably with traitA factor is a type of statistical evidence for the existence of a trait.

Thus, it is a construct that depicts a set of traits that are related to one another. Parsons (1908) was the originator of the theory. The theory has also been seen as the matching theory (Kankam & Onivehu, 2000).

The Trait-and-Factor theory is founded on some assumptions. These are:

- Each person has a distinct set of characteristics that can be reliably and validly measured.
- 2. While success in certain industries requires the possession of certain particularly precise attributes, an employee with a diverse set of characteristics can nevertheless be effective in a certain career.
- 3. Choosing a career is a relatively simple procedure, and matching is achievable because each person has only one career goal.
- 4. The better the connection linking personal traits to job requirements, the more likely you are to succeed (productivity and satisfaction).

The theory has gained roots in career counselling because of its emphasis on self-understanding. This is because from the assumptions of the theory, it is evidently clear that for a successful career, an individual must have an understanding of himself and the job market. This is the reason for Parsons' three-step model in how the trait and factor theory works:

- 1. a good grasp of oneself, your skills, abilities, limitations, goals, resources, and interests as well as the reasons for them;
- a thorough understanding of the criteria and circumstances for success, as well as the benefits and drawbacks, salary, opportunities, and prospects in various fields of work;

true reasoning on the relations of these two groups of facts.
 (Parsons, 1908, p.5).

From the theory, many career experts developed some inventories to measure the traits of individuals. In the context of career counselling, Williamson proposed a six-step process for using the trait and factor approach. The processes involve; "analysis, synthesis, diagnosis, prognosis, counselling and follow up". These processes are discussed in their respective orders.

Analysis: This is the data collecting phase, and it entails obtaining data from a variety of sources, including tests, inventories, interviews, biographies, etc.

Tests: Trait and factor theorist uses interest inventories to predict job success and job satisfaction of their clients.

Synthesis: This stage involves summarizing data collected in a manner that will allow the determination of the client's strengths and weaknesses.

Diagnosis: This consists of identifying the problem and discovering its causes. *Prognosis*: This is the process by which the counsellor predicts the future outcome of probable adjustments of the clients on the basis of the available data and the diagnosis.

Counselling: At this stage, counselling is initiated to assist the individual to make the right career decisions based on the previous steps.

Follow–up: This is the stage where the counsellor checks and receives feedback as to the success of the career choice process.

Relevance of theory to the study

The Trait-and-Factor theory was considered relevant in the current study because the current study sought to identify the factors which impact on students' aspirations and choice of career and therefore it remained to be seen

whether the traits of students was considered before any choices was made about their careers. The traits of individuals can be connected to the personal or intrinsic factors such as interest in the job. In this sense, the trait and factor theory has a bearing on the current study.

Holland Theory of Vocational Types

In his typology, Holland (1966) said that profession choices are reflections of an individual's whole personality, and that people prefer to look out for working environments that fit their personality types. Thus, the level of satisfaction gained from a chosen employment is determined by the compatibility of a person's work circumstances and personality style.

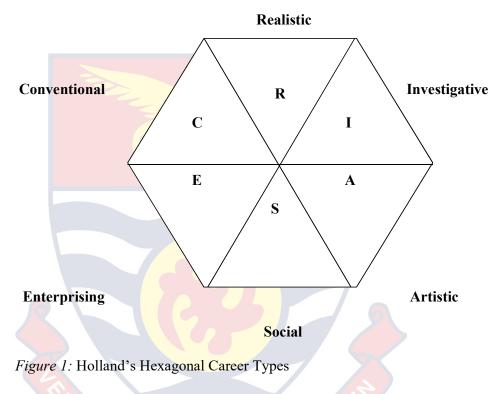
Holland (1973) based his theory on four assumptions. These are;

- People can be grouped into six personality types on the basis of their interests, preferences, and skills. These are: "realistic, investigative, artistic, sociable, enterprising, and conventional".
- 2) All working situations may be divided into the same six groups, with compatible personalities predominating.
- 3) People look for a workplace that allows them to express their personality type while also allowing them to exercise their interests, abilities, attitudes, and values, as well as fully participate in the business.
- 4) The relationship between an individual's personality and the qualities of his working environment determines a person's work behavior and level of satisfaction.

Job satisfaction and achievement are maximum when personality types are matched with compatible work environments, according to John

Holland's Theory of Careers. He underlined the relevance of having a thorough insight into oneself and an understanding of professional requirements so they make well-informed career decisions.

Holland gave some six types of careers and the traits that matched them. The career types and traits are shown in the figure below:



Source: Brown and Lent (2005)

These career types are explained below:

Realistic – Individuals within the realistic careers work with their "hands", "machines", and "tools", and are active, practical, as well as adventurous. Individuals who have high level realistic traits are mostly practical and stable. However, individuals with low realistic traits are usually sensitive and stable. In terms of career choices, realistic individuals are better suited for jobs such as construction, farming, architecture and truck driving.

Investigative – Individuals within the investigative careers are thoughtful, adopt analytical approaches, explore knowledge and ideas, and are not social. When the investigative trait is high, individuals are scholarly, intellectual and critical while individuals with low investigative traits may be powerful, ambitious and adventurous. Investigative people are better matched with jobs such as chemist, dentist, biologist, veterinarian and programmer.

Artistic – Within the artistic careers, individuals are literary, musical, emotional, creative, open, and engage in artistic activities. High artistic-trait individuals are expressive, creative and spontaneous while low artistic-trait individuals are orderly, efficient, conventional and social. Artistic individuals are usually artists, musicians, poets, interior designers and writers.

Social – People who are within the social category of careers train inform, educate, help, support and avoid technical skills. They are also empathic and more involved in relationships. Individuals high in this trait are usually cooperative, friendly and humanistic. On the other hand, individuals with low social trait are usually ambitious, creative and strong. Their common occupations are social work, counselling and security officers.

Enterprising – Enterprising individuals are verbally skilled, persuasive, direct, dominant and more directed towards leadership activities. High enterprising traits lead to ambitious, adventurous and energetic individuals while low enterprising traits lead to intellectual, creative and feminine individuals. The common occupations in this career type are lawyer, business executive, politician and media producer.

Conventional – The traditional person is more concerned with norms and procedures, gives direct structure or order, possesses excellent self-control,

and values respect, authority, and position. The individual can be punctual and orderly. Some of the characteristics of those with high conventional traits are being stable, efficient, dependable and controlled. On the other hand, the characteristics of low conventional traits are being intellectual, adventurous and creative. Some of the specific occupations are bank teller, clerk typist, cashier and data entry personnel.

Several research have been conducted on Holland's theory. Congruency, which can be described as reflecting the degree to which an individual's personal attributes complement environmental demands in selected vocations, has been one of the key topics (Miller & Miller, 2005). Congruency between preferences and occupational features of persons is positively associated to occupational satisfaction, according to a number of studies (Gottfredson & Holland, 1990; Swanson & Hanson, 1998) done to investigate the congruency hypothesis. Studies have found strong positive relationships between congruency and career choice stability when using the Vocational Preference Inventory to assess congruency (Miller & Miller, 2005).

Relevance of theory to the study

According to Holland's theory, people will choose jobs that are compatible with their personal attributes. However, a lack of self-awareness and career information may make it difficult to make professional decisions, leading to individuals choosing careers that are outside of their major personality domains, resulting in abysmal personality/occupational fit.

In the context of the current study, Holland's theory was relevant because of its emphasis on making career choices based on the personality

types. Therefore, it remained to be seen whether students in second cycle schools in Tema consider their personality types before making career choices.

Donald Super's Developmental or Self-Concept Theory

Super's theory of career preference and choice is a development theory. According to Zunker (2006), Super posited that occupational development is a continuous process and occurs in stages. Donald Super proposed some stages of development in individuals. These stages are discussed below:

Growth (Birth to mid-teens) – At this stage, individuals are required to complete the major developmental task of coming up with a self-concept and moving from play to work orientation. This stage has three sub-stages. They are:

Sub stages

- i. Fantasy (4-10 years old) At this stage, job-based fantasies are dominated by needs, with little regard for reality.
- ii. Interest (11-12 years old) recognizes likes and dislikes as a foundation for professional decisions
- Capacity (13-14 years old) At this stage, more realism is introduced;
 the ability to tie an individual's skills to actual work requirements is enhanced.

Exploration (Mid-teens through early 20's) – This step entails creating a realistic view of the self and putting a career choice into action. This stage also has three sub-stages. They are:

Sub Stages

- Tentative (15-17 years old) At this point, options based on "needs, interests, and abilities" are tested in "fantasy, coursework, part-time job, volunteer work, and shadowing". At this stage, individuals may distinguish fields and levels of employment.
- ii. Crystallization of Preference (18-21 years old) At this point, there is
 a general likeness which is transformed into a specific preference. As
 an individual becomes a part of the labour force after schooling, reality
 takes over. At this point, deciding on a major or subject of study in
 higher education is obvious.
- iii. Specifying a Vocational Preference (early 20's) At this point, there is a lot of trial and very little commitment and engagement. For most people, first occupation is tested out as a life's work, but the implemented option is provisional, and the person may go through the crystallizing and specifying process again if it is not suitable.

Establishment (mid 20's through mid40's) – The main requirement during this stage is to be able to make a niche for oneself in a chosen field and progress in it.

Sub Stages

i. Trial and Stabilization (25-30 years old) - in this stage, the individuals goes through a process of settling down in a chosen career option and may make some changes if the career choice is unsatisfactory.

 ii. Advancement (30-40 years old) – Individuals' efforts are focused on securing their positions, gaining seniority, increasing skills, displaying exceptional performance, and restarting construction activities.

Maintenance (40's through early 60's) – During this stage, the person acquires and develops non-occupational roles that he or she has always wanted to accomplish. Although some fresh ground is broken, the individual's work routines remain the same.

Disengagement or Decline (Late 60's through retirement) – This is the last stage in which there is gradual dislike and disconnect from the work world and proceeding into retiring. It occurs in late adulthood.

Relevance of theory to the study

Super's theory emphasizes self-concept, and the application of an individual's interests, principles, and talents in a specific job description is critical to professional growth and fulfillment (Brown & Brooks, 1990). The self-concept of an individual influences their profession choice. Super believes that people form their first career self-concept during their adolescent years (Santrock, 2001). People pick careers that represent their interests, values, and strengths, and that are congruent with how they see themselves. Self-perception evolves as people grow and as they learn new things and adapt into adulthood.

Donald Super's theory was relevant in this study because it brought to light the different stages that career decision making goes through. School counsellors can assist students in clarifying their self-concept since any activity that improves self-awareness will improve their ability to make professional decisions. Individuals can then be assisted in connecting their self-awareness to occupational information.

Conceptual Review

The major concepts involved in the study are discussed in this section.

Concept of Career

Career refers to "the activities and positions involved in vocations, occupations, and jobs as well as related activities associated with an individual's lifetime of work" (Zunker, 1990, p. 3). In simple terms, a career is a job or profession for which an individual has been trained and which is carried out for an extended length of time. Similarly, Okobiah and Okorodudu (2004) asserted that a career encompasses a wide range of job and non-job related tasks which generally span a person's overall life.

Sometimes the terms "job" and "career" are used interchangeably. The two can however have various meanings in real life. For instance, regarding job, the driving factor is a desire for the material rewards that can be derived from it. Burow (1976) added that job can be seen as all the tasks performed by a worker.

Career is often associated with a system of choice, transaction, and changes that affect an individual's role in job, education, family, societal development, and pleasure (Okobiah & Okorodudu, 2004). It has also been indicated that career can be paid or unpaid and is done throughout of an individual (National Career Development Association NCDA, 2003). A career thus refers to a sequence of positions, professions, or occupations that an individual holds in the course of his or her life.

There are several forms of careers and jobs. These may include jobs in "agriculture, communication, media, health, hospitality, manufacturing, home economics, marine science, office-related, arts, humanity and sciences, marketing and distribution, natural resources and environment, personal

services, construction, public service, and transportation". Generally, jobs may be categorised as blue-collar or white-collar.

Blue-collar jobs usually cover all forms of manual work involving "skilled or unskilled manufacturing, mining, construction, mechanical and maintenance". Some examples of blue-collar workers are "dressmakers, hunters, truck drivers, farm labourers, electricians, hairdressers, plumbers, fishermen" etc. White collar jobs on the other hand covers all non-manual works often carried out by people with high level of education such as "business and office workers, lawyers, doctors, teachers, nurses, clerical staff, accountants, journalists, politicians" etc.

Career Decision Making

Decision making can be viewed as "an act of choice by which an executive selects one particular course of action from among possible alternatives for the attainment of a desired end or as a solution to a specific problem" (Attieku, Dorkey, Marfo-Yiadom & Tekyi, 2006, p.1). Thus, decision making denotes considering alternative options and making a choice out of these options. Decision making in career choices in the view of Kroll et al. (1970) "is a constant, continuing process even though some decisions are required now that can be changed later only at a great emotional, time, or financial costs to the decider" (p. 13).

Among students, making decisions regarding their careers is fundamental. This is because students are faced with a lot of options and alternatives in terms of career. "Too many of us have been taught to suppress what we want and instead, concentrate on meeting other people's expectations. In doing this we end up spending most of our time marching to other people's

drums" (Weiler, 1977). Decision making is therefore vital for students to be set on the right careers. In making the right career decisions, consideration is given to different stages of career decision making including "educational awareness, career exploration, self-awareness, career awareness, and career planning" (Gibson & Mitchell, 1995).

Regarding self-awareness, it is imperative that students identify their uniqueness about what they can do. When people are knowledgeable about their aptitudes, interests, values, personality traits and abilities they are more likely to be able to make accurate career choices (Puplampu, 1998). In this sense, it is essential that students are guided into self-awareness.

In terms of educational awareness, students need to be made aware of the educational options that lead to specific careers. This awareness is important in making appropriate career choices and aspirations. Students also need to have career awareness where they can be made to know how the world of work looks like and how to reach and attain specific career objectives (Gibson & Mitchell, 1995).

In addition, students have to be assisted to engage in career exploration. With regard to this, students may be guided to inquire and search which careers they may be best suited for. The final level focuses on career planning, in which students are encouraged to take charge of their lives and become active participants in their own destiny. (Gibson & Mitchell, 1995). At this level, students narrow down their alternatives and examine each of them critically to ensure that they are making the right choice. As students go through these levels, the influence of their environment is paramount. This is because parents, friends, teachers and the media may inform the alternatives

that students consider for themselves. It is therefore imperative for school counsellors and guidance and counselling coordinators to play significant roles in assisting students in career decision making.

Career Development

According to Brown and Lent (2005), career development involves the developmental process of the careers of individuals throughout their life span. In career development, individuals develop their capacities in their chosen careers. In career development, students need to be provided with education and guidance so that they can explore options to advance in their chosen careers (Super, 1957). There appears to be a requirement for students to be career ready, which is an essential component of any effective educational structure. Even though, academic issues have been demonstrated to be important factors in achieving career preparedness, issues of individual dissatisfaction and professional identity often take precedence.

The importance of career development was highlighted in a study conducted by Bojuwoye (1985) after a study was conducted with second-year college students. It was found that students in Nigerian had difficulties in their career development compared to other issues. In another case, Wolman (1975) performed a study that found that 63 percent of individuals surveyed were either not at all satisfied or just moderately satisfied with the manner they had deliberate thought out their professional choices. From the findings, the researcher argued that the respondents needed more planning than they had done before. Because of this, most of the respondents were willing to take part in a career guidance programme if such a programme was to be organised.

They were willing to be part of such a programme because it would make the career decision making process a little easier.

From the foregoing, it is clear that to have successful career development, students may need some assistance to be able to get a clear sense of direction in their career choices. This can be possible with proper career guidance. Hence, Odebunmi (1992) lists the following goals for career guidance:

- 1. Creating awareness among young people about the need to be more deliberate in their thinking about their career choices.
- 2. Keeping young people from getting involved in extracurricular activities so that they can stay focused on their careers.
- 3. To assist young people in determining the range of career goals they can realistically hope to achieve and the possibilities available to them following high school.
- Educating children on the importance of obtaining as much knowledge as possible before leaving secondary school.

As a result of the conversation, it is evident that choosing professional decisions is a complicated process. Though some people make such decisions without difficulty, the majority of people do so with difficulty. People make multiple career shifts during their life due to the current situation. Apparently, both the individual and the society will benefit greatly from the career decisions that individuals make. Consequently, many people sought professional help, particularly from a guidance counsellor.

The primary objective of the career counsellor is to assist the individual in the professional decision-making process and aid them conquer any obstacles they may face along the way. To provide them with the assistance they require, one of the first steps must be to identify the unique nature of the problems that are keeping them from making a decision.

According to Gati, Krausz and Osipow (1996), career decision making has some features. In the first place, career decision making requires an individual to make the decision. Secondly, there must be a list of options and alternatives from which the individual can make a choice. Finally, there should be means by which the various alternatives can be compared. These features imply that the pool of alternatives has to be large and the individual should be well informed about all the alternatives available.

The need for Career Counselling in Senior High Schools

According to Salami (2006), career guidance and counselling is important for the youth who may struggle with direction for their careers. Career guidance can empower students to assess themselves realistically, understand their abilities and make sound career decisions. As an area of counselling, career counselling provides important career information to students. Overall, career counselling assists students to make the right career choices.

Career counselling comprises three steps which include self-analysis, occupational analysis, and relating personal and occupational information (Francis, 2010). Thus, career counselling can help students evaluate and assess their own lives and capacities, explore the requirements of specific jobs and then make connections between job characteristics and their own

characteristics. Career counsellors use both standardised and non-standardised means to accomplish these tasks. In career counselling, Weiler (1977) argued that the work of counsellors should not be judgmental and moralistic. They should not be focused on forceful persuasion of students to choose specific careers. In essence, career counsellors work to assist students to make career choices and work towards those choices.

Ajaero (2010) opined that many secondary schools have begun paying attention to the career needs of students. In this regard, the schools keep organising career workshops for their students. During such workshops, career counsellors engage in assessing the abilities of students so that the students can become aware of their unique interests, values, strengths, and weaknesses. This can aid students in their career choices and aspirations. According to NCDA (2003), the use of career assessments gives the students the opportunity to fully gain knowledge of their lives and the directions they want to pursue. The career counsellor acts as a coach or a facilitator to help students navigate the career exploration phase of their lives.

Maree and Beck (2004) argued that career counselling was inadequately provided in schools located in less-endowed communities. For students who had to pay, they argued that it was too expensive. Subject selection, awareness of professional alternatives, accomplishment hurdles, dissemination of information and counselling, and dealing with possible unpleasant blunders were all covered by career guidance and counselling. Lawer (2007) also explored the efficiency of career guidance programme in senior high schools in Kumasi Metropolitan Assembly. The study was conducted using a descriptive survey design. Data were gathered using

interview and questionnaires. It was revealed that career talks were given in the senior high schools in the study area. Again, it was found that most of the students were not aware of the jobs in Ghana, the requirements for the jobs, and did not also have an understanding of their own abilities.

The role of guidance and counselling in career choice and aspirations of students

According to Ackummey (2003), the counsellor is neither a 'teacher' nor an 'educator'. In order to make the entire education effort bear fruit, he focuses his labor in school on the school child. The school guidance coordinator's duty has been discovered to be diverse and different. The American School Counselor Association published a list of roles for school counselors in 1964. The ten roles are stated by Shertzer and Stone cited in Ackummey (2003). These include guidance program planning and development, counseling, student evaluation, educational and occupational planning, referral work, parent work (consulting with parents), staff consultation, placement, local research, and public relations.

According to Taylor and Buku (2006), The guidance coordinator normally places a great value on the student's well-being and strives to ensure that the entire educational endeavor bears fruit. His activities are aimed at addressing the student's social, academic, and occupational needs. For the benefit of the students, he coordinates the actions and roles of instructors, administrators, and parents. To accomplish this, the counsellor makes every effort to ensure that students have access to all necessary advice services. He also serves as a liaison between the school and the workplace, educating kids about the various career options accessible after school.

Taylor and Buku (2006) also outlined the following as the roles of a guidance coordinator:

- Assisting emotionally distressed students in finding a more happy and fulfilling solution to their difficulties, as well as providing academic, educational, vocational, and psychological services to individuals.
- Identifying each student's unique needs and challenges, as well as taking preventive and remedial measures to address those issues.
- 3. Keeping detailed and current records on the pupils for whom the counsellor is responsible. This allows him to discuss the student's situation with other staff members in order to obtain the necessary assistance, solutions, and conclusions.
- 4. Assisting senior high students in making informed university and job options, as well as assisting needy students in obtaining a part-time work
- 5. Assisting students with testing and evaluation strategies.
- 6. Providing in-service instruction for instructors on student mental health, test administration and interpretation, cumulative record management and use, and interviewing strategies.
- 7. Conducting investigations on the success of the guiding program through research and evaluation.

To properly fulfill the guidance duties, the guidance coordinators must have particular training and additional hours, as mentioned in the role description. This is most likely why the University of Cape Coast's Institute for Educational Planning and Administration (IEPA) was given the authority to train guidance coordinators in 1981.

Barriers to Career Choice

In making career choice, students may be faced with several barriers. However, most of these barriers may have to do with their perceptions about things that can be barriers to career choice. According to Albert and Luzzo (1999), perceived barriers are the barriers that students believe may exist in terms of their careers but which may not be existing in reality. These perceived barriers can affect students in the decision making process. For students in senior high school, these perceived barriers can affect their education as a whole (Patton, Creed & Watson, 2003). Some of the major barriers that students encounter in the pursuit of their career choices and aspirations are discussed in this section:

- Unavailability of jobs: This barrier revolves around the circumstance that is common in most African countries. There are several people looking for jobs which they may not have access to. In Ghana, it is common issue that several governments have been challenged with.
- Unawareness of job and job characteristics: This situation has to do with people not being aware that there are jobs around. Again, when people find themselves in situations where their personal characteristics do not match the requirements for available jobs, there is the likelihood that there will be difficulties in career choice.
- Job discrimination: In the search for jobs, there is the likelihood that people will be faced with the issue of discrimination. Discrimination can be from the employers' side and also from the side of the employees. From the employers' side, there is the likelihood that people will be discriminated against based on their race, gender, tribe

or even culture. Thus, some people may have difficulties in their careers not because of their abilities. On the part of the employees, several new graduates look for specific careers and this may lead to struggles with career decisions. According to Ayertey (2002), new graduates appear to be selective in their search for careers and specific jobs. Thus, such people discriminate against some specific jobs.

- Inadequate marketable skills: Career choices and aspirations of students are affected if such students lack the skills required for the job market. This is connected to the kind of education and training that students receive.
- *Financial support*: Another significant barrier that students face in their career choice and aspirations has to do with the lack or inadequate financial support. This is a barrier because regardless of the type of career a person wants, without the needed education, it may be impossible. The education and training is also connected to the capacity of the family to afford (Shertzer & Stone, 1976). In this regard, financial reasons could be a barrier to pursuing specific paths to chosen careers.

Empirical Review

OBIS

Previous literature relating to the current study are reviewed in this section. The review was done under sub-headings.

Intrinsic Factors and the Career Choice of Students

Intrinsic factors that impact career decisions include interest in the job, personality factors, intellectual ability, values and creativity. Several studies have been carried out to investigate the influence of these factors on the career

choice and aspirations of students. Hsiao and Casa Nova (2016) examined which factors influence the choice of accounting among generation Y individuals. The researchers used Mannheim's Generational Theory. A questionnaire based on "Schwartz's Portrait Value Questionnaire and Germeijs and Verschueren's Student Choice Task Inventory" was used to collect data. It was adapted through focus group interviews. Data were obtained entirely online from 665 respondents. The findings revealed that variables such as creativity, freedom, and the hard nature of the job affected persons who picked accounting as a career. People care about job security and income, and they want greater creativity, autonomy, and flexibility at work.

In India, Bhattacharya and Raju (2019) used "survey research-based statistical analysis and analytic hierarchy process (AHP)" to examine the impact of altruistic, extrinsic, and intrinsic factors on the choice of teaching career. The intrinsic component was found to be the most important element influencing teaching career decisions.

Tolegenova (2017) also looked into the elements that influenced "grade 11" students' decision to choose "World History" as their main subject at a Kazakhstani special school. Data for the study was gathered through semistructured face-to-face interviews with students using qualitative research methodologies. Teachers from various topic areas were also interviewed in focus groups. The study revealed that students' interests influenced their choices of career. Firmin and MacKillop (2008) conducted a study on extrinsic and intrinsic factors that influence career choice. Twenty undergraduates took part in semi-structured individual interviews about their decision to change

majors. The researchers found that personal interest was a highly influential factor in the career decisions of students.

Davidson and Caddell (1994) conducted a research on the connection between career and spirituality. Using a sample of respondents from 31 different churches, they found that most believers had the perception that their spiritual calling was strongly related to their careers. In a similar vein, Prater and McEwen (2006) conducted a survey of students enrolled in nursing in private Christian college. They found that most of the students viewed their pursuit of nursing as part of their calling. The students therefore pursued nursing because they were driven to do so.

Similarly, Shattell, Moody, Hawkins and Creasia (2001) conducted a study to explore the career choices of nursing students. During registration at an annual state nursing student association meeting in the southeast, student nurses were recruited. A convenience sample of 69 people was employed in this study. The information was gathered by a questionnaire and examined using quantitative and qualitative methods. Content analysis and pattern coding approaches were used to evaluate demographic data descriptively. The researchers found that most nursing students revealed that they made the decision to be nurses with God being their main source of motivation. They felt like being nurses were what they were meant to do. Spirituality was the most commonly cited reason for the choice of a nursing career among the respondents.

Wrzesniewski, McCauley, Rozin, and Schwartz (1997) also conducted a study on the perceptions about careers among employees and revealed after surveying 196 employees in a college and revealed that most of the employees

viewed their careers primarily as a calling. From all these studies, it is abundantly clear that spirituality can have a high influence on the career choices and aspirations of students.

Evans (1993) also found that interests and abilities have a greater impact on the career choices of students. Evans considered intrinsic factors as influential in how career choices are made by students. In the same vein, Amedzor (2003) revealed that the most significant intrinsic factors that sway career choice of students in Ho Township include feeling of importance, personal interest, and abilities. These factors are mostly internal to the individual and influence the career choices of the individual. The similarities observed among the studies imply that generally, students consider their own internal factors before making career decisions.

Extrinsic Factors and the Career Choice of Students

Extrinsic factors include issues relating to finances (salaries), working conditions, opportunities and social status which influence the career choice of individuals. Studies have been carried out to determine the degree to which extrinsic influences influence a student's profession choice and aspirations. A cross-sectional study was undertaken by Kobia-Acquah, Owusu, Akuffo, Koomson, and Pascal (2020) to evaluate the career ambitions of "Optometry Students" in Ghana. All 4th year- to 6th year students who volunteered to take part in the study finished a questionnaire that delved into demographics, career objectives, and factors influencing their decisions. Data was presented as frequencies, proportions, and percentages using descriptive statistics. Relationships between factors were evaluated using the "Chi-square test" and "logistic regression analysis". In all, 219 students from Ghana's two optometry

training institutes, "Kwame Nkrumah University of Science and Technology (49.8%)" and "University of Cape Coast (51.2%)", replied to the survey. Interest in a job sector and the prospect for a solid salary were the two most important criteria that affected career choices. Females were found to be twice as likely as males to choose to pursue optometry and have a passion for paediatric optometry. The decision of the respondents to choose a career in academia/research was also influenced by their educational institution and knowledge about job options. In essence, the prospect for a decent income was the primary extrinsic factor that affected optometry students' career choices in Ghana.

Akilli and Keskin (2016) wanted to know why teacher candidates in education faculties favoured teaching and what the explanatory relationships were between those reasons. The survey comprised 801 students who were enrolled in primary school teaching programs at six different state colleges. The study's findings revealed a strong positive link between the intrinsic and altruistic latent factors. The intrinsic and altruistic factors had a negative but significant correlation with the extrinsic variable, while the reward variable had a positive significant link. All other variables, however, had a positive significant connection with the mercenary latent variable.

Puertas, Arósquipa, and Gutiérrez (2013) wanted to know what factors influenced a "medical students" decision to pursue a career in "primary care", and if these factors differed or were similar among students in "high", "middle", and "low-income" nations. The researchers combed through "PubMed, Google Scholar, and the Virtual Library of Health" for research papers on "primary care careers" published in "English", "Spanish", and/or

"Portuguese" between 2003 and 2013. Overall, the researchers found 600 research papers initially. Out of these, "74 full-text articles" were evaluated to check their eligibility, and 55 were chosen ("42 from high-income countries; 13 from middle and low-income"). The studies were compared to find out common and specific elements that influenced medical students from "high, middle, and low-income" families' career choices in primary care. Extrinsic and intrinsic elements, as well as facilitators and barriers, were classified. Being exposed to rural locations, role models, and work settings were found as significant factors across all countries. Insight into the needs of rural areas and intellectual challenge were two variables that were unique to "middle- and low-income countries". Other high-income country-specific indicators were attitudes toward social problems, volunteer labour, family influence, and time of residency. The findings generally showed that the majority of the factors which impacted medical students' job choices were extrinsic.

According to Attieku et al. (2006), people prefer to work in an environment with effective systems and structures for salary negotiations and seeking better employment structures in which employees can get the best of care and treatment at their workplace. In essence, they found that students may preferred careers that offered good salary as well as good working conditions. Several other studies have shown that financial reasons, working conditions and social status can all influence the career choices of students (Guerra & Braungart-Rieker, 1999; Otto, 2000). In essence, students view extrinsic factors as influential in their career choices and aspirations. In confirmation of this, Hsiao and Casa Nova (2016) revealed that job security, job availability, money-making, dynamic environment, and other significant people - friends

and teachers influenced career choice since people cared more about moneymaking and job security. In this regard, Richardson (2000) asserted that most youths choose their careers because of huge salaries and allowances and the nice things associated with a particular job. Adjin (2004) also showed that the factors which swayed students' career choice in Chemu Senior Secondary and Tema Secondary Schools include monetary reward, interest, ability, and prestige.

From the studies reviewed, it is clear that extrinsic factors are very important and relevant in the career decisions of students. However, it was observed that most of the studies did not specifically title their work as 'extrinsic' but explored elements which could be seen to be extrinsic. The current study looks directly into 'extrinsic' factors and how these factors influence career choice.

Interpersonal Factors and the Career Choice of Students

The impact of parents and significant others are examples of interpersonal factors. It is concerned with peer interactions as well as any other individuals who impact a student's career choice. Several studies have been done to see how interpersonal aspects influence students' profession choices and goals. Smith (2000), for example, did a research in Accra and discovered that male peers often have an essential role in the employment choices of certain women. In Ghana, Duodu (2000) examined the influence of peers on students' career choices. Using a sample size of 375 in the Sunyani Municipality, the study found that 40% of the respondents choose careers their friends applauded to. Duodu went on to say that, students discussed their future careers with their friends and listen to their comments about their

choice. If the choice favoured them then they go by it but if the choice did not favour them then they choose careers that may be more appropriate.

Kendel and Lesser (2005) carried out a research on the career choices of young people. The sample was selected using convenience sampling and data collected using questionnaire. It was found that 57% of young people planned in ways that were in agreement with their mothers and their friends. Of those who agreed with a parent, 76% also agreed with their peers and that of those who disagreed with their parent, 59% agreed with peers. Kendel and Lesser, therefore, concluded that friends reinforced parental aspirations because adolescents associated with peers whose goals are consistent with parental goals Gostein (2000) substantiates this conclusion by saying that when parents for instance, have college aspirations for their wards, 67% of their children's best school friends also have college aspirations.

According to Stuart (2000), an individual's assurance in following a career might be influenced by their peers' opinions toward gender and ethnicity. Adolescents are effortlessly swayed by their peers since they mostly trust their peers because they rely on their friends to validate their decisions, including their employment choices. Peers were reported to have just a minor influence on university students' job decisions (Bojuwoye & Mbanjwa, 2006). Even though both males and females can be impacted in a positive sense by their peers' interest in studying "computer science", males appear to be unaffected by their peers' lack of enthusiasm for studying the course (Issa & Nwalo, 2008). They also discovered that a person's best buddy has a significant impact on their decisions. They came to the conclusion that peer influence causes friends to make more similar decisions. The existence of

"role models, model traits, intrinsic efforts, engagement with role models, and challenges to role-model standards" will all be used to quantify peer impact in this study. Salami (2008) found that young people in Nigeria often make poor career decisions due to a variety of factors including "ignorance, inexperience, peer pressure, advice from friends, parents, and teachers", and choosing careers based on perceived prestige without adequate career guidance and counselling.

Students' career choices and aspirations can be affected by a variety of factors, including peers, parents, and socioeconomic status. Bojuwoye and Mbanjwa (2006), for instance, investigated the determinants affecting the profession choices of "Technikon" students from previously deprived high schools. After conducting their research, they discovered that financial restrictions, insufficient career knowledge, low academic performance, and insufficient career counselling services have a detrimental impact on tertiary students from less-advantaged schools' career choices. Bolles (2011) has opined that children inherit financial and other necessary resources from their parents. These resources determine the level at which students go in their academic and career lives. For instance, the state of the resources of the family can determine the kind of school a person attends, the opportunities the person gets and the expectations on the person. Socio-economic status may also be handed over from parents to children across several generations (Hooley, 2012). These issues give an indication that the socio-economic standing of children can affect their career choices and aspirations. This was confirmed in the study of Ngesi (2003). Ngesi conducted a study on educational and career change in Isi-Zulu Medium Schools in South Africa and revealed that poor

financial background of students from communities with mini mal resources affected the career choices of students. This was because such children were less likely to go to higher heights in the academic ladder. Therefore, any career that required education to the highest level was avoided by such students.

Mau and Bikos (2000) conducted a study on the academic and professional aspirations of "minority and female students", finding a positive connection between a family's socio-economic level and an individual's career goals. As a result, it is clear that a student's socioeconomic background might influence their job choices and aspirations (Sellers, Satcher, & Comas, 2009). As a result, pupils from higher socio-economic standings have a high likelihood to pursue high-level careers than those from lower socioeconomic backgrounds (Sellers et al., 2009).

Several other studies have highlighted the roles that parental socioeconomic status play in the career aspirations of children. For most of these studies, their findings have shown abundantly clear that parents are a great impact on the careers of their wards (Knowles 1998; Mau & Bikos, 2000; Wilson & Wilson, 1992). Parents can control the direction as well as the degree to which students go in pursuit of their chosen careers. This is evident even in places like Ghana and Africa.

The family's socio-economic standing remains significant in the career development of the child (Guerra & Braungart-Rieker, 1999; Otto, 2000). Specifically, some of the socio-economic factors that have an influence on the career choices of students include level of parental education, family friends and finances (Crockett & Binghham, 2000; Wilson & Wilson, 1992). Among

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the demographic variables that affect career decisions of students, family factors have been found among school and peers to be very important (Kniveton 2004; Salami, 2006).

Salami (2006) discovered that family engagement is the greatest significant predictor of students' career choices and aspirations when compared to other characteristics. Family participation refers to how supportive parents are of their children's job choices and objectives in terms of encouragement, responsiveness, approval, and financial assistance. This confirmed Kniveton's (2004) earlier conclusion that the family gives information and counselling that can influence students' job choices both directly and indirectly. Parents can also provide suitable support for their children's career choices (Small & McClean, 2002).

Whiston and Keller (2004) also indicated that in making career decisions, students were influenced by their parents. Parents are influential in seeking what will make their children happy and how their children will be satisfied with their decisions. In doing this, parents must show love and support to their children so that their children will feel that they are well cared for and that whatever careers they choose, they will have the support of their parents. Children therefore develop the confidence in making their own decisions when they are supported early in life. Based on this, such people are likely to grow into adults who make appropriate decisions because they built their confidence early in life. The implication of all these is that career aspirations, choices and development are influenced by environmental factors such as family background, gender, age and race.

Arudo's (2008) study in Northern Nigeria about the impact of education on career decisions of students revealed that students held the perception that educational qualification had a greater impact on their careers. Majority of the students (75%) out of the 300 respondents held this view. The students indicated further that even when they made their career choices, their educational qualifications could cause a change in the direction of their careers.

Tziner, Loberman, Dekel and Sharoni's (2012) study on the "influence of parent off spring relationship on young people's career preferences" revealed that if parents and children had cordial and stronger relationships, it was easier for the parent to influence the child in specific career directions. In essence, children who felt loved and respected at the home were more likely to listen to their parents when it cames to making career choices. From this finding, it is imperative that parents treat their children in the best manner so that their children will listen to them and consider their opinions as they make their career decisions.

According to Jungen (2008), even though individuals make their own career decisions, the decision is affected by several factors, among which the family is one. Parents can influence the interests of children and their decisions through the way they socialise and acculturate their children. Issues such as work values, gender stereotypes and personal responsibilities are all inculcated into people when they are young. Jungen (2008) argues that it is not always the story that children ignore their parents and do whatever they like. By concluding, Jungen indicates that parents are important in the careers of

their children because of their values, expectations and gender socialisation. Mothers are also deemed more significant in the career aspirations of students.

In addition, Williams (2016) revealed that it was not only parental support that could affect a person's career choice. Williams indicated specifically that the occupation of parent could influence the life of a child in every aspect. As the children grew, they internalised things from their parents and they must have even considered their parents as role models. As a result, parents could become fundamental in the career choices of their children.

Williams (2016) added that the career of parents can determine the direction of occupation of their wards and so in most societies, some families have different generations in the same careers. This happens because as children grow up, they observe older folks in their families in their line of work and start gaining interest in such careers. Again, if such children want to enter specific careers that their families are in, it is much easier to gain entrance to such careers. On the other hand, if parents do not like their jobs, it is likely that children will decide to pursue different career options. Either way, the careers of parents have become very important in the career decisions of their wards.

In a similar light, Udoh and Sanni (2012) conducted a study on the attitude of parents towards the career choices of students in second cycle institutions in Uyo region in Nigeria and found that the career of parents was a significant element which influenced the choices of students regarding their occupations. In addition, Kisilu et al. (2012) explored "the factors influencing career aspirations among girls in secondary schools in Nairobi, Kenya". They found that parents and older siblings were influential in the career choices of

students. They argued from their results that students were likely to take career paths similar to those of their siblings and parents. Shellenbarger (2006) however argued that parents should not force their children to follow their career footsteps. They can encourage their children to explore different career prospects.

From a different perspective, Dietrich and Kracke (2009) revealed that "if adolescents perceive their parents as putting through their own wishes for the child's future career rather than collaborating with the child in preparing for a career this may be interpreted as disinterest in the child's plans..." (p. 116). Dietrich and Kracke noted that if children do not feel support from their parents, they are likely to choose other jobs aside from the jobs of their parents.

Based on the claims made by several researchers, it remains clear that in families with low socio-economic status, their children may be challenged in their academic work as well as the degree to which they are able to accomplish their aspirations. This is because families with lower socioeconomic status may have financial and social difficulties which can affect the resources available to the children in the families. There is therefore the likelihood that children from different family background will take different routes in their careers.

For example, kids from high socioeconomic level families in Ghana tend to attend the finest schools and are related to people who work in the best jobs, whereas students from low socioeconomic status families prefer to attend institutions that aren't always the best. Students who have high socioeconomic status homes have a high likelihood to attend high school after passing the

Basic Education Certificate Examination than students from low socioeconomic status homes. Those in elite educational centres learn independent thinking and decision-making skills thereby elevating them to leadership positions. Meanwhile, in common schools and colleges, middleclass youth are taught responsibility, dependability and the ability to work without close supervision-qualities needed for middle-level professions and occupations.

Overall, the results of Lawer (2007) who revealed that students' choice of programmes of study and career were greatly and usually affected by their parents, teachers and friends give clear indication of how interpersonal factors can influence career choice of students. Jungen (2008) added that even though individuals make their own career decisions, these decisions are affected by a variety of factors, among which is the family. Parents can influence the interests of children and their decisions through the way they socialise and acculturate their children. Thus, parents and relatives can serve as role-models for students and as such the family cannot be ignored when dealing with the factors which affect career choices and aspirations of students (Sears & Gordon, 2011).

Problems that Students Face in Making Career Choices

In terms of the challenges that students encounter in making career choices, there have been several findings in the literature. For instance, Ayertey (2002) revealed that lack of jobs and job discrimination are some of the major problems that can affect the career choices and aspirations of students. Ayertey argued that there are a lot of graduates but not equal number of jobs. Graduates, according to Ayertey, appear to be picky about the type of

employment they want. Because they do not wish to work in particular regions at the market rate, the majority of them reject to work there.

According to Lawer (2007), the majority of students were unaware about Ghana's key occupational categories, the training and qualifications required for working in different fields, working conditions, earning potential, and other occupational benefits. They also lacked a clearer awareness of their professional interests, aptitudes, and abilities. Furthermore, according to Amedzor (2003), a study of the career counselling needs of second year Junior High School pupils in the Ho Township found that the students required financial support in order to follow the jobs that they desired. Puertas, Arósquipa, and Gutiérrez (2013) also wanted to investigate what factors affected the decision of students pursuing medicine to further in primary care, and found that the level of income, the respect and status, and the nature of the school setting were all identified as barriers to career choice.

Sex and Career Choice and Aspirations of Students

The gender of an individual can influence the entire life of the person, right from the school or he or she attends, the choice of courses to study and the career course to pursue (Hooley, 2012). In most cases, the influence of gender may be subtle and so difficult to measure or quantify. Nonetheless, the influence of gender on career choices and aspirations are evident in the lives of individuals. For instance, in most families, males may not be allowed to choose careers that are deemed menial (Sears & Gordon, 2011). In that instance, the gender of the individual has influenced his career choice and aspiration.

Perera and Velummayi-lum (2008) examined "career choice and gender roles among female students in South Asia" and revealed that gender roles have influenced categorisations in the work that individuals can do. For instance, masculinity is often seen as dominant and effective and as such encourages males to choose careers which allow them to express their dominance. On the other hand, females are mostly expected to choose careers that will give them time to concentrate on domestic duties. Again, females are expected to work in areas that are inferior and less financially productive with no ambition or aspiration for position or leadership responsibilities (Hewitt, 2010).

From the foregoing discussion, it is evident that career decisions are usually an outcome of how society's gender role socialization influences the career aspirations of males and females (Sears & Gordon, 2011). This is probably worse in Africa where males and females are brought up with perceptions of which careers to venture and which not to venture (Monsen, 2000). In support of this, Spade (2001) revealed that gender difference in life of individuals begins from infancy and continuous throughout their life span. Some of the key influencers in the gender socialisation are parents and teachers who to a greater extent influence the careers that young people pursue (Barnett, 2007). By implication, the perceptions and beliefs of teachers and parents to a larger extent influence the attitudes of students towards specific careers. Falaye and Adams (2008) explored the factors influencing career decisions of in-school youths and reported that some teachers may even encourage students to take certain courses to be able to reach specific career options.

Several studies have been conducted in terms of how gender influences career decisions and aspirations of students. In the past, Eccles and Jacobs (1986) conducted a study on the reasons for smaller number of women in Science. They found that females perceived Science as more difficult in comparison to female stereotyped careers. Several earlier studies have found significant differences in the career choices and aspirations of males and females (Friedman, 1989; Linn & Hyde, 1989; Maccoby & Jacklin, 1974).

In later years, Mutekwe, Modiba and Maphosa (2011) conducted a research on the career aspirations of female students in Zimbabwe. The researchers revealed that societal prejudices influenced the careers of the students. Again, it was revealed that gender roles in society influenced the views of the respondents on issues relating to career. This finding was because in most traditional societies, children are socialised with some gender roles about what specific job males and females can do and what they cannot do.

Denga (2001) explored "the role of guidance and counselling in career choice in Nigeria" and revealed that gender-role labels exist among male and female students in schools affecting their career aspirations. Sanders (2003) also explored "the role of gender in career choice" in Maryland, USA and revealed that in spite of the success made in gender equality, women and men still varied significantly in their choice of careers. This is because as indicated by Greenberger (2002), boys are continuously oriented toward the traditional "male kind" of jobs while girls are directed toward the traditional jobs in the areas of cosmetics, taking care of children and other perceived female jobs. Kasomo (2007) also revealed that many females usually wind up in jobs that

they do not know much about and may not have the required abilities or interest for.

Hellen, Omari and Mong'are (2017) examined "the factors influencing choice of careers among university students in the school of Business and Economics in Kisii University". In all, 231 students were involved in the study selected using stratified random sampling procedure. Data was analysed using means as well as regression. Gender has a significant impact on a student's profession choice, according to the study. Then there was the issue of age. Peer and parental counselling had a moderate impact on students' profession choices, according to the study.

Contrary to most of the findings of the previous studies reviewed, Edwards and Quinter (2011) found no gender differences in "the factors influencing students' profession choices among secondary school students in Kisumu Municipality, Kenya". Joshua, Terungwa, and Saanyol (2018) looked at the factors that influence students' job choices in the Tarka LGA of Benue State, Nigeria. The "Career Choice Scale (CCS), Locus of Control Scale (LCS), and Conscientiousness Scale" were used to collect data (CS). The findings showed that there was "no significant difference in career choice between male and female pupils". In terms of career decisions, there was "no significant difference between students with internal and external locus of control". In terms of profession choice, there was no substantial difference between pupils from educated and illiterate parents. Furthermore, there was no discernible difference between students who rated high and low on career conscientiousness. The researchers found that none of the study factors were related to profession choice based on their findings.

Age and Career Choice

The relationship between age and career decisions has been explored in the literature. Several researchers have found no relationship between age and career indecision (Lopez & Ann-Yi, 2009; Schmidt, Miles, & Welsh, 2011). Fabunmi and Adedayo (2017) looked at how gender and adolescent age differences affect secondary school students' profession choices in southwest Nigeria. A questionnaire dubbed "Student Career Inventory (SCI)" was used to collect data. The survey discovered no significant differences in students' career choices based on their age.

Using "survey research-based statistical analysis" and "analytic hierarchy approach", Bhattacharya and Raju (2019) investigated the impact of "altruistic, extrinsic, and intrinsic factors" on the choice of teaching career (AHP). The study found that age and gender had no significant impact on the intrinsic component, despite the fact that the program of study had a considerable impact. In essence, there was no discernible variation in students' profession choices based on their age. A number of studies have also found that there is no substantial age difference in how students' profession choices are influenced (Lopez & Ann-Yi, 2009; Schmidt et al, 2011).

Chapter Summary

IOBIS

In reviewing the related literature, the researcher explained the core terminologies such as jobs, career, calling and work. The chapter discussed career decision making, career path and development. Theories of career /vocational development such as the trait and factor theory, the Holland typology, and the Donald Super's theory were advanced. Certain core factors and conditions which influence the individual's career decision making were

thoroughly discussed, These included peers and career development, education and career choice, family influence, parents socio-economic background, educational attainment, interest among others. The role of career guidance and counselling for students were also interrogated to provide adequate information to potential job seekers especially students.



CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to identify the factors influencing career choice and aspirations among senior high school students in Tema Metropolis of Greater Accra Region, Ghana. This chapter discusses the methodology employed by the researcher for the study. The chapter covers the research paradigm, approach and design, study area, population, sampling procedures, data collection instrument, data collection procedure, data processing and analysis and ethical considerations.

Research Paradigm

The researcher employed the positivist philosophy in this enquiry. Positivism is a rich tradition that comes from a long history. It is mostly seen as a "scientific" approach of inquiry that is highly organized, measurable and used as a scientific unit to research into the behaviour of organisms and events of the natural world. Denscombe (2012) indicates that the positivists are purposed to conduct social research to bring out the patterns and uniformities in the social world through the usage of scientific methods that generate good results in the natural sciences. Therefore, the unique knowledge that makes the sound association claims to say a certain positivist, is not valid.

Positivists use more quantitative methods, such as structured questionnaires, social survey and public statistics, their excellent reliability and representativeness. The positivist tradition stresses on significance of quantitative research that studies to obtain an overview of the trends, patterns rather than individuals such as the relationship between individual and social

class. Based on this, the positivist paradigm was appropriate in studying the factors influencing career choice among students.

Research Approach

The study employs the quantitative strategy with a deductive approach. The focus of the quantitative approach encompassed the generation of responses into quantitative form (Leedy & Ormrod, 2010). The quantitative strategy is utilised because the investigator is interested in finding out relationships and patterns among variables of interest in the study. Although qualitative approach gives "detailed and comprehensive description of phenomenon", the quantitative approach was employed to statistically examine the factors influencing career choice among students.

Research Design

The researcher adopted the descriptive survey research design. This approach was adopted to enhance the understanding of the research problem. The use of the descriptive survey research design gave the researcher the ability to gain clearer insight about characteristics with respect to the sample size. Delen (1979) noted that descriptive surveys have flexible characteristics that enable the researcher to gain insight into variety of issues. Delen argued further that using descriptive survey research helps in assessing situations as they are and giving opportunity for generalizations. In most cases, descriptive survey research design does not manipulate variables but deal with variables in their original sense of occurrence. Descriptive survey research, according to Cooper and Schindler (2006), encompasses methodologies that strive to characterize, decode, translate, and otherwise come to terms with the meaning of naturally occurring situations in the social environment. This was relevant

to the current study because it allowed researchers to define the elements that influence students' profession choices without resorting to manipulation.

According to Newman (2003), descriptive survey is the best approach in studying behaviours, attitudes, expectations and characteristics of a given population in a self-reported manner. Since this study was focused on students self-reporting about which factors influence their career choices, the use of descriptive survey was considered appropriate. This is because descriptive design can help to adequately describe the views, opinions and beliefs of people. Descriptive survey design has several advantages. Fraenkel and Wallen, (2003) opined that descriptive survey helps to generalise from studying a sample of a population. In other words, you do not need to work a large population before you can generalise when dealing with descriptive surveys (Best & Kahn, 2009).

In spite of the advantages, there are some recognised weaknesses of the descriptive survey design. The major weakness has to do with difficulties ensuring that the questionnaire used is appropriate for the study. There is pressure of ensuring that the questions to be answered are clear and unambiguous, generates honest responses and leads to high return rate (Fraenkel & Wallen, 2003). Regardless of this, the advantage of the descriptive survey design in being able to describe a current phenomenon without manipulation made it suitable for this study. It was therefore expedient to use a descriptive survey to find out the factors that influence the aspirations and choice of career of senior high school students within Tema Metropolis.

Study Area

The study was carried out in the Tema Metropolis. Tema Metropolitan Assembly is a major Metropolitan Assembly in the Greater Accra region. Its capital is Tema, a coastal city 25 kilometers east of Accra, Ghana's capital. The Metropolis is bordered on the west by the Ledzokuku / Krowor Municipalities, on the north by the Ashaiman Municipality, and on the north and east by the Kpone Katamanso Municipality. The Gulf of Guinea runs through Tema to the south. It includes 26 communities with a total land area of 117.838 square kilometers. Tema was a modest fishing community until 1952, when the Ghanaian government decided to build a deep seaport. In 1974, the Metropolis became an autonomous council, and in December 1990, it was upgraded to the status of a Metropolitan Assembly (Tema Metropolitan Assembly, 2018).

The population of the Metropolis is 402,637 with 193,334 being males and 209,303 being females (Ghana Statistical Service, 2010). The Metropolis has a diverse ethnic composition which includes; Gas, Akans (Fantes and Asantes), Northerners, Ewes, among others. The Metropolis is a microcosm of Ghana.

There are several industries in the Metropolis engaged in several production activities such as chemicals, textiles, food processing, engineering, paint, fish cold stores, printing and woodworking. Accra, which is only a few kilometres from the Metropolis serves as a market for goods produced in these industries. The abundance of industries provides most of the revenue for the metropolis (Tema Metropolitan Assembly, 2018).

There are also a number of private health centers, a polyclinic, and a general hospital in the Metropolis. There are also two private health training institutions in the area. There are 158 basic schools in the metropolis, with 77 public and 81 private schools. There are also 13 second-cycle institutions, with seven of them being public. Aside this, there are several private tertiary institutions. The seven second cycle institutions comprised Pure Grammar, Technical and a combination of Grammar and Technical institutions. The grammar schools are Tema Senior High School, Tema Presbyterian Senior High School, Methodist Day Senior High School and Our Lady of Mercy Senior High School. The only public technical school in the Metropolis is Tema Technical Institute. The two public Senior High/Technical institutes are Chemu Senior High/Technical School and Tema Manhean Senior High/Technical Institute. Specifically, the study was conducted in three senior high schools, thus, Tema Senior High School, Chemu Senior High/Technical Institute.

The Tema Metropolis is an industrialised area with a lot of different jobs and occupations. This varied job alternatives put students in situations where they have to make choices regarding their career. In this sense, investigating into the factors influencing the career choices of students is necessary.

Population

The target population comprised students from three second cycle institutions in the Tema Metropolis (Tema Senior High School, Chemu Senior High School and Tema Technical Institute). The accessible population was however composed of final year students in the three second cycle institutions.

Final year students were chosen because they had spent enough time in school and were at the point of schooling where they had begun thinking and making plans about life after school. In this study, the total number of people who formed the accessible population was 1705 students from the three schools. The accessible population of students in this study is shown in Table 1.

 Table 1: Population Distribution by School and Gender

| School | Gender | | Total |
|--------------------------|--------|---------|-------|
| | Males | Females | _ |
| Tema Senior High School | 294 | 309 | 603 |
| Chemu Senior High School | 298 | 316 | 614 |
| Tema Technical Institute | 447 | 41 | 488 |
| Grand Total | 1039 | 666 | 1705 |

Source: Ghana Education Service (Tema Metropolitan Assembly, 2018)

Sample and sampling Procedure

A sample size of 313 students was used for the study. This was determined based on the Krejcie and Morgan's sample size calculation which is same as using the Krejcie and Morgan's sample size determination table (Krejcie & Morgan, 1970). According to Krejcie and Morgan, a sample of 313 is suitable for a population of 1705. In selecting the sample for the study, the researcher made use of purposive, proportional and random sampling techniques.

Purposive sampling was used to select the sample from different categories of schools in the Tema Metropolis. The categories were Grammar, Technical and Grammar/Technical institutions. This strategy was meant to give a broader perspective because the career aspirations of the students might

have influenced the student's choice of school as well as the choice of programme. The researcher then selected students from one institution in each category. Tema Senior High School was selected for the grammar, Chemu Senior High School was selected from the grammar technical category and Tema Technical Institute which is the only pure technical school in the Metropolis was selected for the technical institution.

Proportional stratified sampling technique was used to sample 313 students from the three schools. Proportional stratified sampling was used as there were several subgroups in the population and there was the need to get a representative sample of each subgroup. In using this procedure, the number of participants from each subgroup was determined by their number relative to the entire population. The sample was stratified based on the various schools.

Simple random sampling was finally used to select students based on the sample size for each school. Simple random sampling is the sampling procedure in which each member of the sampling population has an equal chance of being selected (Clarke & Cooke, 1992; Pittenger, 2003). The sample size distribution is shown in Table 2.

| Schools | Population | Sample Size | Sample |
|-----------------------------|------------|------------------------|--------|
| | | Determination | Size |
| Tema Senior High School | 603 | (603*313) / 1705 = 110 | 110 |
| Chemu Senior High School | 614 | (614*313) / 1705 = 113 | 113 |
| Tema Technical Institute | 488 | (488*313) / 1705 = 90 | 90 |
| Grand Total | 1705 | | 313 |

 Table 2: Sample Distribution of Students

Source: Field Data, 2020

Data Collection Instrument

As in the opinion of Tuckman (1974), questionnaires were used by the researcher to convert into data the information directly given by the respondents. The items were organized around a central theme or a number of such related themes on which certain sets of information were collected in a measurable form, usually from diversified groups in the selected schools. The decision to employ a questionnaire was made because the lack of human interaction between the researcher and the responder would reduce the researcher's ability to influence the respondents, hence minimizing bias. It was an efficient method in the sense that, many subjects could be reached within a short period.

The questionnaire was adapted from Avugla (2011). It was a closeended five-point Likert type scale. (See Appendix A). It consisted of three sections. Section A dealt with the background data and section B with the three main factors that influence students' choice of career namely "Extrinsic, Intrinsic and Interpersonal" with the options of "Very great extent", "Great extent", "Moderate extent", "Low extent", and "No extent". Section C dealt with the problems that affected students' choice of career. The options for section C ware "Very serious problem", "Serious problem", "Moderate problem", "Minor problem" and "No problem". Both were scored 5, 4, 3, 2, and 1 respectively for each statement.

Pilot Testing

According to Polit et al. (2001), "a pilot study is a small-scale trial testing of an instrument in preparations for a major study". Backer (2004) found that "10-20% of the sample size subjects was adequate for the pilot

study". DeVaus (2003) advised researchers to deal with ambiguous items in instruments through the pilot-testing. Surveys are pilot-tested to reduce the occurrence of "misleading", "inappropriate", and "redundant question items". In this study, 31 final year students (representing 10% of the sample size) were selected randomly from a school which was not included in the main study. The school used for the pilot testing was the Tema Presbyterian Senior High School. Since the school was located in the Tema Metropolis, it was assumed that it had similar characteristics to the schools involved in the main study.

Validity of Instruments

A validity test is a tool that was created to measure the specific notion it was created to measure. The instruments utilized had to feature response items under thematic subheadings that were based on the study's objectives in order to ensure validity. The researcher also presented the instrument to career teachers who were knowledgeable and specialists in the field to critically analyze. The researchers' supervisors, in particular, assisted in establishing the validity of the tools. For the sake of validity, their evaluation results were taken into account and incorporated into the questionnaire.

Reliability of Instruments

Reliability of an instrument refers to the consistency in an instrument measuring what it was designed to measure (Sapsford, 2007). The reliability was ascertained after the pilot testing of the instrument. The internal consistency approach to ascertaining reliability was used. Through the use of the Cronbach alpha co-efficient, the reliability was estimated after the pilot test. Reliability co-efficient of 0.78 was obtained for the questionnaire. This implied that the instrument was reliable for the study.

Data Collection Procedure

The researcher obtained an introductory letter from the University of Cape Coast's College of Distance Education when gathering data for the study. This was done after receiving ethical approval from the University of Cape Coast's Institutional Review Board. The researcher then obtained authorization from the school administrators and scheduled the administration of the questionnaire on days and times that were convenient for them. The respondents were instructed on the study's aims and the importance of responding honestly to the items during the administration.

The researcher visited the various schools and after explaining the instructions to the sampled students, data were collected at an arrange time. This was done so as not to disrupt tuition hours. The questionnaires for the students were collected within one week after periodic calls were made to remind the teachers to help in collecting them. A total of 200 answered questionnaires representing a response rate of 63.8% were collected for analysis. The researcher was assisted by two teachers in the school in collecting the data. These teachers were trained on ethical issues in research. This helped ensure that the data collection procedure went on smoothly.

Data Processing and Analysis

Data collected was coded and entered using the Statistical Package for Service Solution (SPSS) version 22 software. The demographic characteristics of the respondents were analysed using frequency counts and percentages. Data for the research questions 1, 2, 3 and 4 were analysed using means and standard deviations. These research questions focused on the intrinsic,

extrinsic, interpersonal factors and problems students faced in their career choices.

The scoring for the first three parts of the questionnaire was 'No Extent=1', 'Low Extent=2', 'Moderate Extent=3', 'Great Extent=4', and 'Very Great Extent=5'. Based on this scoring, threshold mean scores were set. Specifically, mean scores between 1.0 and 2.0 were deemed to be low influence, mean scores between 2.0 and 4.0 were deemed to be moderate influence while mean scores between 4.0 and 5.0 were deemed to be high influence. The same thing was done for the part of the questionnaire on the problems. It was scored as 'Not problem=1', 'Minor Problem=2', 'Moderate Problem=3', 'Serious Problem=4', and 'Very Serious Problem=5'. Thus, mean scores between 1.0 and 2.0 were deemed to be minor problem, mean scores between 4.0 and 5.0 were deemed to be moderate problem.

Hypothesis one which dealt with the specific impact of each of the factors on career choice was tested using Multinomial Logistic Regression. Hypothesis two which focused on gender difference in career choice was tested using Independent Samples t-Test while hypothesis three which focused on age difference in career choice was tested using One-Way ANOVA.

Ethical Considerations

The study took several ethical factors into account. The participant's anonymity and confidentiality were guaranteed by the researcher. Anonymity refers to keeping the identity of respondents in the study hidden and protected. Respondents were not obliged to provide their names or any other identifying information on the questionnaire in order to ensure this. The information

acquired from the respondents was kept confidential, and it was not shared with the public without the respondents' permission. The information was used only for academic purposes for which it was intended. The information gathered from the questionnaires was also kept private to guarantee that it was not shared with any parties without consent.

There was also a sense of autonomy among the participants. Autonomy entails ensuring that the respondents' decision to participate in the study was made freely and without coercion or constraint. Individuals were given the option of participating in or not participating in the study as a result of this. This was related to obtaining the respondents' consent prior to conducting the survey.

Factor Analysis Report

In the first place, the factorability of the data was assessed. Several measures were used. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .790 which was above the recommended level of .6. This means the sample was adequate for the study. Again, the Bartlett's test of sphericity was found to be significant ($\chi 2$ (120) = 2482.580, p < .05) (See Appendix D). This implies that there are enough relationships among the items. From these, it can be inferred that the correlation matrix mimics an identity matrix. In this sense, performing factor analysis was appropriate.

After this, the table titled 'Total Variance Explained' was observed and found that six components had eigenvalues of 1.0 and above (Appendix E) and thus could be extracted using the Principal Component Axis. However, making observation from the Scree Plot (Appendix F), it was shown that at the point where the curve drops sharply, four components can be selected. The

researcher therefore decided to rotate four components basing on the Scree plot. Also, since the questionnaire had a total number of 16 items, rotating four components made conceptual sense than rotating six components. Rotation was done using varimax rotation. After the rotation, the component matrix table was checked after this to identify which items were loaded under which factor components (Appendix G).

It was observed that six items loaded under factor 1, three items loaded under factor 2, four items loaded under factor 3 while three items loaded under factor 4. In constructing the final instrument, the factor loadings were compared to the literature on factors influencing career choice and the necessary changes were made. For instance, item labelled C4 loaded under Factor 1 but through the literature, it was found that the item described a challenge and so was moved to the second highest loading which was Factor 2, dealing more with challenges (Appendix H). The final instrument used for the analysis is shown in Appendix I.

Chapter Summary

This chapter dealt with the research methods used in conducting out the study. The descriptive survey design was chosen for the study. A sample of 313 students, three guidance and counselling coordinators and three administrators was used for the study. Purposive, proportional and random sampling techniques were used in selecting the sample of students from three second cycle schools in the Tema Metropolis. Data were collected using questionnaires. Factor analysis was conducted to restructure the questionnaire. The data collected were analysed descriptively and inferentially.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to identify the factors influencing the career choice and aspirations of senior high school students in Tema Metropolis. This chapter presents the results and discussion of the study. The results were presented first, after which the discussion of the results was done.

Background Data of Respondents

The background data of the respondents are presented in this section. It covers the gender, age, programme of study and intended careers of the respondents. The data was analysed using frequency counts and percentages. The results are presented in Tables 3 and 4.

 Table 3: Gender and Age Distribution of Respondents

| Item | Frequency (F) | Percentage (%) |
|--------------------|---------------|----------------|
| Gender | | |
| Male | 78 | 39.0 |
| Female | 122 | 61.0 |
| Total | 200 | 100.0 |
| Age | | 2 |
| 14-16 years | 28 | 14.0 |
| 17-19 years | 162 | 81.0 |
| 20 years and above | 10 | 5.0 |
| Total | 200 010 | 100.0 |

Source: Field survey (2020)

Table 3 shows the distribution of the respondents according to their gender and ages. It can be seen that 78 respondents corresponding to 39% were males while 122 respondents corresponding to 61% were females. The implication is that there were more females in the study compared to males. In terms of age, it is shown in Table 3 that majority of the respondents (162,

81%) were between the ages of 17 and 19 years. Again, 28 respondents corresponding to 14% were aged between 14 and 16 years while the remaining 10 (5%) respondents were aged 20 years and above. The implication of this is that the respondents in the study were representative of the population of students in Ghana in terms of their school going age.

The educational and career information of the respondents are presented in Table 4.

| Item | Frequency (F) | Percentage (%) |
|------------------------------|---------------|----------------|
| Programme of Study | | |
| Science | 70 | 35.0 |
| Arts | 50 | 25.0 |
| Vocational | 18 | 9.0 |
| Home Economics | 34 | 17.0 |
| Technical | 18 | 9.0 |
| Business | 10 | 5.0 |
| Total | 200 | 100.0 |
| Intended Career | | 5 |
| Health Care | 74 | 37.0 |
| Technical and Engineering | 38 | 19.0 |
| Security and Legal | 40 | 20.0 |
| Communication | 28 | 14.0 |
| Education and Other Services | E20 S | 10.0 |
| Total | 200 | 100 |

Table 4: Educational and Career Data of Respondents (N=200)

Source: Field survey (2020)

Table 4 shows the programme of study and the intended careers of the respondents. It can be seen that majority of the respondents (70, 35%) were offering Science. Other programmes of study offered by the respondents included Arts (50, 25%), Home Economics (34, 17%), Vocational (18, 9%),

Technical (18, 9%) and Business (10, 5%). All the major programmes of study in senior high schools were represented in the study. It can also be seen in Table 4 that majority of the respondents opted for careers in the health care (74, 37%). This was followed by careers in the Security and Legal Service (40, 20%) and the Technical and Engineering field (38, 19%). The other career choices were communication (28, 14%) and education and other services (20, 10%).

Comparing the data from the programme of study and the intended careers, it can be inferred that there is some connection between the programme of study and the intended careers of the respondents. For instance, majority of the respondents were Science students and so it was not a surprise when majority of the respondents indicated that they intended to pursue careers in the health sector. Even though, it cannot be confirmed that all those who were offering Science wanted to pursue careers in the health sector, the connection is undeniable.

Answers to Research Questions

The questionnaire was a five-point Likert type scale. The scoring for the first three parts of the questionnaire was 'No Extent=1', 'Low Extent=2', 'Moderate Extent=3', 'Great Extent=4', and 'Very Great Extent=5'. Based on this scoring, threshold mean scores were set. Specifically, mean scores between 1.0 and 2.0 were deemed to be low influence, mean scores between 2.0 and 4.0 were deemed to be moderate influence while mean scores between 4.0 and 5.0 were deemed to be high influence. **Research Question 1:** To what extent do intrinsic factors influence the career choice of students in senior high schools in Tema Metropolis?

This research question sought to identify the influence of intrinsic factors on the career choices and aspirations of students in senior high schools in the Tema Metropolis. The section of the restructured questionnaire after factor analysis titled 'personal-factors' was used in answering this research question. The data was analysed using means and standard deviations. The results are shown in Table 5.

 Table 5: Mean Analysis of Influence of Intrinsic Factors on Career Choices of Students

| Statement (C) (C) | Mean | Std. Dev. |
|--|------|-----------|
| The chance to be original and creative influences my | 3.96 | 0.75 |
| career choice | | |
| My intellectual ability influences my career choice | 4.31 | 0.83 |
| My values influence my career choice | 3.48 | 1.01 |
| The feeling of impor <mark>tance influences my ca</mark> reer choice | 3.97 | 0.84 |
| Opportunity for further education/training influences my | 3.89 | 0.85 |
| career choice | | |
| Mean of Means | 3.92 | |
| C $F' 11$ (2020) | | |

Source: Field survey (2020)

Table 5 shows the influence of intrinsic factors on the career choices of students. It can be seen that the statement 'my intellectual ability will influence my career choice' recorded the highest mean of 4.31 and a standard deviation of 0.83. This means that most of the respondents viewed their intellectual ability as influencing their career choices greatly. Also, the respondents indicated that the feeling of importance will influence their career choices (M=3.97, SD=0.84), the chance to be original and creative influences

their career choices (M=3.96, SD=0.75) and opportunity for further education/training influences their career choices (M=3.89, SD=0.85).

Results in Table 6, observed that the respondents viewed the intrinsic or personal factors as influential in their career choices. Specifically, intellectual ability, feeling of importance, the chance to be original and creative and opportunity for further education or training were found to be most influential.

Research Question 2: To what extent do extrinsic factors influence the career choice of students in senior high schools in the Tema Metropolis?

This research question aimed at finding out the influence of extrinsic factors on career choices and aspirations of students in senior high schools in Tema Metropolis. The section of the questionnaire titled 'Job-related factors' was used in answering this research question. The data was analysed using means and standard deviations. The results are shown in Table 6.

 Table 6: Mean Analysis of Influence Extrinsic Factors on Career Choices of Students

| Statement | Mean | Std. Dev. |
|---|------|-----------|
| Good salary influences my career choice | 4.63 | 0.48 |
| Attractive working conditions influence my career | 4.14 | 0.58 |
| choice | | |
| Having stable and secure future influences my career | 3.84 | 0.74 |
| choice | | |
| Having an improved social status influences my career | 4.09 | 0.63 |
| choice | | |
| Mean of Means | 4.12 | |
| | | |

Source: Field survey (2020)

Table 6 shows the influence of extrinsic factors on the career choices and aspirations of students. It can be seen from the table that the respondents

viewed good salary as influential in their career choices and aspirations (M=4.63, SD=0.48). Aside this, attractive working conditions were also viewed as influential on the career choice of students (M=4.14, SD=0.58). In addition, having an improved social status was also found to be influential in the career choices of students (M=4.09, SD=0.63). From the results in Table 7, it is clear that the respondents viewed extrinsic factors as influential in their career choices. The main extrinsic factors included good salary, attractive work conditions and improved social status.

Research Question 3: To what extent do interpersonal factors influence the career choice of students in senior high schools in Tema Metropolis?

This research question sought to identify the influence of interpersonal factors on the career choices and aspirations of students in senior high schools in the Tema Metropolis. The section of the questionnaire titled 'people-related factors' was used in answering this research question. The data was analysed using means and standard deviations. The results are shown in Table 7.

 Table 7: Mean Analysis of Influence of Interpersonal Factors on Career

 Choices of Students

| Statement | Mean | Std. Dev. |
|---|------|-----------|
| My friends or fellow students influence my career | 3.11 | 0.84 |
| choice NOBIS | | |
| Teachers also influence my career choice | 3.25 | 1.09 |
| Other relatives influence my career choice | 3.31 | 1.05 |
| Mean of Means | 3.22 | |

Source: Field survey (2020)

Table 7 shows the influence of interpersonal factors on the career choices of students. From the table it is shown that other relatives (M=3.31,

SD=1.05) and teachers (M=3.25, SD=1.05) were influential in the career choices of the respondents. Their influences were more than the influence of their friends (M=3.11, SD=0.84). Thus, overall, family and teachers are influential characters in the career choices of students.

Research Question 4: What are the problems that affect the career choices of students in senior high schools in Tema Metropolis?

This research sought to address the problems that the career aspirations of students in senior high schools in Tema Metropolis. This was part of the study because aside knowing the factors influencing the career choices of students, it was important to know some of the problems that may affect their career choices. The section of the questionnaire titled 'challenges in career choices and aspirations' answered this research question. This part of the questionnaire was scored as 'Not problem=1', 'Minor Problem=2', 'Moderate Problem=3', 'Serious Problem=4', and 'Very Serious Problem=5'.

The data was analysed using means and standard deviations. The results are shown in Table 8.

| Statement | Mean | Std. Dev. |
|--|------|-----------|
| Inadequate marketable skills NOBIS | 2.73 | 0.78 |
| Job discrimination | 3.06 | 0.86 |
| Unavailability of jobs | 4.31 | 0.65 |
| Unawareness of jobs | 3.69 | 0.79 |
| Average of Means & Standard Deviations | 3.45 | 0.77 |

 Table 8: Problems that Affect the Career Choices of Students

Source: Field survey (2020)

From Table 8, it can be seen that the main problems affecting career aspirations are unavailability of jobs (M=4.31, SD=0.65), unawareness of jobs (M=3.69, SD=0.79) and job discrimination (M=3.06, SD=0.86). Thus, to most of the respondents, these were the main problems affecting their career aspirations.

In terms of the problems that may affect career choices and aspirations of students, the administrators and guidance and counselling coordinators pointed out that the lack of jobs was the major problem of career choices and aspirations of students. The views of the administrators and guidance and counselling coordinators supported the results obtained from the students.

Testing of Hypotheses

Hypothesis One:

- H_01 : Intrinsic, extrinsic and interpersonal factors will not have a statistically significant influence on students' career choices.
- H₁1: Intrinsic, extrinsic and interpersonal factors will have a statistically significant influence on students' career choices.

This hypothesis was aimed at finding out if there was any statistically significant impact that Intrinsic, extrinsic and interpersonal factors have on the career choices and aspirations of students. Based on the hypothesis, there are three independent variables and one dependent variable. The independent variables were computed from their various sections on the questionnaire with all of them being continuous variables. However, the dependent variable was based on the intended career areas indicated by the respondents. The dependent variable (career choice) was therefore a categorical variable comprising five specific career areas. These are Health Care, Technical and

Engineering, Security and Legal, Communication, and Education and Other Services.

In testing this hypothesis therefore, multinomial logistic regression was adopted. The key assumptions of this approach were verified before using it. In the first place, the assumption of dependent variable being measured at the nominal level was met. This is because the dependent variable of career area was nominal with five categories as already indicted. The next assumption of having one or more independent variables that are continuous, ordinal or nominal (including dichotomous variables) was also met. Multicollinearity was also absent as evidenced by VIF scores be well below 10 and tolerance scores above 0.2.

In conducting the multinomial regression, the .05 significant level was used. Firstly, the fitness of the logistic regression model was tested. These results are presented in Table 9 and 10.

Table 9: Goodness of fit of Model

| | Chi-Square | Df | Sig. |
|----------|------------|----|-------|
| Pearson | 8.794 | 64 | 1.000 |
| Deviance | 9.740 | 64 | 1.000 |

Source: Field survey (2020)

The results in Table 9 imply that the model fits the data properly $(x^2(64)=8.794 \text{ p}>.05)$. This is because a statistically significant result (i.e., p < .05) would have indicated that the model does not fit the data well. Further information on how the model fits the data is presented in Table 11.

| | Model Fitting Criteria | Likelihood Ratio Tests | | |
|--------------------|------------------------|------------------------|----|------|
| Model | -2 Log Likelihood | Chi-Square | df | Sig. |
| Intercept Only | 179.339 | | | |
| Final | 175.925 | 3.414 | 12 | .029 |
| Source: Field surv | vev (2020) | | | |

| Table | 1(|): A | Node | el Fitt | ting I | Inf | orm | ation |
|-------|----|------|------|---------|--------|-----|-----|-------|
|-------|----|------|------|---------|--------|-----|-----|-------|

urce: Field survey (2020)

Table 10 shows whether the variables added statistically significantly improve the model compared to the intercept alone (i.e., with no variables added). From the table it can be seen that the full model statistically significantly predicts the dependent variable better than the intercept-only model alone (p < .05). It can be thus inferred that the addition of the predictors to a model that contained only the intercept significantly improved the fit between model and data.

After establishing that the model predicts the dependent variable, the significant levels of each of the independent variables in predicting the dependent variable are presented. These are shown in the Likelihood Ratio Tests as depicted in Table 11.

Table 11: Likelihood Ratio Tests

| | Model Fitting Criteria | Likelihood Ratio Tes | | |
|---------------|------------------------------|----------------------|----|------|
| | -2 Log Likelihood of Reduced | | | |
| Effect | Model | Square | df | Sig. |
| Intercept | 177.412 | 1.487 | 4 | .083 |
| Intrinsic | 177.646 | 1.721 | 4 | .047 |
| Extrinsic | 177.014 | 1.089 | 4 | .039 |
| Interpersonal | 176.528 | 0.603 | 4 | .096 |
| G D' 11 | (2020) | | | |

Source: Field survey (2020)

In Table 11, it can be seen that two main factors (intrinsic and extrinsic) were statistically significant predictors of career choice. The

implication is that intrinsic factors significantly predict a change in the dependent variable ($x^2(4)=1.721$, p<.05). Similarly, extrinsic factors significantly predict a change in the dependent variable ($x^2(4)=1.089$, p<.05). Interpersonal factors were not however significant ($x^2(4)=0.603$, p>.05).

After establishing which of the independent variables are significant, the parameter estimates are presented so that specific predictability of the independent variables can be known. These are shown in Table 12.

 Table
 12: Multinomial Logistic Regression Parameter Estimates of Career

 Choices of Students
 Choices of Students

| Career Area | | В | Df | Sig. |
|---------------|---------------|-------|----|------|
| Health | Intercept | 873 | 1 | .882 |
| | Intrinsic | .186 | 1 | .046 |
| | Extrinsic | .195 | 1 | .035 |
| | Interpersonal | .077 | 1 | .638 |
| Technical | Intercept | .896 | 1 | .863 |
| | Intrinsic | .001 | 1 | .993 |
| | Extrinsic | 010 | 1 | .959 |
| | Interpersonal | 011 | 1 | .950 |
| Security | Intercept | 796 | 1 | .870 |
| | Intrinsic | .143 | 1 | .013 |
| | Extrinsic | .180 | 1 | .009 |
| | Interpersonal | .035 | 1 | .844 |
| Communication | Intercept | 4.022 | 1 | .447 |
| | Intrinsic | 127 | 1 | .047 |
| | Extrinsic | 164 | 1 | .038 |
| | Interpersonal | .068 | 1 | .726 |

Reference Category: Education

Table 12 presents the parameter estimates (also known as the coefficients of the model). Since there were five categories of the dependent variable, there are four sets of logistic regression coefficients. The first set of

coefficients are found in the 'Health' row. This represents the comparison of the Health career area to the reference category, Education. The second set of coefficients are found in the 'Technical' row. The third set of coefficients are shown in the 'Security' row while the final set of coefficients are presented in the 'Communication' row. All of these career areas are compared to the reference category which is Education.

From the Table 12, intrinsic and extrinsic factors significantly predicted career choice in health, security and communication rows (p<.05). However, none of the factors was significant in the technical career area. Interpersonal factors however did not significantly predict any career choice. Considering the results in Table 12, it could be inferred for instance that students who choose careers relating to education and health were likely to be influenced by intrinsic and extrinsic factors. In terms of the differences in the predictive ability, it can be seen from the beta (B) scores that extrinsic factors predicted the various career choices more than intrinsic factors.

Hypothesis Two:

- H₀2: There will be no statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice of male and female students.
- H₁2: There will be a statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice of male and female students.

This hypothesis was meant to find if there was a statistically difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice of male and female students. The main dependent variables used in the

statistical analysis were the influence of the three different factors on the career choice of the students. The influence of the factors on career choice was a self-reported section on the questionnaire and so was computed as a single continuous variable. On the other hand, the independent variable used in the hypothesis testing was gender. The hypothesis was tested by using the independent samples t-test. The results are presented in Table 13.

 Table
 13: Independent Samples T-Test on Gender Difference in Factors

 Influencing Career Choice
 Influencing Career Choice

| Factors | Gender | N | Mean | SD | Df | t- | Sig (2- |
|---------------|--------|-----|---------------------|------|-----|-------|---------|
| | | | | 52 | DI | value | tailed) |
| Intrinsic | Male | 78 | 19.55 | 1.74 | 100 | 215 | 750 |
| | Female | 122 | 19.63 | 1.75 | 198 | 315 | .753 |
| Extrinsic | Male | 78 | 16.64 | 1.41 | 198 | 468 | .640 |
| | Female | 122 | 16.74 | 1.43 | 198 | 408 | .040 |
| Interpersonal | Male | 78 | 9.64 | 1.59 | 198 | 101 | .920 |
| | Female | 122 | 9.66 | 1.56 | 196 | 101 | .920 |
| Total Factors | Male | 78 | 45.8 <mark>3</mark> | 2.54 | 198 | 534 | .594 |
| | Female | 122 | 46.03 | 2.60 | 190 | 554 | .374 |

Source: Field Survey (2020)

Table 13 shows that there was no gender difference in the factors influencing the career choice of students. Across all the factors, there was no gender difference. The mean scores for male and female students in terms of the different factors were not significantly different even though the females slightly had higher mean scores than the males. Based on the results in Table 13, the null hypothesis is not rejected. Based on the results, it can be inferred that male and female students do not vary in how intrinsic, extrinsic and interpersonal factors influence their career choices.

Hypothesis Three:

- H₀3: There will be no statistically significant age difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspiration of students.
- H₁3: There will be a statistically significant age difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspiration of students.

The final hypothesis sought to find out if there was any statistically the significant age difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspirations of students. The data was analysed using One-Way ANOVA. The results are presented in Table 14.

 Table 14: One-Way ANOVA on Age Difference in Factors Influencing Career

 Choice

| | | Sum of | | Mean | | |
|---------------|----------------|----------|-----|--------|-------|------|
| | | Squares | Df | Square | F | Sig. |
| Intrinsic | Between Groups | 6.781 | 2 | 3.390 | 1.115 | .330 |
| | Within Groups | 599.219 | 197 | 3.042 | | |
| | Total | 606.000 | 199 | | | |
| Extrinsic | Between Groups | 1.513 | 2 | .756 | .372 | .690 |
| | Within Groups | 400.487 | 197 | 2.033 | | |
| | Total | 402.000 | 199 | | | |
| Interpersonal | Between Groups | .529 | 2 | .265 | .107 | .898 |
| | Within Groups | 486.666 | 197 | 2.470 | | |
| | Total | 487.195 | 199 | | | |
| Total | Between Groups | 14.573 | 2 | 7.286 | 1.101 | .335 |
| | Within Groups | 1304.022 | 197 | 6.619 | | |
| | Total | 1318.595 | 199 | | | |

Source: Field Survey (2020)

Table 14 shows that there was no age difference in the factors influencing the career choice of students. This is seen across all the factors since the p-values are all greater than .05 significant level. Based on the results in Table 15, the null hypothesis is not rejected. Based on the results, it can be

inferred that age was not an issue of consideration on how intrinsic, extrinsic and interpersonal factors influence the career choices of students.

Discussions

Intrinsic Factors and Career Choices of Students

The results obtained from the students revealed that intrinsic factors such as intellectual ability, feeling of importance, and opportunity to be original and creative were influential in the career choices of students. The results bring an understanding that students consider different intrinsic factors before making career choices. For instance, the fact that a person is offering Science as a programme of study does not mean the person has to pursue being a career in the health area. The person may consider his or her intellectual ability, feeling of importance and the opportunity for creativity and innovation. These intrinsic factors are therefore influential in which career a person pursues.

The findings support the findings of Evans (1993) that interests and abilities have a greater influence on the career choices of students. Evans considered intrinsic factors as influential on how students make their career choices. Similarly, Amedzor (2003) revealed that the most significant intrinsic factors that influence career choice of students in Ho Township include feeling of importance, personal creativity, and abilities. These factors are mostly internal to the individual and influence the career choices of the individual.

People who choose accounting as a career were also impacted by qualities such as creativity, freedom, and the hard nature of the job, according to Hsiao and Casa Nova (2016). People still care about job security and income, and they want greater autonomy, creativity, and flexibility at work. In

India, Bhattacharya and Raju (2019) used survey research-based statistical analysis and analytic hierarchy process (AHP) to examine the impact of altruistic, extrinsic, and intrinsic factors on the choice of teaching career. The intrinsic component was found to be the most important element influencing teaching career decisions. All of these were confirmed in the current study. Overall, the similarities observed across the different studies confirm the finding of Firmin and MacKillop (2008) that personal ability was a major factor in the career decisions of students. By implication, students consider their own internal factors before making career decisions.

Extrinsic Factors and Career Choices of Students

The study revealed that good salary, attractive work conditions and improved social status (prestige) were extrinsic factors that influence the career choices of students. These are major indicators of the career choices of students. These are not surprising. For instance, the economic system in Ghana puts people looking for jobs in a position where money and good working conditions are given a major consideration. If a student believes that a specific career may not offer a lot of money, they are likely not to choose it. Again, people give a lot of consideration to the social status and prestige of being in a specific career area before choosing the said career area. The emphasis of this finding is that before students make career choices, they usually give consideration to extrinsic factors.

The findings are consistent with those of Attieku et al. (2006), who found that everyone wants to work in a place where there is effective machinery for negotiating pay raises or employment conditions, where the most appropriate methods of calculating wages or salaries are important for

cooperation and high morale, and where there is a department for wage setting. In essence, they found that students may prefer careers that offer good salary as well as good working conditions. Several other studies have shown that financial reasons, working conditions and social status can all influence the career choices of students (Guerra & Braungart-Rieker, 1999; Otto, 2000). Kobia-Acquah, Owusu, Owusu-Akuffo, Koomson and Pascal (2020) also conducted a cross-sectional study to investigate the career aspirations of optometry students in Ghana and found that potential good income was the major extrinsic factor which influenced the career choice of optometry students in Ghana. The implication of all these is that extrinsic factors can determine the types of career that students choose to pursue.

Interpersonal Factors and Career Choices of Students

The study further revealed that relatives, teachers and friends were influential in the career choices of students. The influences of relatives and teachers were however higher than that of friends. In most situations, parents can determine which career area that students decide to pursue. Right from the course to study, the influence of parents is very significant. Until adulthood, it is difficult for young people to ignore the advice from parents. This could probably explain why the students believed that relatives were influential in the career choices of students. Concerning teachers, it is understandable that they will be influential in career choices since teachers can sometimes tell their students to pursue a career area because they see them to be suitable for those career areas. Friends can also influence career choice, since students sometimes follow their friends in choosing specific subjects of study leading to specific careers.

The findings confirm the findings of Lawer (2007) who revealed that students' choice of programmes of study and career were mostly influenced by their parents, teachers and friends. Jungen (2008), even though individuals make their own career decisions, the decisions are affected by a variety of factors, among which the family is one. Parents can influence the interests of children and their decisions through the way they socialise and acculturate their children. Several researchers have agreed that parents and relatives can serve as role-models for students and as such the family cannot be ignored when dealing with the factors that influence career choices and aspirations of students (Sears & Gordon, 2011).

Salami (2006) discovered that family engagement is the most significant predictor of students' career choices and aspirations when compared to other characteristics. Family participation refers to how supportive parents are of their children's job choices and objectives in terms of encouragement, responsiveness, approval, and financial assistance. Kniveton (2004) supported this by claiming that the family can provide information and guidance that can influence the career of students either directly or indirectly. Parents may also offer appropriate support for the occupational choices of their children (Small & McClean, 2002). All of these support the view that interpersonal factors, mostly in the form of parental factors can influence the career choice of students.

Problems Affecting the Career Choices of Students

The study found that the career aspirations and choices of students are affected by some problems including unavailability of jobs, unawareness of jobs and job discrimination. Unavailability of jobs is a major problem in most

countries of the world. This can affect which career choices that students make. For instance, a student may have an interest in banking but will consider the fact that it is easier to get teaching jobs in Ghana and make a choice to pursue teaching. Sometimes, there may be jobs but students may not know the existence of the jobs and the requirements of those jobs. This can affect the career choices of students. Job discrimination also affects career choices since students sometimes deem some jobs to be below them while pursuing some jobs that they will deem to be at their level. In other times, employers can also discriminate against people looking for jobs. As a result, students may be forced to choose some careers which they may not have originally liked. All these are problems that can affect career aspirations and choices of students.

The findings of the current study support the findings of Ayertey (2002) who revealed that lack of jobs and job discrimination are major problems that can affect the career aspirations and choices of students. Ayertey argued that there are a lot of graduates but not equal number of jobs. Graduates, according to Ayertey, appear to be picky about the type of employment they want. Because they do not wish to work in particular regions at the market rate, the majority of them reject to work there. According to Lawer (2007), the majority of students were unaware of Ghana's major occupational groups, the training and qualifications required for employment in various occupations, working conditions, earning potential, and other occupational benefits, and had a poor understanding of their career interests, aptitudes, and abilities. This was supported in the current study's findings,

which found that students' lack of understanding of work opportunities hampered their professional aspirations and choices.

Intrinsic, Extrinsic and Interpersonal Factors and Career Choices of Students

The study also revealed that intrinsic and extrinsic factors significantly predict career choice in health, security and communication rows with education career area being the reference category. However, none of the factors was significant in the technical career area. Interpersonal factors however did not significantly predict any career choice. In terms of the differences in the predictive ability, it was found that extrinsic factors predicted the various career choices than intrinsic factors. In essence, extrinsic factors relating to money, work conditions and prestige determine career choices more than intrinsic factors relating to interest and abilities.

The findings of the current study confirm the findings of Adjin (2004) which showed that the factors which influenced career choice among students in Chemu Senior Secondary and Tema Secondary Schools include ability, interest, monetary reward, and prestige. Thus, a combination of intrinsic and extrinsic factors had significant influences on the career choices and aspirations of students. Ngesi (2003) also revealed that financial reasons were very significant in the career choices of students. This was confirmed in the study's findings that extrinsic factors predicted career choices most. Similarly, Richardson (2000) found that most youths chose their careers because of huge salaries and allowances and the nice things associated with a particular job. Puertas, Arósquipa and Gutiérrez (2013) sought to determine which factors influenced a medical student's decision to choose a career in primary care and

found that most of the factors that influenced the career choice of the medical students were extrinsic factors. It can be observed from all the findings that both intrinsic and extrinsic factors are influential in the career choices and aspirations of students even though extrinsic factors may be influential than intrinsic factors.

Sex Difference and Career Choices of Students

Furthermore, the study found no differences in how intrinsic, extrinsic, and interpersonal factors influence students' career choices between male and female students. The findings suggest that gender has no bearing on how intrinsic, extrinsic, and interpersonal factors influence students' career choices. As a result, there were no differences in the factors that influenced male and female students' career choices.

The current study's findings are consistent with those of Edwards and Quinter (2011), who found no gender-related differences in people influencing career choice. Joshua, Terungwa, and Saanyol (2018) looked at the factors that influence students' job choices in the Tarka LGA of Benue State, Nigeria. The researchers discovered no significant differences in profession choices between male and female pupils. The findings' commonalities suggest that gender may not be a factor in students' employment choices.

However, there have been some studies which have found sex or gender difference in career choices of students. For instance, Mutekwe, Modiba and Maphosa (2011) revealed that gender roles in society influenced the choices of students regarding their careers. Denga (2001) also revealed after her study in Nigeria that sex-role stereotypes exist among boys and girls in schools affecting their career aspirations. Kasomo (2007) also revealed that

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many girls end up in careers they have very little information about and may not have the required abilities or interest for. Thus, gender influenced the career choices of students.

From the discussions, it appears that there are inconsistencies regarding gender differences in career choices. This calls for more and further studies in specific contexts relating to career choices and gender.

Age Difference and Career Choices of Students

Finally, the study revealed that there was no age difference in the factors influencing the career choice of students. It can be inferred that age was not an issue of consideration in how intrinsic, extrinsic and interpersonal factors influence the career choices of students. Thus, regardless of the age of students, intrinsic, extrinsic and interpersonal factors influenced the career choices of students in the same way. The findings support the findings of Fabunmi and Adedayo (2017) that there was no significant age difference in the career choices of students. Thus, in terms of how career choices are influenced, age is not a factor. Several researchers have also revealed that there is no significant age difference in terms of how career choices of students are influenced (Lopez & Ann-Yi, 2009; Schmidt et al, 2011).

Some other studies have however found that there is age difference in the career choices of students. For instance, Hellen, Omari and Mong'are (2017) found that age was a significant factor in the career choices of university students in the school of Business and Economics in Kisii University. Whiston and Keller (2004) also indicated that career choices are affected by contextual factors such as age. Since, it appears that there are

inconsistencies among the different findings discussed there is the need for further studies relating to age difference in the career choices of students.

Chapter Summary

This chapter focused on the results and discussion of the study. The study found that intrinsic factors such as intellectual ability, feeling of importance, and opportunity to be original and creative can influence the career choices of students. The study found again that good salary, attractive work conditions and improved social status (prestige) were extrinsic factors that influence the career choices of students.

In addition, relatives, teachers and friends were found to be influential in the career choices of students. Unavailability of jobs, unawareness of jobs and job discrimination were among the problems that affected that career choices of students. Intrinsic and extrinsic factors significantly predicted career choice in health, security and communication rows with education career area being the reference category. The study revealed again that male and female students did not vary in how intrinsic, extrinsic and interpersonal factors influence their career choices. Finally, the study revealed that there was no age difference in the factors influencing the career choice of students.

NOBIS

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the study, key findings, conclusions, and recommendations. It also outlines implications for counselling and suggests areas for further research.

Summary of Study

The purpose of this study was to identify the factors that influence students' aspirations and choice of career in Tema Metropolis. Specifically, the study sought to answer four research questions and test three hypotheses.

Research Questions

- To what extent do intrinsic factors influence the career choices of students in senior high schools in Tema Metropolis?
- 2. To what extent do extrinsic factors influence the career choices of students in senior high schools in Tema Metropolis?
- 3. To what extent do interpersonal factors influence the career choices of students in senior high schools in Tema Metropolis?
- 4. What are the problems that students in senior high schools in Tema Metropolis face in making their career choices?

Hypotheses

The following hypotheses were tested in the study:

- H₀1: Intrinsic, extrinsic and interpersonal factors will not have a statistically significant impact on students' career choices and aspirations.
- H₁1: Intrinsic, extrinsic and interpersonal factors will have a statistically significant impact on students' career choices and aspirations.

- H₀2: There will be no statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspirations of male and female students.
- H₁2: There will be a statistically significant difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspirations of male and female students.
- H₀3: There will be no statistically significant age difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspiration of students.
- H₀3: There will be a statistically significant age difference in the influence of intrinsic, extrinsic and interpersonal factors on the career choice and aspiration of students.

In reviewing related literature, the researcher attempted to explain the core terminologies such as jobs, career, calling and work. The chapter discussed career decision making, career path and development. Theories of career /vocational development such as the trait and factor theory, the Holland typology, and the Donald Super's theory were reviewed. Certain core factors and conditions which influence the individual's career decision making were thoroughly discussed, These included peers and career development, education and career choice, family influence, parents socio-economic background, educational attainment, interest among others. The role of career guidance and counselling for students were also interrogated to provide adequate information to potential job seekers especially students.

The positivist paradigm, quantitative approach and descriptive survey design were chosen for the study. A sample of 313 students was used for the

study. Purposive, proportional and simple random sampling procedures were used in selecting the sample of students from three second cycle schools in the Tema Metropolis. Data were collected using questionnaires. The data collected were analysed descriptively and inferentially.

Major Findings

The study revealed that intrinsic factors such as intellectual ability, feeling of importance, and the opportunity to be original and creative influence the career choices of students.

The study revealed again that good salary, attractive work conditions and improved social status (prestige) were extrinsic factors that influence the career choices of students.

Further, the study further revealed that relatives, teachers and friends were influential in the career choices of students. The influences of relatives and teachers were however higher than that of friends.

The study found again that the career choices and aspirations of students are affected by some problems including unavailability of jobs, unawareness of jobs and job discrimination.

The study also revealed that intrinsic and extrinsic factors significantly predict career choice in health, security and communication career areas. However, none of the factors was significant in the technical career area. Interpersonal factors however did not significantly predict any career choice. In terms of the differences in the predictive ability, it was found that extrinsic factors predicted the various career choices than intrinsic factors.

In addition, the study revealed that male and female students did not vary in how intrinsic, extrinsic and interpersonal factors influence their career

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choices. Finally, the study found that there was no age difference in the factors influencing the career choice of students.

Conclusions

Based on the findings of the study, the following conclusions are drawn. Firstly, it is concluded that the career choices of students can be influenced by several factors. These factors are connected to the personal characteristics of the students, characteristics regarding specific careers and the influence of some significant others.

Secondly, it is concluded that career choice decisions can be difficult mostly because of the lack of job opportunities available to students. When few job opportunities exist, it is likely that students may struggle with career decision making. Finally, it is concluded that regardless of the demographic characteristics of students, career choices are influenced by the same intrinsic, extrinsic and interpersonal factors. From all the conclusions, it was evident that the study confirmed most of the previous literature.

Recommendations

The following recommendations are made based on the findings of the study:

- 1. Teachers and school authorities should through career workshops encourage students to give consideration to their intellectual ability and other abilities as they choose their subjects of study which can lead to specific careers. This is because it was found that interest and intellectual abilities were intrinsic factors that influence career choice of students.
- 2. Teachers should use Parent-Teacher Association (PTA) meetings to educate parents, relatives or guardians to not force their children to

pursue careers that they (parents) want but rather encourage their children to pursue careers that fit their abilities (children). This can help children make the right career choices since parents were among the individuals who could influence the career choice of students.

- 3. Teachers should provide career information to students during their teaching so that students can make the right career choices since teachers were influential in the career choices of students.
- 4. Guidance and counselling coordinators and school administrators should collaborate in organising career workshops that would educate students on the jobs available after school and the requirements for each job. This is because it was found that unawareness of job was among the problems of career choice.

Implications for Counselling

The findings of the study have significant implications for guidance and counselling. Firstly, school guidance and counselling could place more emphasis on career choice issues among students. Guidance and counselling is a broad field with several areas. The major areas are academic, career and personal-social. However, in schools, attention is mostly paid to only the academic lives of students. This can result in neglect for the career choices of students. By laying more emphasis on career guidance, students can be equipped in making the right career choices by considering mainly their abilities.

Secondly, the findings imply that guidance and counselling seek to provide career information to students. Such information can cover the types of jobs available for specific subjects of study as well as the requirements for

specific jobs. Such information can help students make the right career choices.

Further, the findings of the study suggest that guidance and counselling in schools should seek to find out the specific problems of students regarding their career choices and address these problems. This can help make career decision making an easier task for students.

Suggestions for Further Studies

The following suggestions are given for further studies:

- Future research can focus on the specific roles that significant people such as teachers, parents, peers and guidance and counselling coordinators play in the career choices of students. Since the current study found some of these people to be influential in career choice of students, it is imperative to find out the specific roles that they play. This can help enhance the chances that students will make the right career choices.
- 2. Future research can use a larger sample size covering a greater geographical landscape. This can help increase the extent to which the results could be generalised.

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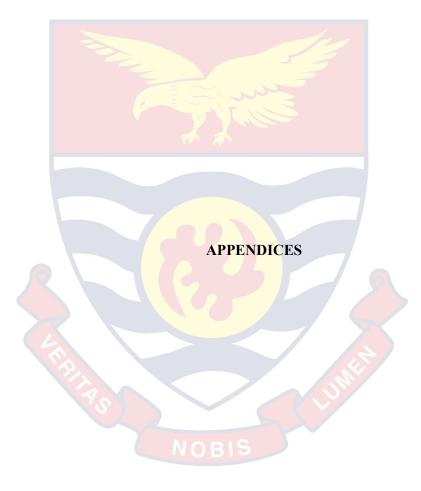
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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This study seeks to understand the factors influencing career choice and aspirations among second cycle students in the Tema Metropolis. The study is for educational purpose and your readiness to respond appropriately will make its outcome beneficial to other students. I wish to assure you that your identity and whatever information you provide will not be disclosed to anyone.

Thank you for your cooperation and assistance.

| Section A: Demographic Data |
|---|
| 1. Sex: Male Female |
| 2. Please tick the age range that applies to you. |
| 14-16 17-19 20 and above |
| 3. What programme are you offering? Please tick. |
| Science (Gen.) General Arts Vocational |
| Home Economics Technical Business |
| 4. Which occupation or profession would you like most to engage in when |
| you complete your education? |

SECTION B:

Read carefully and decide the extent to which the following determine your intended choice of career or occupation. Circle your response for each. Very Great Extent (VGE), Great Extent

| (GE), Moderate Extent (ME), | Low Extent (LE) | . No Extent (NoE) |
|-----------------------------|-----------------|------------------------|
| (GE), Moderate Extent (ME), | LOW LACIT (LL) | , I to Extent (I to E) |

| INTRINSIC FACTO | RS | | | | |
|-------------------------------|----------------------|-----|----|----|-----|
| STATEMENT | VGE | GE | ME | LE | NoE |
| 1. The chance to be original | 5 | 4 | | 2 | 1 |
| and creative influences my | | 3 | | | |
| choice. | | | | | |
| 2. My intellectual ability | 5 | 4 | | 2 | 1 |
| will influence my choice. | | | | | |
| 3. My values and | 5 | 4 | | 2 | 1 |
| aspirations influence my | | | | | |
| choice. | | | | | |
| 4. The feeling of | 5 | 4 | | 2 | 1 |
| importance will influence | | | | | |
| my choice. | | | | | |
| | | | | | |
| EXTRINSIC FACTORS | | | 5 | | |
| 5. Good salary influences | 5 | 4 | | 2 | 1 |
| my choice | | | | | |
| 6. An attractive working | 5 | 4 | | 2 | 1 |
| conditions will influence my | | - 1 | | | |
| choice. | | | | | 1 |
| 7. An opportunity for NO |) B I S ⁵ | 4 | | 2 | 1 |
| education/training influences | | | | | |
| my choice | | | | | |
| 8. Having stable and secure | 5 | 4 | | 2 | 1 |
| future influences my choice. | | | | | |
| 9. Having an improved | 5 | 4 | | 2 | 1 |
| social status influence my | | | | | |
| choice. | | | | | |
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| INTERPERSONAL | | | | |
|--------------------------|---|---|---|---|
| FACTORS | | | | |
| 10. My friends or fellow | 5 | 4 | 2 | 1 |
| students influence my | | | | |
| choice. | | | | |
| 11. Teachers also | 5 | 4 | 2 | 1 |
| influence my choice. | | | | |
| 12. Other relatives | 5 | 4 | 2 | 1 |
| influence my choice | | | | |

SECTION C

To what extent does each of the following problems affect students' choice of career? Very Serious Problem (VSP), Serious Problem (SP), Moderate Problem (MP), Minor Problem (MiP), Not Problem (NP).

| | STAT | EMENT | VSP | SP | MP | MiP | NP |
|---------|-----------|-------------------------|-----|----|----|-----|----|
| | | | | | | | |
| | 1. | Inadequat | 5 | 4 | 3 | 2 | 1 |
| e mark | tetable a | skills. | | | | | |
| | 2. | Job | 5 | 4 | 3 | 2 | 1 |
| discrin | nination | 1 | | | | 5 | |
| | 3. | Unava <mark>ilab</mark> | 5 | 4 | 3 | 2 | 1 |
| | | | | | | | |
| iity of | jobs. | | | | | | |
| 6 | 4. | Unawaren | 5 | 4 | 3 | 2 | 1 |
| ess of | | | C C | | | _ | - |
| | | | | | | | |

APPENDIX B

RELIABILITY OUTPUT

Cronbach's Alpha N of Items .781 16

Reliability Statistics

APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

Tel No: 03321 35203 / 36947 Fax: 03321 36946 E-mail: cceucc@yahoo.com



University Post Office Cape Coast Feb. 3, 2017

Our Ref. No: CoDE/GCP/GA/011

TO WHOM IT MAY CONCERN

Dear Sir/Madam

PERMISSION ON DISSERTATION WORK

The bearer Samuel Okyere is a student on our Mphil Distance Education Programme. He has adopted your Institution for his Research/Dissertation work and needs to collect data from your institution.

The research is for educational purposes only and all responses given are expected to be used for that.

We would be most grateful if your maximum support is given.

Thank you.

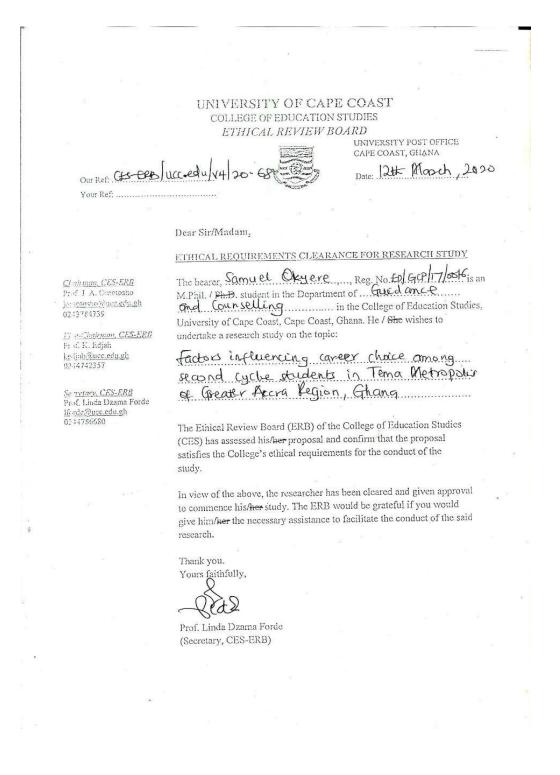
Yours faithfully,

Evans Frimpong-Manso

(GT .Accra Regional Resident Tutor)

APPENDIX D

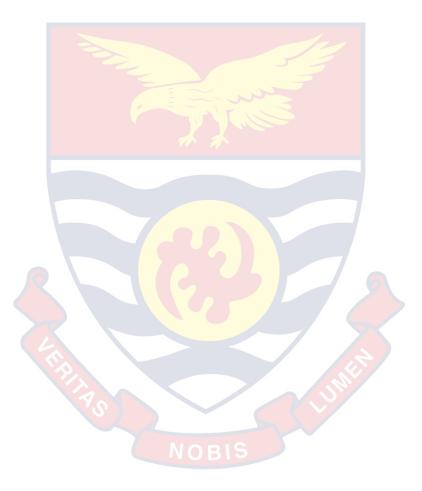
ETHICAL CLEARANCE



APPENDIX E

KMO and Bartlett's Test

| Kaiser-Meyer-Olkin Measure | of Sampling Adequacy. | .790 |
|-------------------------------|-----------------------|----------|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2482.580 |
| | Df | 120 |
| | Sig. | .000 |



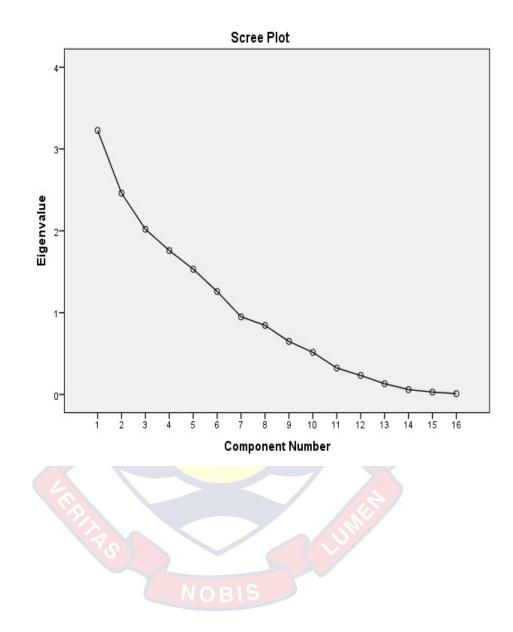
APPENDIX F

| | | | I | olai varia | nce Explain | eu | | | |
|-------|-------|--------------|------------|----------------------------|-------------|------------|--------------|----------|----------|
| | | | | Extraction Sums of Squared | | Rotati | on Sums of S | quared | |
| | In | itial Eigenv | alues | | Loadings | | Loadings | | |
| Compo | | % of | Cumulative | | % of | Cumulative | | % of | Cumulati |
| nent | Total | Variance | % | Total | Variance | % | Total | Variance | ve % |
| 1 | 3.227 | 20.172 | 20.172 | 3.227 | 20.172 | 20.172 | 2.530 | 15.814 | 15.814 |
| 2 | 2.461 | 15.383 | 35.555 | 2.461 | 15.383 | 35.555 | 2.193 | 13.709 | 29.522 |
| 3 | 2.019 | 12.619 | 48.174 | 2.019 | 12.619 | 48.174 | 2.150 | 13.435 | 42.957 |
| 4 | 1.759 | 10.995 | 59.170 | 1.759 | 10.995 | 59.170 | 2.045 | 12.782 | 55.739 |
| 5 | 1.531 | 9.566 | 68.736 | 1.531 | 9.566 | 68.736 | 1.819 | 11.370 | 67.109 |
| 6 | 1.259 | 7.866 | 76.602 | 1.259 | 7.866 | 76.602 | 1.519 | 9.493 | 76.602 |
| 7 | .948 | 5.928 | 82.530 | | | | | | |
| 8 | .845 | 5.279 | 87.808 | | | | | | |
| 9 | .648 | 4.050 | 91.858 | | | | | | |
| 10 | .515 | 3.222 | 95.080 | | | | | | |
| 11 | .323 | 2.020 | 97.099 | | | | | | |
| 12 | .233 | 1.454 | 98.553 | | | | | | |
| 13 | .132 | .824 | 99.377 | | | | | | |
| 14 | .060 | .374 | 99.751 | | | | | | |
| 15 | .030 | .186 | 99.938 | | | | | | |
| 16 | .010 | .062 | 100.000 | | | | | | |

Total Variance Explained

Extraction Method: Principal Component Analysis.

APPENDIX G



| | Rotat | ed Component | t Matrix ^a | | | |
|-----|-----------|--------------|-----------------------|------|--|--|
| | Component | | | | | |
| | 1 2 3 4 | | | | | |
| B4 | .833 | | | | | |
| B7 | .775 | 382 | | | | |
| B3 | .824 | | 337 | | | |
| B1 | .845 | | | .815 | | |
| B2 | .530 | 332 | 537 | | | |
| C4 | .328 | .320 | | | | |
| C3 | | .666 | | | | |
| C1 | .540 | 659 | | .309 | | |
| C2 | | 639 | | | | |
| B10 | | | 635 | 625 | | |
| B11 | 435 | | 700 | .334 | | |
| B8 | | | 346 | 552 | | |
| B12 | | | .438 | .423 | | |
| B5 | .352 | .304 | | .732 | | |
| B6 | .499 | .611 | | .631 | | |
| B9 | | | | .442 | | |

APPENDIX H

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

APPENDIX I

FACTOR LOADINGS AND LABELLINGS

| Factor 1 – Personal Factors |
|--|
| B4 – The feeling of importance influences my choice of career |
| B7 – Opportunity to further my education influences my choice of career |
| B1 – The chance to be original and creative influences my choice of career |
| **B2 – My intellectual ability influences my choice of career |
| B3 – My values and aspirations influence my choice of career |
| *C4 – Unawareness of job |

| Factor 2 – Challenges |
|-----------------------------------|
| C1 – Inadequate marketable skills |
| |
| C2 – Job discrimination |
| C3 – Unavailability of jobs |
| **C4 – Unawareness of job |
| I MAL |

| Factor 3 – People related Factors |
|---|
| B10 – My friends or fellow students influence my choice of career |
| B11 – Teachers influence my choice of career |
| B12 – Other relatives influence my choice of career |
| *B2 – My intellectual ability influences my choice of career |

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| Factor 4 – Job-related Factors |
|--|
| |
| B9 – Improved social status influence my choice of career |
| |
| B6 – Attractive working conditions influence my choice of career |
| |
| B5 – Good salary influences my choice of career |
| |
| B8 – Stable and secure future influence my choice of career |
| |
| |

Note:

* = Item was moved to a second highest factor loading

**= Item was added to the factor even though it was not the original highest

loading



APPENDIX J

FINAL INSTRUMENT AFTER FACTOR ANALYSIS

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This study seeks to understand the factors influencing career choice and aspirations among second cycle students in the Tema Metropolis. The study is for educational purpose and your readiness to respond appropriately will make its outcome beneficial to other students. I wish to assure you that your identity and whatever information you provide will not be disclosed to anyone.

Thank you for your cooperation and assistance.

Section A: Demographic Data

| 1. Sex: Male | Female | | | | | |
|--|----------------------------|-----------------------|--|--|--|--|
| 2. Please tick the age range | that applies to you. | | | | | |
| 14-16 17-19 | 20 and above | | | | | |
| 3. What programme are you offering? Please tick. | | | | | | |
| Science (Gen.) | General Arts | Vocational | | | | |
| Home Economics | Technical | Business | | | | |
| 4. Which occupation or pr | ofession would you like mo | ost to engage in when | | | | |
| you complete your education | n? | | | | | |

SECTION B:

Read carefully and decide the extent to which the following determine your intended choice of career or occupation. Circle your response for each. Very Great Extent (VGE), Great Extent

| (GE), Moderate Extent | (ME). Low Extent (| (LE). No Extent (NoE) |
|------------------------|--------------------|-----------------------|
| (GE), Miouerate Extent | | |

| PERSONAL FACTO | RS | | | | |
|--|-----|----|-----------|----|-----|
| STATEMENT | VGE | GE | ME | LE | NoE |
| The chance to be original and creative influences my choice. | | | | | |
| My intellectual ability will influence my choice. | 3 | 2 | | | |
| My values and aspirations influence my choice. | | | | | |
| The feeling of importance will influence my choice. | | | | | |
| An opportunity for further education/training influences my choice | | | | | |
| JOB-RELATED FACTORS | | | 7 | | |
| Good salary influences my choice | 5 | | \langle | | |
| An attractive working conditions will influence my choice. | | | | | |
| Having stable and secure future influences my choice. | | N | J.W. | | |
| Having an improved social status influence my choice. | DIS | 32 | | | |
| PEOPLE- RELAATED FACTORS | | | | | |
| My friends or fellow students influence my choice. | | | | | |
| Teachers also influence my choice. | | | | | |
| Other relatives influence my choice | | | | | |

SECTION C

To what extent does each of the following problems affect students' choice of career? Very Serious Problem (VSP), Serious Problem (SP), Moderate Problem (MP), Minor Problem (MiP), Not Problem (NP).

| STATEMENT | VSP | SP | MP | MiP | NP |
|-------------------------------|-----|----|----|-----|----|
| Inadequate marketable skills. | | | | | |
| Job discrimination | | | | | |
| Unavailability of jobs. | | | | | |
| Unawareness of jobs. | | | | | |

