

Research Article**DETERMINANTS OF CAREER CHOICE AMONG FINAL YEAR STUDENTS OF UNIVERSITY OF EDUCATION, WINNEBA****^{1,*} Alfred Alunga Anovunga, ² John N-yelbi and ³ Valerius Azuure Sandow**^{1,2}Department of Counselling Psychology, Faculty of Applied Behavioural Sciences in Education, University of Education, Winneba, Post Office Box 25, Winneba, West Africa, Ghana³Department of Education, St. John Bosco's College of Education, Post Office Box 11, NavrongoReceived 12th February 2024; Accepted 20th March 2024; Published online 30th April 2024

Abstract

In recent times, choosing a career is an extremely difficult task due to changing interest and self-knowledge. Choosing a career that is in line with one's interest and self-knowledge are crucial in ensuring effectiveness, efficiency and productivity. The purpose of this study was to investigate the determinants of career choice among final year students of University of Education, Winneba. The study was guided by the following research objectives: To find out the extent to which interest influence career choice of final year students and to find out which ways self-knowledge influence career choice of final year students. A quantitative approach underpinned by a descriptive survey design was used. Population comprised of all final year undergraduate students of University of Education, Winneba. Stratified and proportionate random sampling techniques were employed to select a sample size of 357 for the study. Mean, standard deviation, frequencies and percentages were used in analysing the data. The findings revealed that lack of interest as well as self-knowledge negatively influenced career choice. It was recommended that parents should be encouraged by counsellors, the school authority, government and the mass media to positively guide their children with a view to making realistic career choices based on their interest. Also, Ghana Education Service should post school counsellors to all schools to provide functional career counselling services to students to enable them develop self-knowledge and appropriately with their careers.

Keywords: Career, Determinants, Self-knowledge, and Interest.

INTRODUCTION

As young people navigate the challenges of this world, choosing a career becomes indispensable. The choice of one's career is greatly influenced by a myriad of factors, including interest and self-knowledge. Many students complete their tertiary education and, in some cases, graduate school without having a clear idea of the job route they intend to take. A student's choice of career is mostly influenced by family, scholastic aptitude and ability, passion, peer pressure, pay, childhood dreams, and prior experiences, which are a few of the variables that impact this choice (Hewitt, 2010). One of the most significant decisions students will make while deciding on their future plans is their career. Their lives will be impacted by this choice. What the student wants to accomplish with their life-long career will be central to who they are as a person (Afful, 2019). Therefore, picking a career that fits is crucial for the individual. The choice might have an impact on the person's whole life, effectiveness, efficiency, and productivity, which makes it extremely important. Making the right decision will ensure a certain degree of professional success or fulfillment (National Career Development Association, 2003). On the other hand, if the reverse occurs, people will not be satisfied with their career, which would have a detrimental effect on their entire life (Afful, 2019). These circumstances are common among adults and young adults today who are dissatisfied with their current careers.

It is implied that students who are aware of who they are and what they want to accomplish in life would select careers based mostly on their personalities, such as interest and self-knowledge. According to Kerka (2000), career choice is influenced by multiple factors, including personality, interests, self-concept, cultural identity, globalization, socialization, role models, social support, and available resources such as information and finances. According to Alike (2016), students' career decisions are influenced by their perception of themselves. This result supports the claim made by Alutu (2007) that a person's self-concept, or how they see themselves in relation to their surroundings, influences the career they choose. The results also corroborate those of Ekennia (2011), who claimed that people choose careers that are in line with their self-concept. Career choice has an impact on national development because, in any given society, the nature of the work force and employees' job satisfaction levels either directly or indirectly support the country's economic growth and stability. A decrease in productivity may occur when employees get frustrated due to a poor career decision that leaves them with little or no job satisfaction. Undoubtedly, choosing the correct professional path may guarantee productivity, motivation, and job satisfaction. The majority of university students consider choosing a career to be one of their most important and significant decisions (Oyamo & Amoth, 2008). The choices students make now about their careers frequently impact their future (Denga, 2004). With the introduction of information technology, the post-industrial revolution, and increased employment competitiveness, choosing a career has become a sophisticated scientific endeavor. Knowledge of a career would help the student to be focused and clear about their career choice (Mohammed *et al.*,

***Corresponding Author: Alfred Alunga Anovunga,**
Department of Counselling Psychology, Faculty of Applied Behavioural Sciences in Education, University of Education, Winneba, Post Office Box 25, Winneba, West Africa, Ghana.

2010). In order to adapt to the changing socio-economic landscape, people nowadays not only conduct thorough career exploration but also meticulously undergo career planning prior to making a career decision. It is not surprising to underscore that most final-year students of public universities in Ghana, including the University of Education, Winneba, lack the proper knowledge about themselves, their interests, and their influential role in determining their career choice in the 21st century. Selecting a career is a crucial yet challenging process that everyone must go through at some point in their lives. It includes the interaction of several closely entwined factors. It is a challenging assignment that requires a complicated decision-making process. But in today's sophisticated world, a lot of young people choose careers that are at variance with their interests and self-knowledge due to a lack of adequate knowledge, inexperience, peer pressure, recommendations from friends, parents, and professors, or the prestige associated with particular careers without receiving enough career counseling and vocational assistance (Lawler, 1977). Furthermore, without proper career guidance and career counseling, the majority of undergraduates are likely to make poor career selections as a consequence of ignorance, peer pressure, lack of knowledge, poor modeling, or the prestige associated with particular occupations (Afful, 2019). This problem is not exclusive to Ghana alone, but it affects people all over the world. According to Bandura et al. (2001), a person's academic performance, abilities, and surroundings all have an impact on their career decision-making process. Making the incorrect decision might end in disappointment and failure.

However, there is no clear process that final-year students of the University of Education, Winneba, use to make career choices. Final-year students, in choosing their careers, should consider their interests and self-knowledge in determining which careers they are best suited for. Anecdotal records suggest that most of the final-year students at the University of Education, Winneba, attempt to choose careers that are at variance with their interests and self-knowledge, leading to low motivation, job dissatisfaction, and a decrease in effectiveness, efficiency, and productivity. This phenomenon has caught the attention of many educators, policymakers, and curriculum implementers.

Amoah (2015) assessed the determinants of career choice among senior high school students in Ghana. Using a descriptive survey, the findings indicated that the choice of one's career in the Ghanaian educational system starts at the senior high school, where one has to choose courses and/or programs that direct one's career path. Besides, the Borchert (2012) study focused on the career choice factors of senior high school students, underpinned by a descriptive survey. The findings indicated that career choices were influenced by environment, opportunity, and personality.

In the study of Amoah (2015) and Borchert (2012), their focus was on choice of courses or programs, environment, opportunity, and personality as factors influencing career choice, but in this present study, the researchers are interested in investigating how interest and self-knowledge determine career choice among final-year students of the University of Education, Winneba, using a descriptive survey. It is based on the above problem that the researchers set out to investigate the determinants of career choice among final-year students at the University of Education, Winneba.

Research Questions

The following research questions were formulated to guide the study:

1. What influence does interest have on final year students' career choices in the University of Education, Winneba?
2. What ways does self-knowledge influence final year students' career choices in the University of Education, Winneba?

Theoretical Review

Trait-and-Factor Theory

The concept of career development and counseling continues to depend on Patton and McMahon (2006) model for career decision-making, which is frequently recognized as the founding work of vocational psychology (Hartung & Blustein, 2002). According to the trait and factor theory, career counseling is a procedure that calls for logical judgment in which people are matched to make the best fit for a certain career (Patton & McMahon, 2006). Trait and Factor Theory's central idea is "matching," which asserts that career decisions are made when a person has a clear understanding of their traits (such as their personal abilities, aptitudes, and interests), a working knowledge of jobs and the labor market, and a rational and unbiased assessment of how these two sets of facts relate to one another (Patton & McMahon, 2006). Langley et al. (1996) go on to state that a close match between a person's traits and his or her occupational profile will positively correlate with occupational success and satisfaction (Coertse & Schepers, 2004). The main assumption of the trait and factor theory is that it is possible to measure individual talents and attributes required in particular jobs and that these two can be matched to produce a good fit, therefore ensuring that individuals are in jobs that are best suited for their abilities (Heussen, 2001). This leads to good and productive performance.

According to Frank Parsons, the three steps needed to match individuals and occupations successfully involve the following: A clear understanding of one's self, one's attitude, abilities, interests, ambitions, resources, and their causes (Momberg, 2004). Parsons' first step can be said to be based on the "trait" aspect and is characteristic of individuals who are making career choices (Momberg, 2004). The second aspect is related to the knowledge that is required and the conditions thereof for success, advantages and disadvantages, compensation, opportunities, and prospects in different work situations. The third aspect is that of deliberations on the relationships between the previous two elements, and by matching these aspects, a better match of the individual to the work can be obtained. As stated in Hartung and Blunstein (2002), Parsons' core values in his vocational model include guidance based on rationality and reason, service, concern for others, cooperation, and social justice. Trait and Factor Theory has several assumptions, which include: (a) every person has unique patterns of traits made up of interests, values, abilities, and personality characteristics, and these traits can be objectively identified and profiled to represent an individual's potential; (b) every occupation is made up of factors required for the successful performance of that occupation; therefore, it is possible to identify a fit or match between individual traits

and factors using a straight-forward problem-solving or decision-making process; and (c) the closer the match between personal traits and job factors, the greater the likelihood of successful performance and satisfaction (Heussen, 2001). Trait theorists are more interested in the measurement of traits that can be defined as habitual patterns of thought, behavior, and emotions. They also believe that these traits are relatively stable over time and, therefore, influence behavior. As stated above, the trait and factor theory assume that the best way to choose a career or occupation is to know one's self and the world of work and thus integrate these two sets of knowledge and make an informed decision. Shearer (2006) also stated that in the wise choice of a vocation, there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages, compensation, opportunities, and prospects in different lines of work; and (3) true reasoning on the relations of these two groups of facts (p. 5). Stead and Watson (2006) also state that trait and factor theory assumes that knowledge of one's self as well as of one's work and the breadth of career opportunities would enable one to make more informed decisions. This is consistent with the view of Barker and Kellen (1998) that acquiring information about oneself, as well as career opportunities and the relationship between the two, will prepare one to make good and well-informed career decisions. However, it is rare to find a labor market that functions in such a linear manner. The process of occupational choice is not a single event but is influenced by many factors, for example, subject choices at school and socialisation, and occurs over a developmental period to prepare the individual for career decision-making (Miller, 2006). Contextual factors are largely ignored in this theory. Parsons' theory may be seen as limited in this regard. As stated earlier, the changing nature of the world of work requires that individuals adapt in order to have successful careers. In summary, according to the trait and factor theory, a successful career choice is determined by a balanced accumulation of career knowledge, self-knowledge, and the integration of the two. This theory clearly indicates the importance of self-knowledge, career knowledge (knowledge of the world of work), and the integration of these two factors in career decision-making.

Empirical Review

Interest can be defined as the things that hold one's attention or arouse one's curiosity (Sear & Gordon, 2008). Interests are things a person likes or dislikes and are characterized by the person's intensity of feeling about a subject or things (Hooley, 2012). Interests are learned from parents, in school, from friends, and from your lifelong experiences. For instance, when one engages in various activities, he reacts with specific feelings or attitudes. These personal reactions, plus the feedback one receives about his performance, help to shape and focus his or her interest. One continues to acquire interests throughout his or her life, and this in turn influences the reasoning and choices one makes, including career choices (Hewitt, 2010). Interest can change as one experiences life and meets more people; one becomes interested in new things and discards some of his or her old interests. One also develops a more complex thinking and understanding process, and one may even seek new interests and activities with the hope of improving himself or herself and making life more exciting (Hewitt, 2010). Once the interest of one change, so does the career choice of that person. Individuals seek careers that meet

their interests at the time; hence, the career that the individual may have wished to take when young is not what the individual eventually does. Hewitt (2010) is of the view that interest has become one of the most important factors in determining and measuring occupational selection. Most people would like to work at something they enjoy. Sears and Gordon (2008) state that interest inventories have been developed to help identify interests and relate them to careers and occupations. Interest inventories have a high ranking for specific career and occupational preferences. By measuring the interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction. The next aspect of the factors that play a role in students career choices is the values that are deeply rooted in one's life.

Self-knowledge refers to the insight into one's personality that enables him to know what he is capable of (Mbetse, 2002). One of the most well-known theories that posited the importance of self-knowledge in career decision-making processes is that of Super, who stated that most career choices attempted to actualize the skills, talents, and interests of one's self-concept (Gianakos, 1999). Barker and Kellen (1998) defined self-knowledge as people knowing their talents, skills, interests, values, and other personal attributes that might be of value in the working environment. Self-knowledge aids one in making decisions that promote good and informed career decisions. Anakwe et al. (1999) advocated that self-knowledge encompassed information about the individual and included skills that focused on individual development. Acquisition of these skills contributes to learning about oneself and setting realistic goals in managing careers. Thus, effective career decision-making happens when individuals acquire in-depth self-knowledge. Pickworth (1997) noted three factors that were involved in the process of choosing a career. These include self-analysis, occupational analysis, and the integration of self-information and occupational information. Therefore, self-knowledge plays a crucial role in career decision-making and, to a large extent, may determine the success of one's career development. A study by Mbetse (2002) reported that self-knowledge was an essential attribute if young people were to make realistic career choices. It is therefore imperative that individuals have good self-knowledge to ensure that they make effective and adequate career decisions for successful future careers and employment opportunities.

Lankard (1996) posited that understanding one's self-concept as well as its effect on different roles and relationships had a major influence on career maturity. Therefore, self-knowledge is not only essential but necessary in the career decision process but also in life in general. Lankard (1996) proposed ways for acquiring self-knowledge, which include the use of problem-based learning. This is an instructional model based on constructivism, the concept that learners construct their own understanding by relating concrete experience to existing knowledge; processes of collaboration and reflection are involved. In this model, learners are presented with an ill-structured problem, one that has no obvious solution and for which problem-solvers cannot be certain they have the right answer. The problem must be relevant and represent a real situation faced by an individual, group, company, or community. Savoie and Hughes, as cited in Lankard (1996),

maintained that solving the problem takes students through the following processes: engagement, inquiry, solution building, debriefing, reflection, and presentation of findings. Engagement in problem-based learning requires students to self-direct their search for a solution by often assuming the role of a key factor in the problem situation, for example, a lawyer, an environmentalist, a statistician, and so forth. The process of inquiry requires students to brainstorm with others and gather information from multiple sources. In order to start building a solution, students work in teams, discussing alternatives and examining possible solutions. Once alternatives and possible solutions have been explored, debriefing and reflection require students to share information, opinions, and ideas with others regarding what they have learned through the experience. Thereafter, students write plans, reports, and other forms of work documentation to include in their portfolios of accomplishments and achievements. A problem-based approach can enhance knowledge of oneself and knowledge of potential careers and how to access them.

METHODOLOGY

In this study, the researchers adopted a quantitative research approach and a descriptive survey research design. This method was deemed appropriate because it was the most credible means of studying determinants of career choice among final-year students at the University of Education, Winneba. The descriptive survey design is flexible and provides an opportunity to examine all aspects of the problem being studied. The target population for this study was all final-year undergraduate students at the University of Education, Winneba. According to the 2020–2021 admission statistics of the university at the time of this study, the total population of all final-year undergraduate students was approximately 9,040 across all departments. To ensure that the participants were fairly represented, the various faculties and schools were put into strata. After the stratification, a simple random sampling technique was then employed in selecting the sample from each of the strata using proportionate random sampling. The stratified sampling method was used to group students into faculties or schools, as shown in Table 1.

Table 1. Population and Sample Size

Faculty/School	Population	Sample Proportion of Population	Total Sample Size
School of Creative Arts	892	892/9040 x 357	35
Faculty of Applied Behavioural Sciences in Education	1,987	1987/9040 x 357	78
Faculty of Foreign Languages Education	791	791/9040 x 357	31
Faculty of Social Sciences Education	2,120	2120/9040 x 357	84
Faculty of Science Education	1,523	1523/9040 x 357	60
Faculty of Health Sciences and Home Economics Education	1,102	1102/9040 x 357	44
School of Business	625	625/9040 x 357	25
Total	9,040		357

Source: Field Data (2024)

Instrument for Data Collection

A structured questionnaire was used for data collection in the study. The questionnaire, which was self-developed, contained three sections: A, B, and C. Section A elicited demographic data on the students. Section B was made up of 7 items that sought information on the influence of interest on the career choices of students, and Section C was made up of 9 items that sought information on the influence of self-knowledge on the career choices of final-year students.

All the sections were structured with closed-ended questions. After the construction of the questionnaire, it was pilot tested at the University of Cape Coast, also in the Central Region of Ghana, where the participants share similar characteristics with the University of Education, Winneba, in terms of levels, programs, courses, gender, age, and socio-economic background. Cronbach's alpha was used to test the reliability of the various sections of the questionnaire. The reliability index of sections B was .85, section C was .82, and section C was .89, respectively. The Cronbach Alpha values of the three sections of the questionnaire suggest that the questionnaire was high and capable of eliciting the required data needed for the study. In ensuring the content validity of the questionnaire after the construction of the test items, words that seemed ambiguous were reviewed and reworded after the pilot study. The draft of the questionnaire was given to experts in the field of research and experienced measurement and evaluation lecturers in the Department of Educational Foundations who assessed and offered their recommendations, which were duly incorporated into the final questionnaire.

RESULTS

Research Question One: What influence does interest have on final year students' career choices in the University of Education, Winneba?

The research question sought to find out the influence of interest on final-year students' career choices. Participants were requested to provide responses to seven (7) items. The question was analyzed using the mean and standard deviation. A cut-off point of 2.5 was computed by multiplying the weight of responses by the number of responses. The cut-off point of 2.5 was compared with the mean scores for each item. A mean score below 2.5 indicates disagreement, while a mean score above 2.5 indicates agreement. The results of the data are presented in Table 2.

Table 2. Influence of Interest on Students Career Choices

Statement	M	SD
My perception of an ideal job will play a role in my career choice.	3.41	.96
Self-interest will play a role in my career choice	3.58	.63
Lack of interest will negatively influence my career choice.	3.63	.82
My easy access to a particular job will play a role in my career choice	3.28	.80
My academic ability will determine my career choice	3.30	.62
My interest in a particular career is as a result of my family member who are in that career	2.94	.97
I have interest in accessing employment opportunities in a family business	3.45	.74

Source: Field Data (2024)

The results from Table 2 revealed that majority of the participants indicated that lack of interest negatively influenced their career choice ($M=3.63$, $SD=.82$). It was further found that most of the participants agreed that self-interest played a role in their career choice ($M=3.58$, $SD=.63$). The results of the study showed that participants agreed that they have interest in accessing employment opportunities in a family business ($M=3.45$, $SD=.74$). It was revealed that participants agreed that their perception of an ideal job had an influence on their career choice ($M=3.41$, $SD=.96$). However, few of the participants agreed that their interest in a particular career was determined by family members who are in that career ($M=2.94$, $SD=.97$).

Research Question Two: In what ways does self-knowledge influence final year students' career choices in the University of Education, Winneba?

This question sought to find out from students how their self-knowledge influenced their career choices. Participants were requested to provide responses to eleven (11) items. In analysing this question, frequencies and percentages were used. The responses of the participants were combined and put under two categories as "Agree" and "Disagree". Results of the data analysis are presented in Table 3.

Table 3. Distribution of Results of Influence of Self-Knowledge on Career Choice

Statement	Agree		Disagree	
	Freq	(%)	Freq	(%)
My values played or will play a role in my career choice	313	86.9	47	13.1
My skills played or will play a role in my career choice.	322	90.2	35	9.8
I will choose my career choice based on my interest in a particular occupation	285	79.9	72	20.1
Thinking about career choice now is a waste of time	233	65.2	124	38.8
My academic ability will determine my career choice	91	25.4	266	74.6
Once I have my BECE results, then I can make a decision on my career choice	127	35.6	230	64.4
Teachers' characteristics do influence students' motivation in choosing a career	309	86.5	48	13.4
I choose a career based on the call of God upon my life	246	68.9	111	31.1
I will only make a choice that will make me fulfilled	308	86.3	49	13.7
I have no career plans at present	244	68.3	113	31.7
I will only make a choice that will make me fulfilled	218	61.1	139	39.0

Source: Field Data (2024)

From Table 3, the results generally indicated that participants agreed that self-knowledge influenced their career choice. It was found that 90.2% of the participants agreed that their skills played in their career choice while 9.8% disagreed. Also, 86.9% of the participants agreed that their values played an influential role in their career choice while 13.1% disagreed to this assertion. It was further observed that 86.5% of the participants agreed that teachers' characteristics do influence their motivation in choosing a career but 13.4% disagreed. The study results further revealed that 86.3% of the participants agreed that they will only make a choice that will make them fulfilled while 13.7% had contrary view. It was also shown that 79.9% of the participants agreed that their academic ability to a large extent determined their career choice while 20.1% disagreed. Additionally, it was noted that 68.9% of the participants agreed that they chose a career based on the call of God upon their life while 31.1% disagreed.

DISCUSSION

From the results of the study, majority ($M=3.63$, $SD=.82$) of the participants revealed that agreed that lack of interest negatively influenced their career choice. This finding corroborated with the findings of Ajayi *et al.* (2023) who posits that career interest model is a significant predictor of career decision-making, which eventually result in career choice. The authors added that interest has become one of the most important factors in determining and measuring occupational selection. As individuals acquire interests throughout life, it influences their reasoning and choices in life including career choices. Most people would like to work at something they enjoy. Relatedly, Sears and Gordon (2002) share similar view that interest inventories have been developed to help identify interests and relate them to career and occupations. However, few ($M=2.94$, $SD=.97$) of the participants agreed that their interest in a particular career was determined by family members who are in that career. This is

in line with the assertion of Wong *et al.* (2021) who posit that parents and teachers can give specific career-related support which can facilitate the career planning of students such as inquiring about career paths, helping students identify their interests, giving information about jobs, and providing help in setting goals. Research has indicated that parents and teacher support have been proven to have a significant impact on the development of students' career aspirations, future orientation, career exploration, and planning (Alm *et al.*, 2019). The individual become interested in new things and discard some of the old interests. One also develops more complex thinking and understanding process, and may even seek new interest and activities which may be at variant with family interest. Once the individual interest is influenced by family expectations, this has the potentiality of changing the interest that the individual may have towards a particular career. Furthermore, 86.9% of the participants agreed that their values played an influential role in their career choice while 13.1% disagreed to this assertion. The findings concur with findings of Sear and Gordon (2002) who maintained that self-values influence career choice of students. According to them, one self-value could be seen in one's action; in the attraction to or avoidance of the pursuit of things such as money, power, or spirituality. Some values hold more meaning than others (Hooley, 2012). Hewitt (2010) indicated that people tend to pursue more vigorously the values that have more meanings to them than those that are less important to them. For instance, getting education; must have positive implications to people. Sears and Gordon (2002) noted that a value that a community or society hold plays a commanding role in influencing the type of career students make. They argued that students come from a society that is cultured with some deeply rooted values that they hold to and any career that seems to undermine this value are unlikely to be pursued. Additionally, it emerged from the findings that participants agreed that self-knowledge influenced their career choice with 90.2% of the participants agreeing to the assertion that their skills play an important role in their career choice while 9.8% disagreed. Skill is an important component of self-knowledge and plays a cardinal role in students' career choice. This confirms the findings of Ajayi *et al.* (2023) who noted that skill as an ability to do something may be natural abilities or may be acquired through education and training (Sear & Gordon, 2002). In the university and college, one acquires life skills like finance management, organization and time management as well as skills to help you earn a living.

Conclusion and Recommendations

From the findings, it is concluded that factors contributing to students' career choices are multi-faceted and could be interest and students' self-knowledge. Students choose their careers under the influence of certain factors that are ideal to their occupational lives.

Based on the findings and conclusions of the study, the following are recommended:

1. Counsellors in collaboration with parents and school authorities should guide students in making realistic career choices based on their interest and self-knowledge.
2. The government should make sure school counsellors are posted to all schools with a view to providing functional career counselling services to students to enable them to effectively match their interest and self-knowledge to appropriate careers.

Implications for Counselling

1. Before students are counselled on what careers they are suitable for, career guidance and counselling staff should endeavour to procure as much data as possible on a student's interests and self-knowledge. This will help them be able to guide the students in making right career choice.
2. School counsellors need to provide effective conducive environment to support students to make well informed career choices.
3. School counsellors also have to undergo rigorous training to be able to administer the various interest inventories to help students to discover their field of interest and their self-knowledge to enable them to make decisive career choices.

REFERENCES

- Afful, O. A., (2019). *Determinants of career choice among students in public senior high schools in the Asikuma-Odoben Brakwa District* (Published thesis). University of Cape Coast.
- Ajayi, O. B., Moosa, M., & Aloka, P. J. O. (2023). Relationship between career interest and career decision-making of grade 12 learners in township secondary schools in South Africa. *Athens Journal of Education*, 10 (2), 307-322. <https://doi.org/10.30958/aje.10-2-7>.
- Alm, S., Laftman, S. B., Sandahl, J., & Modin, B. (2019). School effectiveness and students' future orientation: A multilevel analysis of upper secondary students in Stockholm Sweden. *Journal of Adolescence*, 70, 62-73. <https://doi.org/10.1016/j.adolescence.2018.11.007>
- Alika, J. E. (2016). *Statistics and research methods*. Benin City, Nigeria.
- Alutu, A. N. G. (2007). *Theory and practice of guidance and counselling*. Ambik Press.
- Amoah, S. A., Kwofie, I., Kwofie, F., & Agyeiwaa F.A (2015) The school counsellor and students' career choice in High School: The assessor's perspective in a Ghanaian case. *Journal of Education and Practice*, v6 n23 p.57-65.
- Anakwe, U. P., Hall, J. C., & Schor, S. M. (1999). Knowledge-related skills and effective career management. *International Journal of Manpower*, 21(7), 566-579.
- Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187-206.
- Barker, J., & Kellen, J. (1998). *Career planning: A developmental approach*. Prentice-Hall.
- Borchert, M. (2012). Career choice factors of high school students (Published master's thesis). Graduate School University of Wisconsin-StoutMenomonie. <http://digital.library.wisc.edu/1793/40311>
- Coertse, S., & Schepers, J. M. (2004). Some personality and cognitive correlates of career maturity. *South African Journal of Industrial Psychology*, 30(2), 56-73.
- Denga, H. (2004). The influence of gender on occupational aspirations of primary school children in Cross River Stat. *The African Symposium*, 4(2), 26 31.
- Ekennia, C. C. (2011). *Career interest inventory*. Chin and Chis Resource Concept Ltd, Owerri, Imo State classrooms. Simon and Schuster.
- Gianakos, I. G. (1999) Patterns of career choice and career decision-making self- efficacy *Journal of Vocational Behavior*, 54, 244-258.
- Hartung, P., & Blustein, D. (2002). Reason, intuition, and social justice: Elaborating on Parsons career decision-making model. *Journal of Counseling & Development*, 80, 41-47.
- Heussen, S. (2001). *Validity of the self-directed search questionnaire (SDS) for work success*. (Unpublished master's thesis). University of South Africa.
- Hooley, T. (2012). How the internet changed career: framing the relationship between career development and online expertise. *Journal of the General Institute for Career Education and Counselling (NICEC)*29, 45-67.
- Kerka, S. (2000). *Career choice, gender, race and class*. ERIC Clearing House on Adult Career and Vocational Education. ED Press.
- Langley, R., du Toit, R., & Herbst, D. L. (1996). *Manual for the career development questionnaire (CDQ)*. Pretoria, South Africa: Human Sciences Research Council.
- Lankard, B. A. (1996). *Acquiring self-knowledge for career development*. ERIC/ACVE Publication Oxford.
- Lawler, E. E. (1977). *Reward systems*. In J.R. Hackman & L.J. Suttle (Eds.). Improving life at work. Goodyear.
- Mbetse, D. J. (2002). *The development of an intervention strategy for career education in Bushbuckridge*. (Unpublished master's thesis) University of Pretoria, South Africa.
- Miller, A. (2006). *A sample survey of the career maturity of disadvantaged learners in the Western Cape*. (Unpublished master's thesis). University of Stellenbosch.
- Mohammed, F., Salleh, A. M., & Mustapha, R. (2010). The influence of contextual aspect on career decision making of Malaysian Technical Students. *Procedia Social and Behavioral Science*, 7, 369-375.
- Momberg, C. (2004). The relationship between personality traits and vocational interests in a South African context. (Unpublished master's thesis). University of Pretoria, South Africa.
- National Career Development Association (NCDA). (2003). Career development: A policy statement of the national career development association board of directors. <https://www.ncda.org/career-development-policy-statement>.
- Oyamo, O. R., & Amoth, D. (2008). Choice of final year majors by undergraduate students at the Moi School of Information Sciences and Technology. *International Journal of Social Development*, 25, 124-132.
- Patton, W., & McMahon, M. (2006). The systems theory framework of career development and counseling: Connecting theory and practice. *International Journal for the Advancement of Counselling*, 28(2), 153-16.
- Pickworth, G. E. (1997). An integration of the theories of J L Holland and D. A. Kolb: Theoretical and empirical study of vocational personality and learning style types. (Unpublished doctoral thesis). University of Pretoria, South Africa.
- Sears, S. J., & Gordon, V. N. (2008). *Building your career: A guide to your future* (4th ed.). Springer.
- Shearer, C. B. (2006). Exploring the relationship between intrapersonal intelligence and university students career decision making, retention and academic success. Wiley.
- Stead, B. G., & Watson, M. B. (2006). *Career psychology in the South African context* (2nd ed.). Pretoria, Van Schaik.
- Super, D. (1969). *The psychology of careers*. Harper and Brothers.
- Super, D. E. (1990). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(30), 282-298.
- Wong, L. P. W., Yuen, M., & Chen, G. (2021). Career-related teacher support: A review of roles that teachers play in supporting students' career planning. *Journal of Psychologists and Counsellors in Schools*, 31(1), 130-141. <https://doi.org/10.1017/jgc.2020.30>