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Assessor's Insight into Determinants of Career Choice Among Senior High School Students in Ghana

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Abstract

Having a reputable career is the dream of every young person. This dream can come true via the right choice of career. However, in Ghana, less research are done into what actually influence the career choice of people especially the youth. This has become necessary in the recent problem of youth unemployment and the new phenomenon of graduate unemployment in Ghana. In Ghanaian educational system, the choice of one's career starts from the Senior High School where one has to choose courses and/or programmes that directs one's career path. Thus, a quantitative approach was under taken with a population of 322 students to find out how SHS students plan their career to choose a desired career and the influencing factors of career choice among SHS students in Ghana. The findings showed that students plan their career well to ensure the choice of a desired career. In the process, student undergo self assessment and assess what they want to do in life, choose relevant courses and schools that will help them reach their career destination. Furthermore, student career choice was influenced by factors such as academic standards, personal ambitions in life, the ease of getting jog after their training, level of job security.

Keyword: Senior High School' Influencing Factors' Career Choice, Self Assessment, Personal Ambition.

INTRODUCTION

Career decision making is of critical importance as every student needs to choose his or her area of professional specialization when he applies for college or university (Mohd, Salleh and Mustahpa, 2010). Career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. Lack of necessary information about technical fields or the world of work affect career decision making. Knowledge in career would help the student to be focused and clear about his or her career choice (Mohd, et. al., 2010).

Today, career choices are frequently difficult because of the many available careers, the staggering array of jobs, the continual changes in the economy and job market , the great potential for making mistakes, and the misery that is likely to happen when people get into the wrong work (Collins, 2007). Therefore, giving students in Senior High School (SHS) the skills and knowledge to realistically plan for their future in the world of work is a primary goal of education.- Career decision-making, choice and development which are usually influenced by factors that determine the choice of career are vitally important for today's youth, who are more than ever motivated but directionless (Schneider & Stevenson, 1999).

Taylor and Buku, (2006) have commented that effort to guide students to choose and prepare in trades they are studying so as to be economically productive dates back to 1885 when George Merill started the first systematic work in guidance in the USA. Zunker (2002), reports that career choice is relevant in the life of the individual because it has the potency to affect the whole life of the individual. Due to this, Jesse B. Davis, the principal of the Central High School in

Detroit, USA, required his 7th grade students to write a weekly report on occupational interest that would influence their choice of career for their English class so that they could be helped in order not to make mistakes that would affect their lives (Zunker, 2002). In his book 'Choosing a Vocation', published in 1909, Frank Parson provided a conceptual framework for helping an individual to select a career. This framework is used by vocational and/or career counsellors in assisting people to choose their career, an indication that helping people to make appropriate career choice is something that has been there in Europe and the USA since the days of the career education movement (Zunker, 2002). The industrial revolution in Europe and the technological breakthrough in Russia in the 1957 which led to the launch of the Sputnik 1 forced many Western Countries, to take a new look at vocational guidance in schools (Taylor and Buku, 2006).

In Africa, available literature shows that formal vocational guidance was given to final year students in Nigeria in 1957 (Makinde,1983 cited in Taylor and Buku, 2006). A study in career choice in Ethiopia by Stebleton (2007), indicated that the student had an internal locus of control and believes that there are numerous external factors which influence their career choice. According to Onyamo and Amoth (2008), studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers and career counsellors play a major role in the career choice of students.

Asante (2010) was of the view that determinants of career preference and decision making of technical education students in Accra, was that 62% of students who choose technical education and select a career in that field have family influence being the major factor that influence their decision and choice. Asante (2010) went further to state that the determining factors includes personal interest, job opportunities, income and the school guidance department.

Young people all over the world have high ambitions, expecting to be highly educated and have professional careers, yet research has shown that many do not develop coherent plans that will help them choose a befitting career that matches their abilities, values, and the opportunities available for achieving this goals (Schneider & Stevenson, 1999). Career choices are influenced and are determined by one factor or multiples of factors. According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. Bandura, Barbaranelli, Caprara, & Pastorelli, (2001) provides a thoughtful scenario that each individual going through career decision process is confronted with choice making and is influenced by several factors including the context or environment in which they live, their personal aptitudes, social contacts and educational attainment as well as the individual's self efficacy. Career choices is influenced by parental form and from intrinsic or extrinsic or both (Hewitt, 2010). Taylor and Buku (2006), gave their version as intellectual ability, aptitudes, influence of schooling, family, personality, self-concept, sex difference, values, prestige, remuneration, risk factors, security, satisfaction, needs and interest (Taylor and Buku 2006).

The Genesis to career choice according to Taylor and Buku (2006) in the Ghanaian educational reforms for SHS students require that students choose the programme they will offer at the SHS when they are in the final year of the Junior High School. The career most students choose usually begins from the programme of study they opt for and pursue upon entry into the SHS. These programmes determine to a large extent, which courses he/she can pursue in the University or other higher institutions of learning as well as where ones future career destination will be.

Students are therefore challenged as to which courses their SHS programme will enable them pursue, especially in the University and where such courses will lead them to in terms of career opportunities since students childhood careers are influence by their childhood career fantasies,

instincts and friends but may not consider those determinants of career choice as Kerka (2000), Bandura, Barbaranelli, Caprara and Pastorelli, (2001), Taylor and Buku, (2006), Wattles, (2009) and Hewitt (2010), have mentioned. Students do not get enough career guidance that influence the taking of wise and reasonable career decision concerning their future career.

In their bid to choose a reputable career it is required that students acquire advanced learning skills and self management competencies at school so as to develop their own career and in learning throughout their lifetime (Gysbers & Henderson, 2005; Jarvis & Keeley, 2003). Although academic and technical qualifications open doors for employment, career competencies and lifelong learning skills (intellectual ability) largely determine selection, success and advancement in individual careers (Krumboltz & Worthington, 1999; Worthington & Juntunen, 1997). These competencies or skills should be taught in schools, since many students leave education without the necessary skills to succeed in the adult work world (e.g., Jarvis Keeley, 2003; Zinser, 2003). Schools are thus seen as 'career centres' in which students are able to acquire career competencies, such as being able to reflect on personal ambitions and motives, and to undertake actions and initiatives to direct their own career choice and development by critically evaluating those factors that determine their choice of career (Geurts, 2003; Kuijpers & Meijers, 2009). It is based on this that the role of the counsellor becomes imperative. The school counsellor's role in career guidance and/or counselling as well as academic counselling can provide students with the obligatory tools to set career goals, and give them an understanding of the education and skills they need to choose a career that meet their life goals, stay in it, grow and develop in it.

The SHS students in the Agona municipality due to lack of or inadequate career counselling, see themselves as becoming taxi drivers, store/shop or filling station attendants. Majority of the boys who should have been in post-secondary institution, engage in cyber fraud popularly known as "Sakawa" and other indecent life styles and activities which are not influenced by school activities. Whether they were given enough counselling as to the career they enter after mind bogging experience that they do, do not match their ability, personal values, interest, satisfaction and others.

The study therefore is to explore determination factors that influence SHS students in Ghana especially those in the Agona West Municipality make desired career choices at school.

OBJECTIVES OF THE STUDY

To find out...

1. how SHS students in the Agona West Municipality plan their career to choose a desired career.
2. the influencing factors of career choice amon SHS students in the Agona West municipality

Research Questions

The study sought answers to the following questions:

1. How do SHS students in the Agona West Municipality plan their career so as to make the desired choice?

2. What are the determinants of career choice among SHS students in the Agona West Municipality ?

Hypothesis

H$_1$. There is no significant relationship between planning one's career and the choice of a desired career among students in the Agona West Municipality.

H$_2$. There is no significant influence between how students in the Agona West Municipality plan their career and making the desired choice of career.

THEORETICAL FRAMEWORK

Theories of Career Development

Renowned scholars like Holland's(1987) personality type theory posit that people fit into one of six personality types namely; realistic, investigative, artistic, social, enterprising, and conventional (RIASEC). Holland (1987) further argued that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will give them the opportunity to use their skills and abilities, while taking on enjoyable problems and roles. Frank Parsons on the other developed the Trait-Factor Theory of Career Development. According to the theory, choosing an occupation involves studying the individual's inherent traits (aptitudes, attitudes, abilities, interests, values, and personality) which are measured through assessment instruments, inventories and techniques; surveying the occupation with its requirements, opportunities for future progress and development etc. and matching an individual with specific requirement of the job or occupation so that their needs will be met and their job performance will be satisfactory and subsequently solving the career search problem (Brown, 1990; Zunker1994). An ideal career choice, according to Parsons is based on matching personal traits, such as abilities, resources, personality, with job factors like wages, environment and so on to create vocational success (Numale, 2009). When the profile of a person is matched with the profile of an occupation, the degree of fit between the person and the occupation can be seen and a career choice is made.

Super (1967, 1976) propounded a career self-concept theory which emphasis that individual's self-concept plays a central role in his or her career choice. Super believes that it is during adolescence that individuals first construct a career self-concept. Super talks of crystallization phase when the adolescents develop ideas about work that mesh with their already existing global self-concept. Next is the specification phase. This is when the adolescents narrow down their choices and initiate behaviour that enables them to enter some type of career. The implementation phase is when the adults complete their education or training and enter the world of work. The stabilization phase is when a specific, appropriate career is made and finally when the individuals seek to advance their careers and to reach higher status positions. This phase is called consolidation. For Super, a time perspective was always centrally important to the career development process: "It has always seemed important to maintain three time perspectives: the past, from which one has come; the present, in which one currently functions; and the future, toward which one is moving. All three are of indisputable importance, for the past shapes the present and the present is the basis for the future. But if I were forced to declare a preference in orientation to time, it would be for the future - even after more than fifty years of work experience "(Super, 1990, p197). Adopting Holland and Super's argument on career choice, the theory focuses on seeing how these theories can shape the career choice of SHS Students.

METHODOLOGY

Research design

The present study adopted descriptive survey design. Sample size of 322 students were selected

from all the final year SHS students in the four (4) SHS's selected in the Agona West Municipality. These cohort of students has had workshops organized by counsellor on the need to select career choice that led them to decide on what programme to select when they enter the university.

In selecting the sample size for the study, proportional stratified sampling technique was used. Proportional stratified sampling was used for the selection of students because there were four different schools with unequal population and each school had to be equally represented. The selection is as found in Table 1.

Table 1 : Sample Selected from each School

Schools	Accessible Population	Sample
School A	1,053	166
School B	611	96
School C	78	13
School D	300	47
TOTAL	**2,042**	**322**

Source: Fieldwork Data (2013)

RESULTS/ FINDINGS

Table 2: Analysis of Bio-Data

Schools	Ages(years)			Sex		Totals
	15-17	18-20	21-23	F	M	
School A	60(36.1%)	90(54.2%)	16(9.6%)	60(36.1%)	106(63.9%)	166
School B	(16.7%)	70(72.9%)	10(10.4%)	36(37.5%)	60(62.5%)	96
School C	3(23.1%)	8(61.5%)	2(15.4%)	5(38.5%)	8(61.5%)	13
School D	12(25.5%)	30(63.8%)	5(10.6%)	15(39.9%)	32(60.1%)	47
TOTAL	**145**	**198**	**33**	**106**	**200**	**322**

Source: Fieldwork data 2014

From Table 1, the Bio-data analysis indicates that majority of the students in all the schools were between the ages on 18-20; 90(54.2%), 70(72.9%), 8(61.5%) and 30(63.8%) were respectively in schools A, B, C, and D. Again, all the schools had more males that the females; 106(63.9%), 60(62.5%), 8(61.5%) and 32(60.1%) male female respectively for all the schools. The sex, male:female ratio was about 2:1.

Most of the participants were found between the ages of adolescents showing that the SHS schools had more adolescents as students and needed better guidance to make responsible career choices as pointed out by Zunker (2010).

Analysis of Research Questions

Research Question 1: How do SHS students in the Agona West Municipality plan their career so as to make the desired choice?

Planning career to make desired choice

To find out how students plan their career in order to make a desired career choice, students were asked to indicate their agreement or otherwise on a number of items on how careers are

planned. It was clear that respondents planned their careers taking most of the indicators into consideration. This is presented in the Table 3.

Table 3 : The means and standard deviations of Issues students consider during Career planning

Issues students consider During career planning	Mean	Standard Deviation
Self assessment	4.46	.900
Life assessment	4.43	. 695
Identify steps to take to reach career destination	4.38	.673
Identify career options	4.38	.773
Choosing relevant subjects and schools	4.38	.946
Explored the career options avail-able	4.36	.697
Childhood dream job	4.09	1.245
Sought for career information	3.95	1.125
Mean of means	**34.43**	**7.126**

Source: Data from the field, 2014

The research question 1 sought to ascertain what students take into consideration in the process of planning their career in order to choose a desired career in which they would engage themselves the rest of the working life. Table 3 shows the mean, standard deviation and the interpretation of the responses of the various indicators that are considered in career planning. From the table students in their bid to choose their career do rate the indicators in order of importance. The respondents strongly agreed that the highly rated factors they consider when planning their career were self assessment (Mean=4.46; sd=.900) and life assessment of what one wants to achieve in life (mean=4.43; sd=.695). In identifying the steps to take to reach career destination, the students provided this (Mean= 4.38;sd=.673), identifying career options available (Mean=4.38; sd=.773), and choosing relevant subjects and schools that are relevant to a particular career option (Mean=4.38; sd=.946) as well as exploring the careers that are available to them (Mean=4.36: sd=.769) include the issues students consider when planning their career (refer to sub section 3.10.1 of chapter three for the interpretation of mean and the standard deviation).

The responses further indicate that among the issues students strongly agree that they consider in planning their career is their childhood dream of work. This is exhibited by the Mean of 4.09 and SD of 1.245. The respondents also agreed that they consider seeking of career information with a Mean of 3.95 and SD of 1.125 in their career planning .

It is an established fact that any choice one makes is preceded by thoughtful decision making which in turn is preceded by a careful planning taking into consideration the necessary indicators. This presupposes that students need to carefully plan their career so as to make a wise and an informed decision to reduce the mistake of choosing the wrong career which is not only at variance with their personalities but far away of their interest. This means that students need to carefully plan their career so as to make wise and informed decision to reduce the mistake of choosing a wrong career that is not only at variance with their personalities but may also lead to reduction of production due to the absence of job satisfaction.

The responses confirm that students thoughtfully and carefully plan their career by following the

laid down process of career planning to a greater extent. This confirms Witko, Barns, Magnusson and Bardick (2005) study in Australia which revealed that it is prudent to have a laid down process to assist Senior High Students in planning their careers. However, the responses show that seeking for career information, a very important aspect of career planning was not seen as such and thus ranked last with (mean=3.95; and sd=1.125) even though according to the interpretation, respondents agreed to it , hence contradicting the findings of Witko et. al. (2005) which state that Senior High Students can have effective plan for their careers when they have the needed information from the right sources. This information, in the opinion of Critis and Savickas (1995) and Pinkney and Bozik (1994) is very much required to make decision such as self-appraisal, goal selection, planning and problem solving.

It is important to note that, apart from the findings of the current study confirming the results of other research works as indicated above, it also conforms to the underpinning principles of the Trait-and-Factor theory of career choice. According to the theory, choosing an occupation involves the individual undertaking personal analysis of him/herself, job analysis and then match the individual with the compatible job. Students in the bid to plan their career, according to the results of the study, undertake self assessment (personal analysis), explore the career options available (job analysis) before they finally match their traits with the compatible job or career. It can be deduced from the results of the study that the theory is applicable in the real life situation as far as this study is concerned.

Research Question 2. What are the determinants of career choice among SHS students in the Agona West Municipality ?

Factors Influencing Career Choice

The method of analyzing the mean and standard deviation as explained in the methodology was used. Table 3 presents the results.

Table 4: The means and standard deviations of factors that influence Career Choice		
Career Choice Factors	**Mean**	**Standard dev.**
Academic standards	4.47	.817
Personal ambition	4.39	.897
Job satisfaction	4.37	.852
Personal interest	4.24	1.069
Subject performance	4.09	1.124
Ease of getting a job	4.02	1.157
Level of job security	4.00	1.082
Significant person	3.84	1.225
Personal characteristics	3.78	1.356
Remuneration	3.77	1.252
Self employment	3.74	1.266
Gender roles	3.20	1.350
Parent's influence	2.69	1.368
Family line of work	2.36	1.248
Religion	2.18	1.189
Peer influence	2.13	1.140
Mean of Means	53.49	18.392

Source: Data from the field, 2014

Table 4 shows the mean and standard deviation of the various factor(s). The results from the table revealed respondents strongly agreeing to the fact that Academic standards (Mean=4.47; sd= .817), Personal ambition (Mean=4.39; sd=.897), Job satisfaction (Mean=4.37; sd= .852),

Personal interest (Mean=4.24; sd=1.069), Subject performance (Mean=4.09; sd 1.124), the Ease of getting a job (Mean=4.02; sd=1.157) and level of job security with a Mean=4.00 and sd =1.082, respectively highly influenced their choice of career .

The above analysis implies that a person's intellectual ability that leads to high academic standard, personal ambition in life, his or her interest, the subjects they perform well in school, the ease with which he or she will get a job after training in that career area as well as how secure one will be on the job after employment inform the choice of career among SHS students in the Agona West Municipality. These results are in agreement with that of Witko et. al. (2011) in their study conducted in Kenya, and reported that factors such as those respondents strongly agreed to, influence career choice of students in high school. The results also confirm Perrone , Sedlacek and Alexander (2001) study who reported that interest provides the main motive or influence for students' career choice. Myburgh (2005), reported that availability of employment as the most influential factor in students' career choices in the era of unavailability of jobs. Dlamini, Ngenya and Dlamini (2004) and Stebleton (2007) also reported economic reasons such as financial status of the individual as the main motives for students' career choice.

The results also agree with and are similar to those of Dlamini et. al., (2004), Myburgh (2005), Rodrigo, Morgan, Winning, Thomson, Marshal, Gotjamanos and Wendell (2005), and Khami et. al., (2008) who specifically made mention of intellectual challenges or abilities, performance in school and educational reasons respectively as influential in students career choices, all of which fall under learning experiences. The influence of learning experience may be due to the fact that it is in schools that students learn about and explore various careers before they make their career choices and choose subject combinations that eventually lead to their career choices. It is also through their learning experiences while in school that those students decide on what they would want to pursue in future in relation to their careers. These similarities confirm that when students make career choice their decisions are much influenced by what a particular career is likely to give in return.

The responses as displayed in Table 4 show that respondents agreed that Significant person (Mean= 3.84; sd= 1.225), Personal characteristics (Mean= 3.78; sd=1.356), Remuneration (Mean=3.77; sd=1.252) Self employment (Mean=3.74; sd= 1.266) and Gender roles (Mean=3.20; sd=1.350), influence and have a positive impact on the career choice of SHS students. The results show some semblance and therefore, confirm results of some studies in the literature. It shares some similarity with Perrone et. al., (2001) who reported in their findings that anticipated earnings are the most influential factors for males while females were mostly influenced by prestigious positions even though this study did not present remuneration as one of the most influential factors of career choice. Witko et. al. (2011) reported that self employment, prestige associated with the profession, job security accounted for close to 60% of the respondents responding in the affirmative that their career choice was influenced by these factors.

The results of the study show some characteristics of the Trait-and-Factor theory. The theory holds that an ideal career choice is based on matching personal traits such as abilities, resources, personality and many others with job factors like wages, opportunities for future development, prestige, job security, environment and so on to create vocational success. This points to the fact that the theory does not deviate from reality in relation to this study.

Concerning gender influence as career choice factor, this study is similar to that of Witko et. al. (2011) in Kenya whose respondents as in the case of this study were final year form four students. The study showed that most students who took part in the study were not influenced by gender. However a few of the students still consider their gender when making their choices. These results differ from those of Hall (2010) who reports that individual's career choices are

influenced by gender. This difference in the research findings could be as a result of the fact that Hall (2010) based his research on respondents who are already in the job market while this study is based on final year senior secondary school students. These findings demonstrate that there are other factors that influence students' career choices rather than gender.

Table 4 further reports that respondents were not certain as to whether Parent's influence with a Mean of 2.69 and a standard deviation of 1.368, influenced their career choice. Students in the Agona West Municipality were not sure of Family line of work reporting a Mean of 2.36 and a standard deviation of 1.248, one's faith or religion declaring a Mean of 2.18 and a standard deviation of 1.189, Peer influence recording a Mean of 2.13 and a standard deviation of 1.140 respectively influenced their choice of career . Witko et. al. (2011) report that religious beliefs and values as well as religious teachings were among the factors that influence students' career choice but at a lower rate as is the case of this study.

Peer influence or pressure was also indicated as a factor that influenced career choice and this concurs with Arudo (2008). These results according to Witko et. al.

(2011) may be as a result of overloaded curriculum, overworked teachers who do not have time to advice students and parents spending relatively lesser time with their children. This leaves the students in the hands of their fellow peers to offer the necessary guidance.

It can be concluded therefore, that SHS students in the Agona West Municipality, as in other places as the literature has proven, do choose their career taking into consideration factors such as personal ambitions or preference in life, academic standards, and personal characteristics. Example age, sex, strength etc., personal interest, parental influence, peer group influence, the dominant occupation in the community, significant person from the society, job security in the career area, job satisfaction, the prestige associated with the career area or profession, the remuneration or huge pay, self employment opportunities, the ease of getting Job after school, gender influence, following the family line of work, religion, the subject area one performed better in School, all influence career decision.

Analysis of Hypothesis

Hypothesis1: There is no correlation between the planning of career of one's career and the choice of a desired career among the students in the Agona West Municipality.

The purpose of this research hypothesis was to find out whether there is no relationship between student's career planning and the choice of a desired career. The relationship between career planning and career choice was established by computing Spearman's *P* correlation to determine if there was any significant relationship. The statistical analysis is presented in Table 4.

Table 5: Spearman's rho Correlation of career planning and career choice among SHS student

Categories		Career choice	Planning career
Planning career	Correlation Coefficient	.209**	1.000
	Sig. (2-tailed)	.000	-
	N	322	322
Career choice	Correlation Coefficient	1.000	.209**
	Sig. (2-tailed)	.000	-
	N	322	322

Source: Data from the field, 2013   **. Correlation is significant at the 0.01 level (2-tailed).

The hypothesis that there is no relationship between the planning of career of students'

and choosing the desired career was statistically tested using the Spearman's Rank Order Correlation. From the table, it can be seen that there is a positive correlation between the variables; the results also show that there was significant relationship (r_s = 0.209, sig. 0.000, **p**<0.05). The result implies that there is a direct relationship between student's career planning and their career choice. In other words, when students plan their career well, they are more likely to choose their desired career. This results is in line with Novakovic and Fouad (2012) study of background, personal and environmental influence on career planning, of adolescent girls who posited that career planning involving background and personal variables significantly influence career choice (gender traditionality career choice). Further, the result corroborates Hirschi and Läge's (2007) that career planning and career choice are closely correlated and connected.

The results suggest that since career planning can lead to choosing one's desired career, it would be good for school counsellors, parents, heads of schools and all stake holders in education to put their hands on deck to help students plan their career well so as to make the desired career choice. This is because if students choose the right career that is congruent to their personalities or characteristics, enter, grow and develop in it, it will help reduce youth unemployment and other social vices among the youth.

Hypothesis 2 : There is no significant influence of career planning on the choice of student's career

Regression analysis using the forced entry method was performed using SPSS to assess the relative contribution of career planning and the role of the counsellor in prediction the extent to which students make career choice. Table 5 presents the finding.

Table 6: The Forced Entry Regression of Career Choice on Career Planning and the Role of the Counsellor

Variables	B	Beta(β)	R	R²	t	Sig(t)
Step 1 Constant	39.612				10.046	.000
Career planning	.569	.293			5.298	.000
Role of counsellor	.097	.100			1.801	.073
			.34	.11		

Source: Data from the field, 2013

Table 6 displays unstandardized (b) and standardized (beta-β) regression coefficients (R), adjusted R2 and the value of t and its associated p-value for each variable entered into the equation. Generally, though both career planning and the role of the counsellor are not good predictors of career choice, however, between the two, career planning is a better predictor of career choice as compared to the role of the counsellor. The statistical evidence as found in Table 5 where career planning is presented (beta = .293, t = 5.298, p<0.001) and the role of the counsellor presented (beta=.100, t=1.801, p>0.001). Here, the contribution of the role of the counsellor to the variance of career choice was not statistically significant at the 0.05 level.

Career planning and the role of the counsellor explained 11% of the variance in career choice (adjusted R^2=.11)**.** That is how career planning and the role of the counsellor bring out the differences in career choice. This would suggest that the present regression model is not a good predictor of career choice among SHS students in the Agona West Municipality.

Following from the analysis as presented in Table 6, it can be argued that the role of the counsellor does not influence career choice (p=.073>0.001). From the pictorial analysis of Table 6, it is quite clear that the students' choice of career were not mainly influenced by career planning and the role of the counsellor. It is important to note that the indication that career choice is not mainly

influenced by career planning and the role of the counsellor does not defy the earlier assertion that career planning is a better prediction of career choice than the role of the counsellor. This is because though career planning could explain only 11% of the variance of the career choice it was still significant (p=.000<0.001) whereas the role of the counsellor which could explain only 11% of the variance of career choice but was statistically not significant at p=.073>0.001. It can therefore be argued that since the adjusted R (R^2) could contribute up to only 11%, there may be other factors that could potentially explain the remaining 89% of the variance of the career choice among SHS students in the Agona West Municipality.

This finding seems to agree with the studies conducted by Novakovic and Fouad (2012) which posit that background, personal and environmental factors have influence on career planning of adolescent girls. Furthermore, Novakovic and Fouad (2012) thought that career planning via background and personal variables significantly influence career choice (gender, traditionality, career choice). Hirschi and Läge 's(2007) study confirm this study when they stated that career planning closely correlates and connects with career choice. However, the study of Watters (2010) pointed out that the role of the teacher (counsellor) that sustains the interest of the student right from the early years in school is a strong predictor of the student's career choice. This seems to contradict the findings of the present study. The reason for the contradiction may be that the counsellors in Watters' study as against those in the present study, were well resourced, consulted the parents of the students, did fellow ups and as such had some degree of influence on the children with regards to their choice of career.

CONCLUSION

Careful, thoughtful, effective and efficient planning is important in every endeavour in the world including one's career. Thus, for students to succeed in choosing a career, it behoves on them to carefully plan it. This is because the career one chooses affect their total life including one's income, standard of living, social status and contacts, emotional health and feeling of self-worth. It would also affect one's use of time, general satisfaction with life, and spiritual well-being. As a result the planning should be done by following carefully the career planning process. Students do plan their career by consulting all relevant persons including the counsellor. They do also explore the various careers and choose schools and courses or programme that can help them to reach their career goal.

Students choose their careers under the influence of certain factors that are ideal to their occupational lives. This is because making wrong decision to choose wrong career would not only affect one's psychology but productivity as well. If students in Agona West Municipality choose career that is congruent with their personality, interest, life goals; careers that are realistic, it could help reduce the number of those who join the "sakawa band". Also, students should consider how much they can contribute to the growth of society and the development of the country in addition to their personal development and well-being. It is therefore recommended that counsellors need to provide effective conducive environment to support students make well informed choices. Further, the counsellors..... have to undergo rigorous training to equip them with the necessary skills in such a way that their quality can be judged based on what they stood for.

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