

**Assessment of the Impact of Career Guidance on Career
Development of Staff and Students of Koforidua Polytechnic**

by

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DECLARATION

I hereby declare that this submission is my own work towards the award of Executive Masters of Business Administration and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement had been made in the text.

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ABSTRACT

Career guidance is an essential activity that is planned and has life-long learning strategies and policies to encourage and develop employable individuals who are shaped by many environmental factors that translates into certain career paths. Today, it receives little attention and little provision is made for students and employees resulting in utmost confusion in choosing career paths. This research therefore sought to find out the existence of career guidance in Schools; examine awareness levels; its effectiveness and impact on career choices and development. A cross-sectional design was employed in the study which involved staff and students of Koforidua Polytechnic and stratified sampling with proportional allocation was used to sample 2500 students and convenience sampling technique to select 210 staff. Structured questionnaires were used to collate data and SPSS was used for data analysis. Frequency distribution tables, graphs and charts were used to present the information. Three hypotheses were tested and analysis of variance (ANOVA) and correlation and regression analysis were used to analyse the data. It was found out that there is a positive relationship between career counselling and career development as it gives both course and job satisfaction for students and staff respectively. It is therefore recommended that a comprehensive policy should be developed to ensure effectiveness.

DEDICATION

I dedicate this piece of work to the Almighty God who by His grace and mercies endowed me with knowledge and strength to undertake this academic exercise

KNUST



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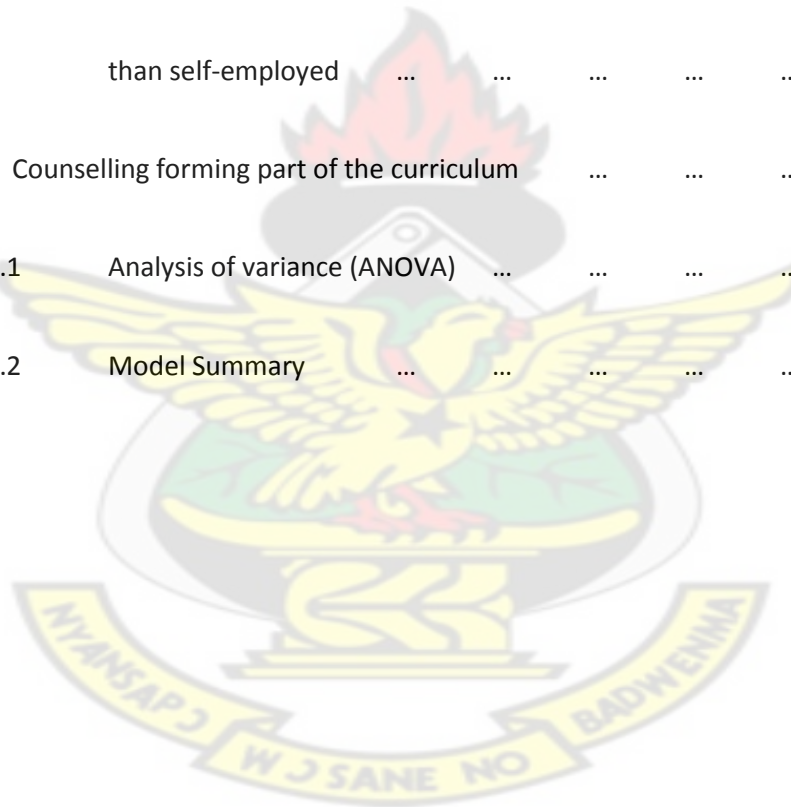
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Life today has become complex and career experts advice has become critical, coupled with increased curricular activities which cover various aspects of vocations penetrating in colleges, polytechnics and universities and phenomenal competitive entry examinations making guidance and counselling extending horizontally to much of social context, prestige in occupations, fields of social trends and economic development (Nayak and Rao, 2004).

1.1.1 OVERVIEW OF COUNSELLING

Counselling is a conversational process that can be instrumental in the development of skills that help students effectively confront and cope with uncertainties and conflicts. It could be defined as a psychological or social guidance designed to help individuals overcome adjustment or psychological problems that keep them from dealing effectively with a given situation (Grand dictionnaire terminologique, 2011). This could be guidance by a trained social worker or religious leader and could be helpful for various anxiety disorders related to all aspects of human life.

According to Brammer and Shostrom (1977), it is defined as help offered to an individual to identify and use his or her strengths to be able to cope more

effectively with appropriate decisions making, or taking appropriate action. Implying that an individual identify and use his or her strength to be able to bring out the best of innate abilities. Thus, Makinde (1983) defining it as “an integrative process between a client who is vulnerable and who needs assistance, and a counsellor who is trained and educated to give this assistance with the goal of interacting to assist the individual learn to deal more effectively with him or herself and the reality of his environment.

This could be translated as a process where advice and counsel, recommendations on courses of action, or correcting deficiencies in the performance of a task or function. By this, the individual is helped to explore his thoughts, feelings and behaviour to reach a better self-understanding.

1.1.2 OVERVIEW OF CAREER

Career cannot be taken for granted as it plays a significant role in a person's life. There are people who fail to get their dream job but are doing wonders at a job where they do not ever want to be. On the other hand, there are people who are at the right place but fail to gain recognition and cope up with the increasing burden of job responsibilities. In both cases, a person cannot achieve any milestone as it may not satisfy his or her career needs. Therefore, it is very important to assist the individual in identifying the right job with a better understanding of job responsibilities and team building and all these are achievable through career counseling (Gandhi 2011).

Career no longer refers to a single pathway to work as it is constructed through our lives which is a life-long process with a variety of work roles. This makes career guidance critical in the career development process of every individual's life as it contributes greatly to productivity in the organization and the overall growth and development in a country.

1.1.3 OVERVIEW OF CAREER GUIDANCE/COUNSELLING

According to a handbook on career guidance by OECD (2004), career guidance services are essential activities that are planned and have life-long learning strategies as well as policies to encourage and develop employable individuals. They explained that careers of individuals are shaped by many environmental factors like physical, psychological, physiological, parental pressure, etc. which exerts some pressure that translates into certain career paths they have little or no interest in pursuing. This brings the criticality of career guidance to the fore as choosing the right career is a real daunting task especially in a world which offers an array of paths, all of which seem to be leading to a golden goal. It is worth noting that careers can actually make or break an individual's life therefore career guidance helps individuals to pursue the right courses, in the right colleges or institutes as well as in choosing a suitable career. On the other hand, a wrong career decision could leave an individual wishing that he or she had never trodden a different path. Like the famous adage goes, "if you choose the job you love, you don't have to work a single day in your life."

The organization for economic Co-operation and Development–OECD (2004) suggests that any career guidance services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers should be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. It iterates that the activities may take place on an individual or group basis, and may be face-to-face or at a distance where the career assessment information provided could be in print, ICT-based, self-assessment tools, counselling interviews, career education programmes to help individuals develop self and opportunity awareness, and career management skills, taster programmes, work search programmes, and transition services. This is because it is imperative to have the correct career information in one's job search and in selecting suitable courses.

Career counselling may be an informal or formal intervention that consists of a discussion between a student and a counselling officer or an employee and his or her supervisor regarding problems with the employee's work performance, behaviour, and conduct. Formal counselling discussions could be documented in a written memorandum, in a form of opinions, directions, advice, etc. given after consultation and testing an individual in order to guide him or her in understanding himself or herself.

On the other hand, some individuals tend to reject the interventions made by professional career counsellors and prefer to rely on the advice of peers or superiors within their own profession. Jackson et al. found that 44% of doctors in training felt that senior members of their own profession were best placed to give careers advice. Furthermore, it was recognized that offering of career advice was spread through a range of formal and informal roles. In addition to career counselors, it is also common for teachers, managers, trainers and human resource specialists to give formal support in career choices. Similarly, it is also common for people to seek informal support from friends and family around their career choices and ignore career professionals altogether. Today, increasingly numbers of people rely on career web portals to seek advice on resume writing and handling interviews; as also to research on various professions and companies. It has even become possible to take vocational assessments online.

Individual career counselling provides an opportunity to learn to make better decisions, improve one's relationships, and generally increase personal effectiveness. With the help of a counsellor, a person can explore feelings and express them better, examine beliefs, and work toward making healthy changes and also establish an effective correlation between the internal psychology of a candidate with the external factors of employability and courses.

Career counselling and career coaching are similar in nature to traditional counselling. However, the focus is generally on issues such as career exploration, career change, personal career development and other career related issues.

1.1.4 ESSENCE OF CAREER COUNSELLING/GUIDANCE

The main reason why counselling is important in an institution like Koforidua Polytechnic is the interest in the productivity and performance of their graduates after school and the productivity of staff. If staff are unhappy, anxious, or stressed they will not be able to perform well on their jobs. Their productivity and performance will go down. In addition, their interpersonal relations both at home and on the job may suffer more even when they ordinarily do not have interpersonal relations' issues. This creates stress and again impacts on their performance and Cole (2002) asserts that "it is in an institution's interests to avoid uneconomic use of their human resources, and the provision of counselling services may be one way of sustaining staff and students performance, achieving targets and showing commitment.

Career counselling, basically deals with providing individuals guidance towards the path to be taken, based on their IQ and interests. The advantage of career counselling lies that it is not based on any herd mentality, or on the basis of financial gain in a profession but rather in the interests and aptitude of the individual. In this context the comprehensive Guidance Program in the school aims at offering professional help to staff, students and parents. The counsellor's job description includes mapping out the heights and their flight to success (UNESCO, 2002). Thus, it provides the individuals

with opportunities to help resolve problems in a systematic, organized and scientific way with a humanistic touch by qualified professional counsellors. This enables them to understand their abilities, aptitudes, interests, behaviour and skills in the light of their background. Many educationalists emphasize that every student must be encouraged to grow and develop their abilities, aptitude and interests suitable to their individual self (OECD, 2004).

The demands of learners on the education system are changing and have resulted in the development of more learner-focused institutions that provide flexible and responsive programming. The growing trend of part-time and non-sequential learners, including learners enrolling in part-time programs while maintaining full-time employment, has created a need for recognition for prior learning (RPL, refer to Appendix III) services that serve as a bridge to the recognition of workplace learning (the Scottish Credit and Qualifications framework, 2005).

It is of essence that career guidance is not undertaken in isolation, rather integrated into the total educational program as career counselling provides proactive leadership that engages all stakeholders in the delivery of programs and services to help staff and students' achieve success in both school and in the world of work and also aligns and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and

evaluation of a comprehensive, developmental and systematic school career counselling program (OECD, 2004).

Some argue that career counselling is for low achievers to enable them to lead meaningful lives. This is not true in any context but rather it is required for everyone, to help strengthen ideals and ideas about future choices and bringing into focus goals set with their choice of subject. Through counselling, one's approach to life changes and he or she could identify problems and their respective solutions.

Ethical principles are implicit in the practice of career guidance. The Institute of Career Guidance has a Code of Ethical Practice that demonstrates the standards of competence, integrity and rigour demanded of members as outlined in the code as follows:

- Individual ownership
- Confidentiality
- Equality of opportunity
- Impartiality
- Transparency
- Accessibility

There can be many advantages of career counseling, but much will depend on the experience, training and understanding of the counselor. If it is an in-school career counsellor who does the job the advantages would be identification of career path

through the analysis of the individual's personality, qualifications, experience and abilities in a broad perspective, structured and intuitive assessment to determine the best course of career, thus, assisting individuals to make the perfect career (Gandhi, 2011). It also identifies the other side of the career coin, which the counsellee may be unfamiliar with as well as identifying techniques in recruitment by human resources departments and recruiters work, enhance objectivity and confidence in determining career path as career change usually occurs and make recommendations on various career coaching courses that would enhance career progression.

Gandhi (2011) iterates that career counseling also helps guide lost careers and when shortcomings are evident, determines them by analyzing past work experience, working relationship of the individual, and his or her career outlook and further assists in the identification of flaws and overcome them while gaining recognition at the work place. These include his or her thoughts, beliefs, results and actions are shown and the factors that influence them.

1.1.5 OVERVIEW OF CAREER DEVELOPMENT

The Saskatchewan Career Development Services and Supports Survey (2003) emphasised that traditional career development focussed on the goal of preparing for the world of work. It encompasses the development of the whole person, but placed a critical emphasis on gaining the skills and experience for work in order to find one's vocation in life. The primary goal of this approach is directed to improving one's employability for obtaining meaningful work.

The second view of career development defines it as a lifelong process of becoming aware of, exploring and experiencing factors that influence various aspects of a person's life. The knowledge, skills and attitudes that evolve through this path of discovery enable planning and decision making not only about work exploration and related employment and vocational choices but also about personal management and life or work skills.

As individuals continue to build and draw on their experiences and capabilities the process becomes unique to each individual and people would require different types of assistance dependent on the many factors affecting one's life, such as family, society, work history and the labour market as shown below:



Fig.1: Career Development Model

Source: What career is right for me (online paper 2012)

This model shows the two main driving themes on which an individual's career progression. The two main themes are "Cause" and "You". "You", considers requirements of an individual which he or she perceives as being successful when achieved. These include benefits, family, skills, growth, designation, location and salary as shown in the diagram above. However, "Cause" is about being driven by the need to contribute to society. For example the innate crave assist in a socially responsible way, people, global, social, passion, principles and values (also refer to appendices I and II).

Peter Tatham, Executive Director, Career Industry Council of Australia says the quality of the career development process significantly determines the nature and quality of individuals' lives, the kind of people they become, their sense of purpose and disposable income. It also determines the social and economic contribution they make to the communities and societies of which they are part.

Recently, career development has become more important than ever, "as an ongoing process of review, discovery, decision and action in a tighter job market where creativity and flexibility" pertains (Dr. Peter Carey, President, Career Development Association of Australia, a CICA member organisation). This emphasises that career development is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual. The evolution or

development of a career is informed by experience within a specific field of interest, success at each stage of development and educational attainment.

According to Dr. Carey, the career development process starts with an individual getting to know him/herself and matching interests, aspirations and skills with options for study and work. Implying that, it extends beyond ones first job. This development of skills and career opportunities could be through paid work, unpaid work experience or volunteering, education, caring for family members, hobbies, and cultural activities.

Research has proven that more support and resources are required to prepare individuals for learning, work and making multiple transitions (Saskatchewan's Pre-Symposium Paper, 2003).

Nayak and Rao (2004) outlined a number of career development stages identified by Buehler as follows:

- Growth (birth to 14 years)
- Explanatory (15 to 24 years which brings on board the sub stages of fantasy and may be tentative or realistic with appropriate attitudes towards work and occupation.
- Establishment (24 to 44 years) which begins with the trail and progressing into stable position as the individual begins to make his place in the world of work.

- Maintenance stage (45 to 64 years) which is characterized by stability in the field in which establishment has taken place.
- Decline stage (65 years onwards) and characterized by deceleration during the early part and progressing into one's of retirement.

This process is continuous and is essential in implementing self-concept as a comprised process resulting from interaction of inherited aptitudes, neural and endocrinal make-up, opportunity to play various roles and evaluations of the extent to which results of roles satisfy supervisors and colleagues (Nayak and Rao, 2004). They outlined a number of strategies for vocational guidance principles accordingly as viewing occupation as a source of income, satisfying needs, optimizing aptitudes, competencies and interest; understanding the total perspective of a vocation through analysis of individual needs; selection of career not limited to a single fixed decision but a time extending process which involves series of social and personal factors; fundamentally on the principle of individual differences; employment of different strategies to cater for individual career needs and career guidance fulfill vocational needs of individuals.

1.2 STATEMENT OF THE PROBLEM

One of the major challenges associated with career counselling is encouraging participants to engage with it. For example in the UK 70% of people under 14 say they have had no career advice while 45% of people over 14 have had no or very poor or limited career advice (career guide, 2012).

Consequently, career development in our nation today is not given much attention and many are left to pursue certain careers just to please others and not to help solve problems of our nation. There is utmost confusion as to which career path to go after tertiary education and graduates tend to ask a lot of questions. For instance, when a student completes a Bachelor of Technology programme and wants to pursue a further degree, he gets into a dilemma and always asks for suggestions in order to make the right choice of opting for the right programme. A significant number of young people leave school early, without qualifications. They need programmes in the community to help them make transitions to the working world and to re-engage with further learning and career guidance needs to be part of such programmes. Career guidance also needs to be a stronger part of programmes within the school designed to prevent early leaving (OECD, 2004).

This policy iterates that there is generally a lack of career guidance provision for students in tertiary education, despite the significant cost of such studies to both participants and taxpayers. The range of career services that are offered within tertiary education needs to be broadened. Policy makers must ensure that a broader range of services provided are strengthened. Options available to policy makers include the specification of goals for tertiary career services, and more explicitly linking public funding arrangements for tertiary education to the level and quality of career services (Career Guidance Handbook, 2004)

Nayak and Rao (2004) also indicated that career counselling over time has not enjoyed much prestige as the other forms of counselling. Surveys in high schools, colleges and universities showed that the counselling most preferred was career counselling where they indicted by Brown that there may be a viable intervention for some individuals who have emotional problems stemming from non-supportive, stress producing environments. This they supported with an affirmation by Crites as he outlined critical aspects of career counselling as the need for career counselling is greater than the need for psychotherapy, could be therapeutic and more difficult than psychotherapy.

For this reason the researcher wants to find out if career counselling exists, its level of awareness and the willingness to opt for career counselling as well as assess the impact on the career choices or path of individuals.

1.3 OBJECTIVES OF THE STUDY

The main objective of this research is to assess if there is a correlation between career counselling and career development and progression of individuals.

The specific objectives are:

- a) Find out the existence of career guidance in Schools
- b) Examine awareness levels of career counselling
- c) Assess the effectiveness of the career counselling
- d) Impact on career choices and development

1.4 HYPOTHESIS

- a. **Null hypothesis:** There is a positive relationship between career guidance and career choice.

Alternative hypothesis: There is no positive relationship between career guidance and career choice

- b. **Null hypothesis:** Career counselling leads to more job satisfaction.

Alternative hypothesis: Career counselling does not lead to more job satisfaction.

- c. **Null hypothesis:** Students who receive counselling during course selection will be more satisfied with their courses of study compared to those who do not.

Alternative hypothesis: Students who receive counselling during course selection will not be more satisfied with their courses of study compared to those who do not.

1.5 SIGNIFICANCE OF THE STUDY

This research seeks to create the necessary awareness among the students; boost their interest and desire to seek professional career advice. This is because we are in an era where career development has become prominent and a spring board to career success.

It will assist policy makers and serve as a source of advocacy for policy formulation while the awareness creation will encourage students to seek appropriate guidance before making career choices.

1.6 ORGANIZATION OF THE STUDY

This work is organized into five chapters. The first chapter considers the background of the study, objectives, the hypothesis, the significance of the study and the various divisions summed under organization of the study.

The chapter two comprises the theoretical framework which covers previous literature on the subject area, authorities and other relevant theories propounded which form the basis for the field of study.

Chapter three involves information on the methodology of the study. This spans the study area, population, and sampling techniques and data collection procedures. It also covers the research instruments, design and data analysis.

Chapter four covers data analysis and discussion of results obtained while chapter five provides a summary of the findings obtained, conclusion made based on results, recommendations and direction for future research to be undertaken.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

There is a positive correlation between having a meaningful life and addressing career issues which are ascertained by emphasizing assistance to individuals in the most efficient way. Individuals therefore identify themselves by what they do and this is shaped by what they do for a living. Tiedman and O'Hara (1963) also explains that it provides career identify as well.

Niles and Harris-Browlsbey (2005) outlines ten (10) areas of concentration which are rational and intuitive decisions in career decision making, explanation on importance of life roles and values individuals express through participation, coping with ambiguity, change and transition. It also includes development and maintenance of self-awareness, occupational and career awareness, development of relevant skills and knowledge, accessing and participating in lifelong learning opportunities.

This systematic approach ensures that the individual gains some balance and happiness in his or her career. Research has shown that Benjamin Franklin asserted that individuals could only be sure of death and taxes but unless they are independently wealthy, work must be added to the equation of life. Thus, individual's well-being is greatly influenced by his/ her career as problems like depression, low self-esteem, and lack of hope has been linked to career failure. This means that

knowledge of career is imperative for an individual to be a competent and complete counsellor (Lent, Brown and Hackett, 2002).

According to research Frank Parson's is the father of career guidance. He created a career development system that responded to the need for career success. It was primary centred on high school graduates and their ability to choose their vocation. This has developed around the ever changing world with emphasis on changes in social, economic and science as these greatly impacted all career fields (Nayak and Rao, 2004).

The major elements in this theory were self-knowledge and decision making skills. This fact resulted in the trait factor which deals with the identification of an individual in the characteristics (Niles and Bowsbey, 2005). He iterated that since the environment is dynamic, the approaches and interventions in career development should also change. As a result, it was expected that counsellors would be abreast with new approaches in determining profitable career path.

Brown (2002) highlights that decision concerning career based on their value systems. This empowers, enlightens and engages them to fulfill the requirements of their career path. He explained that four main aspects that were considered in the value-based decision making first was objective assessment through aptitude test or interest inventory.

The second was to establish a meaningful connection to career, thus blending occupation and the individual concerned. Subsequent to this was the placement of the clients' word views and values at the forefront of the process while paying attention to theories and interventions and finally focuses on the diversification of career roles.

2.2 THEORIES OF CAREER COUNSELLING

Theories of counselling, career counseling and development overlap and the Association of Counsellors Education and Supervision (ACES) recognizes career counselling as abroad-based activity that is process-oriented (Nayak and Rao, 2004). According to them, there are four main theories related to career counselling. These are:

- Trait and factor theory
- Psychodynamic theory
- Development theories
- Cognitive and social learning theories.

These theories are either modernist or positivist philosophical thinking which believes in cause and effects and post-modern or constructionist philosophical thinking which does not believe in cause and effect.

2.2.1 TRAIT AND FACTOR THEORY

According to a national research forum on guidance and practice (2008), this theory could be traced to Frank Parsons and focuses on job fit with the most widespread

effects occurring around the Great Depression when E. Williamson championed its use. This theory emphasizes the uniqueness of individuals and iterates that abilities and traits could be measured objectively.

In this theory personal motivation was considered as being stable, thus job satisfaction depended on a proper fit between ones abilities and the job requirements. In recent times, this theory lays emphasis on the interpersonal nature of careers and associated life-styles as well as performance of the job. This explains the congruent relationship between personality types and the work environment (Parson, 2008). However, the stated that there are exceptions to the basis of this theory as indicated by Salomone and Sheedan that psychological factors like economic, social or cultural influences affect the choice and maintenance of certain career paths.

2.2.2 PSYCHODYNAMIC THEORY

This theory according to Rao and Nayak (2004), states that, it was exemplified by the writings of Anne Roe although Robert Hoppock also outlined similar ideas by pointing out the importance of unconscious motivation and meeting emotional needs. They explained that this theory is based on the interaction between parents and children. It states that career choices reflect the unsatisfied needs from parents in childhood. As indicated from the psychodynamic point of view, individual's pattern of life is shaped at early childhood. There also exists unconscious motivation during this period that influences career choices with emotional concentration being key. This involves three patterns of parent-child relationship.

The first is overprotection where the parents do almost everything for the child and encourage dependency coupled with over-demanding for achievement from parents. Children in this environment grow to choose careers that demand constant feedback and recognition as in the performing arts. The second environment is where there is avoidance of the child which involves neglectful parents and rejecting parenting. No effort is made at satisfying the needs of the child and he therefore grows to choose careers that involve scientific and mechanical interest from which gratification would be obtained. They tend to deal with things and ideas. The third pattern of parent – child relationship is acceptance which may be casual or active and independence is encouraged. Children then grow to choose careers that balance personal and non-personal aspects of life such as teaching and counselling.

2.2.3 DEVELOPMENTAL THEORIES

This theory is generally inclusive and more concerned with longitudinal expression of career behaviour. As asserted by Super that career development is a process of implementing one's self concept, explained by five developmental stages which are growth, exploration, establishment, maintenance and decline where each stage is made of sub-stages.

2.2.4 COGNITIVE AND SOCIAL LEARNING THEORIES

This also has a developmental base as Tiedeman and O'Hara (1963) outlines seven-stage model of career decision which are exploration, crystallization, choice, clarification, induction, reformation and integration which sometimes overlap.

It lays emphasis on the cognitive restructuring of the individual from within and without whiles Knepfelkamp and Selpitza focus on hierarchical structure of cognitive learning and takes in account nine (9) variables. These are locus of control, analysis, synthesis and openness to alternative perspectives. On the other hand, this theory lacks the measurement of processes on which it is based. Research has shown that, the process of career development theory comes from four disciplines:

- Differential Psychology- interested in work and occupations
- Personality- view individuals as an organizer of their own experiences
- Sociology- focus on occupational mobility
- Developmental Psychology

Research had proven that all theories in career development has two (2) directions (Savickas, 2002) which are individual differences with emphasis on abilities to find a place within an occupational structure and the other is individual development which dwells on career progression. These theories have either being in existence for long or are now evolving to address emerging career issues that are presented by gender, race and social class.

2.3 THEORIES OF CAREER DEVELOPMENT

Based on the four main theories of career counselling, Career Development Theories spanned over the past 75 years have been propounded. They include:

- i. Ginzberg Ginsburg, Axerald and Herman Theory (1951)
- ii. Holland theory of vocational types (1980's)
- iii. Bandura's social cognitive theory (Self Efficacy-1970's)
- iv. Super's developmental self-concept theory (1950's)

2.3.1 GINZBERG GINSBURG, AXELRAD AND HERMA THEORY (1951)

They explained that career choice was influenced by four (4) factors which were reality, influence of educational process, emotion and individual factors. It proposed that it was an individual development path that determined his or her career from pre-teen and ending young adulthood going through a three-stage experience involving, tentative fantasy and realistic.

During the fantasy stage, the individual has the liberty to pursue any career and his or her preferred activities are identified and matched with future career choices. He further defines his interest, capacity for and values of an occupational choice at this stage. The cumulative effect of the process is the transition in which the adolescent initiates his or her career choice process, recognized the consequences and responsibilities therein.

The realistic stage spanned mid adolescence to young adulthood resulting in three (3) stages. These were exploration, crystallization and specification. At this stage, career restricts choice to personal interest, skills and abilities while in the crystallization stage of career, choice was made. In the specification stage, educational experience that is required to fulfill the career goal is undertaken.

The limitation of this theory is the fact that career choices are also affected by gender, race and social class.

2.3.2 HOLLAND THEORY OF VOCATIONAL TYPES

This theory was grounded on the modal personal orientation or developmental process which was established through heredity and individuals history of reaction to environmental factors. He asserted that individuals were attracted to certain careers based on the degree of satisfaction obtained. This approach gives explicit attention to behavioural style or personality types as the major influence in career choice development and described it as structurally interactive.

This theory was founded on four pillars and these were:

- Individuals are categorized into realistic, investigative, artistic, social, enterprising and conventional and the chosen career is an expression of personality type and not done randomly.
- Similar personality traits in almost all occupational groups.
- Individuals seek environment that supports their sets of skills or abilities, express their attitudes and values and accept problems and roles.

- Congruence between personality and job environment determines occupational achievement, stability and satisfaction.

He explained that persons who are realistic work with hands, machines, tools, are active, practical, and adventurous and their high personality traits include being practicable, masculine and stable. Their low traits include being sensitive, feminine and stable and they tend to choose careers in the areas of construction, farming, architecture, truck driving, and mail carrier.

Considering the investigative person, he or she is thoughtful, analytical, explorative, knowledgeable, and full of ideas but not sociable. He is considered as a scholar, intellectual, and critical of all issues. He is also powerful, ambitious, and adventurous and engages in occupations such as biology, chemistry, dentistry, veterinarian, and programming.

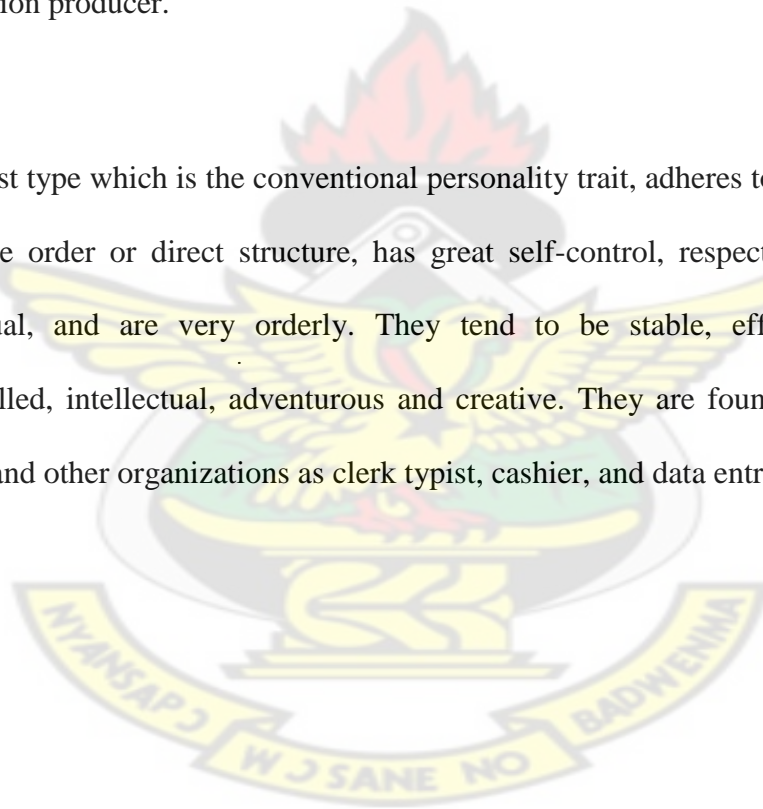
The artistic individual is always involved in literary work, music, artistic activities, emotional, creative and is very open. This makes them very expressive, creative and spontaneous but is orderly, efficient, conventional, social, and masculine. They are found in the creative art industry performing roles as an artist, musician, poet, interior designer and as a writer.

The individual, who is social trains, informs, educates, assists and is supportive, avoid technical skills, and are cooperative, friendly and applies a human face to all

issues. However, they are ambitious, creative, strong, and they are found in careers involving social work, counselling and policing.

The fifth category of personality type according to Holland is enterprising. These are verbally skilled, persuasive, direct, leader and dominant which makes them ambitious, adventurous, and energetic. On the other hand, they are intellectuals, creative, and feminine and are mostly lawyers, business executive, politician and television producer.

The last type which is the conventional personality trait, adheres to rules and routines, provide order or direct structure, has great self-control, respect power and status, punctual, and are very orderly. They tend to be stable, efficient, dependable, controlled, intellectual, adventurous and creative. They are found in banks as bank teller and other organizations as clerk typist, cashier, and data entry.



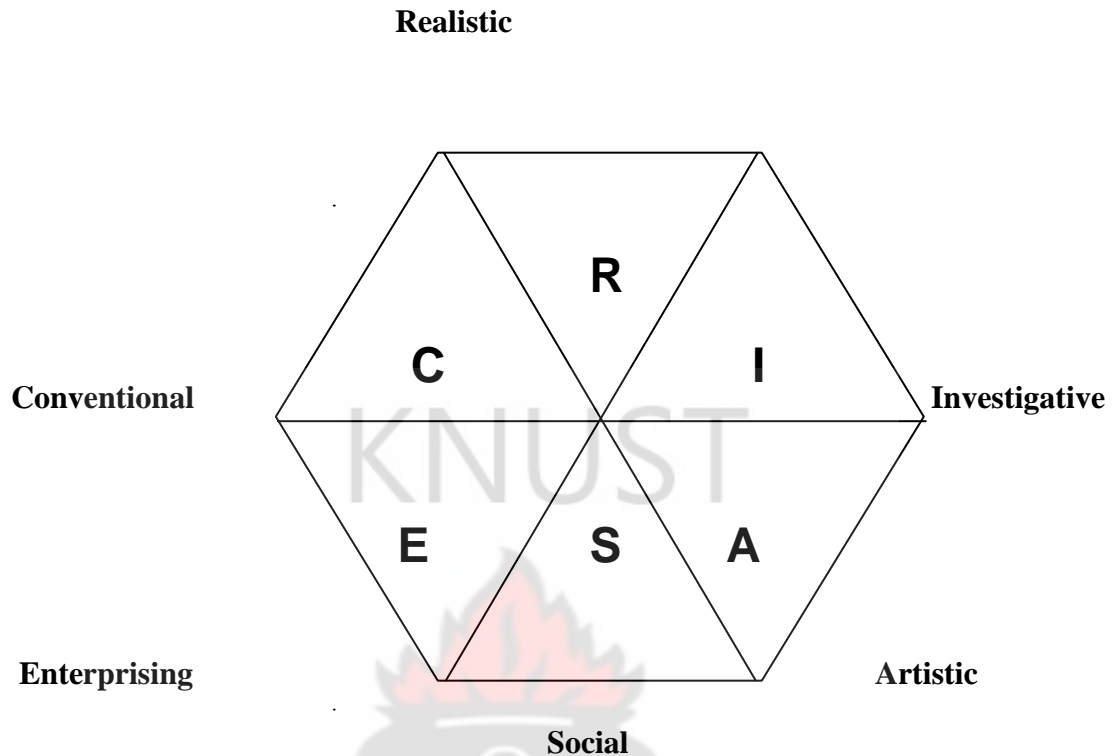


Fig.2 Personality Traits

Most Masculine Types -- R & E

Most Prestigious Types -- I & E

Most Feminine Types -- A & S

Least Prestigious Types -- R & C

Source: Holland (1997)

This model illustrates the relationship between personality and occupational environment. In spite of over 450 research studies, Holland Types appear to be stable over time and across gender and racial lines. These types were intuitively appealing and easily shared with students and oriented students to the world of work that was not overwhelming and provided helpful ways of understanding varied work environments.

This theory did not provide insights into how one develops a type or guidance for working with student. Another weak point was the fact that it was gender biased as it suggested that females score in personality types which are social, artistic and conventional. He attributes this to the idea that our society expects females to choose careers that are female-dominated fields.

2.3.3 BANDURA'S SOCIAL COGNITIVE THEORY

The focal point of Albert Bandura's social cognitive theory is the concept of self-efficacy. According to him, individuals exercise control over their thoughts, feelings, and actions and environment. He iterated that self-efficacy beliefs were the most influential predictor of human behaviour and the level and strength of self-efficacy determined whether coping behaviour would be initiated, how much effort would result and how long the effort would be sustained in the face of obstacles.

Self-Efficacy is concerned with the belief in one's own capabilities to organize and execute the courses of action required to produce given attainments- constructed on the basis of personal Performance - Accomplishments-previous successes or failures (most influential); vicarious Experience - Watching others, modeling, mentoring; verbal Persuasion - Verbal encouragement or discouragement and physiological and Emotional Factors.

This concept played the pivotal role in the cognitive regulation of motivation, because people regulate the level and distribution of effort they would expend in accordance with the effects they expected. The distinction between self-esteem and self-efficacy was that the former relates to a person's sense of self-worth while the later relates to a person's perception of his or her ability to reach a goal.

Bandura successfully showed that persons with differing self-efficacy levels perceived the world in fundamentally different ways. He asserts that those on the higher level of efficacy assumed that they were in control of their actions and decisions shaped their lives but this is the opposite in those on the lower level. He believed that abilities of individuals were key in the career decision-making process as individuals choose occupations that require capabilities they possessed or could develop.

Research has shown that personal goals also influenced career behaviours in important ways as these goals assist in the organization and guidance of individual behaviour. Bandura's Triadic Reciprocal Model of Causality establishes the relationship among personal attributes, external environment, and overt behaviour affect each other simultaneously

According to this theory, providing opportunities, experiences and significant adults to impact self-efficacy in all children becomes vital making strategic career development crucial.

2.3.4 SUPER'S DEVELOPMENTAL SELF-CONCEPT THEORY

This is believed to be a leading approach in the field of career development spanning over 40 years and it includes works of Miller, Roger, Havighurst, Kelly and more recently Buehler. It was founded on fourteen (14) assumptions of a person but now has been limited to transition from vocation to career.

Vocational development is the process of developing and implementing a self-concept. As the self-concept becomes more realistic and stable, vocational choice and behaviour move along simultaneously. Hence, careers that allowed utilization of their self-concepts carry the day and job satisfaction was attained (Super, 1957).

A number of educational programmes have resulted from Super's ideas which provided gradual exposure to self-concepts and work concepts in curriculum that represented Super's ideas of career development or vocational maturity (National Career Development Guideline Standards).

According to him, there are two main aspects of this theory which includes life span and life space. This theory has six (6) life and career development stages which include:

- a. Growth
- b. Exploration
- c. Specification
- d. Establishment
- e. Maintenance
- f. disengagement

Growth stage spanned Birth to mid-teens and is a major developmental task which involved the development of self-concept and departs from play to work orientation. The Sub stages include fantasy (4-10 years old) - needs dominate career fantasies and little reality orientation; interest (11-12 years old) - identifies likes/dislikes as basis for career choices; capacity (13-14 years old) - more reality incorporated; can relate own skills to specific requirements of jobs (Super, 1957).

According to him, exploration which covers mid-teens through early 20's is the second stage and it involves major tasks development, realistic self-concept and implementation of career preference through role tryouts and exploration after which there is a gradual narrowing of choices which lead to implementation of the preference and these preferences evolve into choices when executed. This also has some sub-stages which are tentative (15-17 years old) - tentative choices incorporating needs, interests, abilities are tried out in fantasy, coursework, part time work, volunteer, shadowing; identify field and level of work at this sub stage; crystallization of Preference (18-21 years old) - General preference is converted into specific choice. Reality dominates as one enters the job market or training after high

school. Choosing a college major or field of training; specifying a Vocational Preference (early 20's) - trial/little commitment; first job is tried out as life's work but the implemented choice is provisional and person may cycle back through crystallizing and specifying if not appropriate. The establishment covers mid 20's through mid 40's. The major task seeks to find secure niche in one's field and advance within it. Trial and Stabilization (25-30 years old) - process of settling down, if unsatisfactory may make 1-2 more changes before the right job is found. Advancement (30-40 years old) - efforts directed at securing one's position, acquiring seniority, developing skills, demonstrating superior performance, resume building actions (Super, 1990).

With regards to maintenance, spanning age 40 through to early 60's, involves the preservation of one's gains and develop non-occupational roles for preferences. New ground is further unearthed and there is continuity in established work patterns and faces competition from new career entrants.

Disengagement or Decline begins from late 60's through retirement. In this stage, there is deceleration of the career, gradual disengagement from the world of work resulting in retirement of individuals and is usually challenged to identify other sources of satisfaction and part time jobs satisfy their declining capacities.

These development tasks have been categorized as:

- Crystallization to form career goal
- Specification to move from tentative to preferred career.
- Implementation of complete training and begin employment.
- Stabilization to confirm choice through work experience
- Consolidation in advanced career.
- Readiness for retirement

According to Super, to develop one's career, identification of career development stage and setting goals to enable mastery of stage unique tasks, assisting students to clarify self-concept to enhance self-knowledge to increase career maturity and ensure effective application of self-knowledge to occupational information, students must be exposed to a wider range of careers since career options narrow over time while considering lifestyle implications, career and career relevance of subjects studied in school and directing work experiences in order to experience roles in real worlds of work.

Super's developmental view of career development in the context of the self, allows for changes over time which is very appropriate in the 21st Century workplace. His contribution to this field is his emphasis on the role of self-concept development. This theory recognizes that self-concept changes and develops throughout people's lives as a result of experience and individuals successfully refine their self-concept over time and application to the world of life creates adaptation in career choices.

The limitation of this theory is the omission of women, colour and the poor irrespective of its strong foundation for professional workforce.

2.4 THE SYSTEMS THEORY FRAMEWORK OF CAREER DEVELOPMENT AND COUNSELLING

Career counselling has changed and though the elements of the system are the same, their nature and relevance to career counselling are different in recent times. This is because all career theories have been widened and new theories have evolved coupled with an irreversible changed work environment (Brown & Associates, 2002; Patton & McMahon, 1999).

Savickas and Lent (1994) also emphasize that the traditional theories were too narrow hence the need for new ones to include issues on the social system, environmental-Societal and the integration of the theories.

This has resulted in proposing a reconstruction of career counselling in order to make it more effective (Savickas, 2000). One of such new theories is the Systems Theory Framework of Career Development and Counselling (STF). The theory seeks to bring a convergence in career theory (Patton, Wendy & McMahon, 2006). Central to this theory is the individual system which depicts a range of influences on career development and views it as a dynamic process showed by the figure below

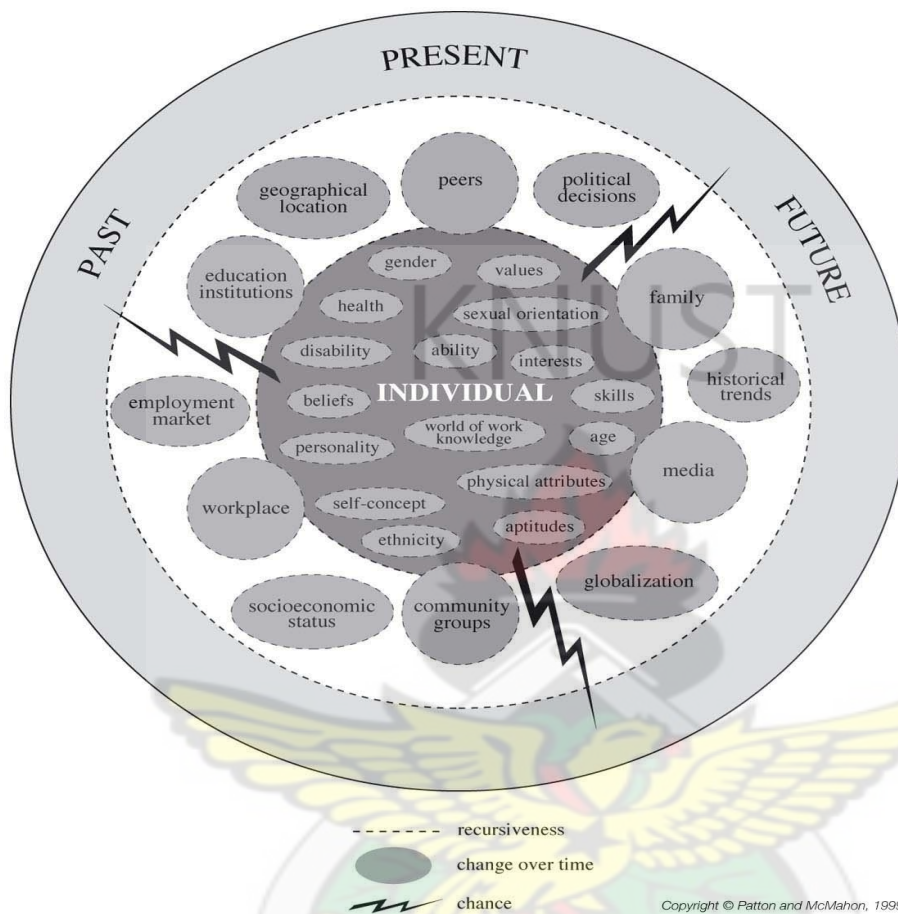


Fig.3 Systems Theory Framework

Source: International Journal for the advancement of Counselling (2006)

This figure explains that the career development process is dynamic, joint and based on chance. It indicates that each system is open and is subject to influences from outside and may extend beyond its boundaries, explaining the recursive nature of the STF depicted by the broken lines that represent permeability of the boundaries of the

various systems. The lightening flashes in the diagram represent the final process and influence and chance with all the entire systems influences showing as past, present and future. These are extricable connected.

This theory recognizes that the quality of relationship with the counsellee is very essential as well as the acceptance, understanding, trust and care as opposed to the traditional approaches to career counselling (Patton and McMahon, 1999).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter covers the methodology employed in this research, description of the study area, population and sample size as well as the sampling techniques. This also covered the data collection procedure, research instruments, and design and data analysis methods.

3.2 THE STUDY AREA

The study focused on Koforidua Polytechnic which is situated in Koforidua the capital of the Eastern Region of Ghana. The Polytechnic was established in 1997 and is one of the new Polytechnic institutions in Ghana.

The Scope of the research was all students of Koforidua Polytechnic. It cut across all levels in the various Schools in the Polytechnic. These are Schools of Business and Management Studies, Applied Sciences and Technology and Engineering. All categories of ages as well as both male and female students will be considered. It also included Senior Members and Senior Staff of the Polytechnic both in administration and academic.

There are five thousand one hundred and twenty six (5,126) students as well as three hundred and thirty eight (338) staff which excludes junior staff of the Polytechnic.

3.3 RESEARCH DESIGN

This design focused on a cross-section of the population which sought to sub divide the population into staff and student population in which respondents were then selected to form the total sample size.

3.4 POPULATION AND SAMPLING TECHNIQUES

3.4.1 POPULATION OF THE STUDY

The population of this study consisted of the total number of staff (excluding junior staff) that is three hundred and thirty eight (338) and five thousand one hundred and twenty six (5,126) students at Koforidua Polytechnic resulting in a defined target population of five thousand four hundred and sixty four (5464). There are fourteen departments in the Polytechnic, namely Accountancy, Marketing, Purchasing and Supply, Secretaryship and Management Studies, Professional Studies, Computer Science, Applied Mathematics, Hospitality Management, Electrical/ Electronic Engineering, Mechanical Engineering, Energy Systems Engineering, Civil Engineering, Automotive Engineering, and the Building Engineering Departments.

3.4.2 SAMPLE AND SAMPLING TECHNIQUES

Both the probability and non-probability sampling techniques were employed, specifically stratified random and convenience sampling techniques respectively. The stratified random sampling technique with proportional allocation was used to select two thousand five hundred (2500) student respondents due to the departmental

population distribution, whilst the convenience sampling technique was employed in the selection of two hundred and ten (210) staff respondents, resulting in a total sample size of two thousand seven hundred and ten (2710) respondents.

The departmental distribution and selection of the sample is shown as division of the target population into two sub populations of staff and students with population sizes of 338 and 5126 respectively. A sample of 210 staff respondents was then conveniently selected from the 338 staff population. Also, 2500 student respondents were selected from the 5126 student population using stratified random sampling with or under proportional allocation. The study in this instance assumed the various departments as the strata for the student population out of which sub samples were selected from each department (stratum) as follows:

The formula used was $n_h = \frac{N_h}{N} * n$

where, n_h is the stratum sample size,

N_h is the stratum population,

N is the overall population given as $N = N_h + N_h + + N_{nh}$

n is the sample size required given by $n = n_h + n_h + + n_{hk}$.

$$\text{Accountancy} \text{ ----- } n_h = \frac{N_h}{N} * n = \frac{1321}{5126} * 2500 = 644$$

$$\text{Marketing} \text{ ----- } n_h = \frac{N_h}{N} * n = \frac{810}{5126} * 2500 = 395$$

$$\text{Purchasing and Supply} \text{ ----- } n_h = \frac{N_h}{N} * n = \frac{774}{5126} * 2500 = 378$$

$$\text{Secretaryship and Management Studies} \text{ --- } n_h = \frac{N_h}{N} * n = \frac{185}{5126} * 2500 = 90$$

$$\begin{aligned}
\text{Professional Studies} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{847}{5126} * 2500 = 413 \\
\text{Computer Science} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{314}{5126} * 2500 = 153 \\
\text{Applied Mathematics} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{82}{5126} * 2500 = 40 \\
\text{Hospitality Management} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{292}{5126} * 2500 = 143 \\
\text{Electrical/ Electronic Engineering} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{140}{5126} * 2500 = 68 \\
\text{Mechanical Engineering} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{78}{5126} * 2500 = 38 \\
\text{Energy Systems Engineering} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{27}{5126} * 2500 = 13 \\
\text{Civil Engineering} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{40}{5126} * 2500 = 20 \\
\text{Automotive Engineering} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{54}{5126} * 2500 = 26 \\
\text{Building Engineering Departments} & \text{-----} n_h = \frac{N_h}{N} * n = \frac{162}{5126} * 2500 = 79
\end{aligned}$$

Therefore, the total student sample size is 2500.

3.5 DATA COLLECTION PROCEDURE

Information for the research was gathered through the administration of structured questionnaires to the selected respondents as well as visits to career centres, internet, libraries, interviews with concerned officers, and other relevant sources. The services of research assistants were employed in the administration of research instruments (questionnaires) after having been fully trained.

An introductory letter from the Institute of Distance Learning was sent to the Rector for approval and a period was allocated for data collection. Research assistants

distributed questionnaire to respondents and it took one month to collate the data. A total of two thousand seven hundred and ten (2710) questionnaires were distributed and it took 5 minutes approximately to answer each questionnaire.

3.6 RESEARCH INSTRUMENTS

The data was collected using well-structured questionnaires as well as formal and informal interviews. The questionnaires were made up of both open and close-ended questions. This gave the respondents the opportunity to make suggestions where applicable.

3.6.1 PRE-TESTING OF QUESTIONNAIRE

The questionnaires were pre-tested on selected respondents prior to the main administration of the research instrument for the design, structure, content and validity to be able to reduce ambiguity and uncertainties with respect to the questions. It also ascertained whether the questions were easy to understand.

3.7 DATA ANALYSIS

The processing of data and analysis was done using Statistical Package for Social Sciences (SPSS). The data presentation involved the use of frequency distribution tables, graphs and charts to aid the interpretation and understanding the results. The analyses further involved the test of hypothesis through the use of Analyses of Variance (ANOVA), coupled with correlation and regression analysis in order to draw valid conclusions on the basis of such analyses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals with both the descriptive and inferential analyses of data obtained from the primary sources through the administration of questionnaires. These set of questionnaires were administered to both staff and students of the Koforidua Polytechnic leading to analyses being done in three (3) parts namely: staff analysis, students analysis as well as the comparative analysis as shown below.

4.2 ANALYSIS AND DISCUSSION (FOR STAFF)

Table 4.2.1 Crosstabulation of status and sex of respondents

Status	Sex		Total
	Male	female	
Teaching Staff	56	56	112
Administrative staff	49	47	96
Total	105	103	208

Source: Field Survey, 2012

Table 4.2.1 above displays a crosstabulation of status and sex of staff respondents who were involved in this study. With regard to sex or gender of staff respondents, one hundred and five (105) out of a total of two hundred and eight respondents who were involved in this survey were males whilst the remaining one hundred and three (103) females. Again, one hundred and twelve (112) and ninety six (96) respondents were teaching and administrative staffs respectively. Saviskas (2002) states that, the

evolving theories of career development consider gender and therefore, must be considered in this research.

Table 4.2.2 Crosstabulation of existence of guidance and counselling office in Senior High School/6th Form and in the Polytechnic.

Existence in SHS	Existence in Polytechnic		TOTAL
	YES	NO	
YES	156	4	160
NO	40	8	48
TOTAL	196	12	208

Source: Field Survey, 2012

Crosstabulation 4.2.2 above indicates the existence of guidance and counselling offices or units in both the Polytechnic, in this instance the Koforidua Polytechnic as well as their former Senior High Schools (SHS) as reported by respondents in the Table 4.2.2 above in cell one (1). In the Polytechnic in general, a total of one hundred and ninety six (196) out of a total of two hundred and eight (208) indicated the existence of a counseling office in the Polytechnic, whilst the remaining twelve (12) were not aware of the existence of a counseling unit in the polytechnic representing approximately 6%. With regard to the SHS, one hundred and sixty indicated that there existed counseling office in their former SHS, with the remaining 48 respondents indicating the non-existence of a counseling office in their former SHS. This implies that majority of the respondents were aware of the existence of counseling office in both the Polytechnic and SHS.

Majority of respondents confirming the existence of career counseling offices in their respective institutions as well as in Koforidua Polytechnic brings to the fore Super's developmental theory which establishes a relationship between recognition of one's ability from mid-teen through the early 20s and the exploration and implementation of career preferences as affirmed by Nayak and Rao (2004).

Table 4.2.3 Presence of Guidance and Counselling Officer

Response	Frequency	Percent	Cumulative Percent
Yes	183	87.9	87.9
No	12	5.8	93.7
Not sure	13	6.3	100
Total	208	100	

Source: Field Survey, 2012

With regard to the availability of Guidance and Counselling Officer in the counselling offices in the respective institutions, the responses are displayed in the Table 4.2.3 above. It is given that one hundred and eighty three (183) staff respondents who were involved in this study indicated that there was a qualified Guidance and Counselling Officer manning the counseling offices in the various institutions. Twelve respondents (12) on the other hand indicated that there were no qualified Guidance and Counselling Officers manning the counseling units with the remaining thirteen (13) respondents were not quite sure as whether those who were manning the counselling offices were qualified or not. These represent 87.9%, 5.8% and 6.3% respectively. This also implies the proper management and administration of

counseling services in the SHS and the Polytechnic as a result of the availability of qualified personnel manning the counseling offices.

According to Super's theory, the presence of guidance and counseling offices and academic counsellors enables individuals to develop their career as they are guided through essential related activities (Nayak and Rao,2004)

Table 4.2.4 Visitation to the counselling office

Visitation	Frequency	Percent	Cumulative Percent
Yes	147	70.7	70.7
No	61	29.3	100
Total	208	100	

Source: Field Survey, 2012

With regard to the usage of the counselling office by staff and as well as during the period where they used to be students in their respective SHS's, a total of one hundred and forty seven (147) respondents out of a total of two hundred and eight (208) indicated that they did visit the counselling offices for academic, career and other forms of counselling that helped to shape their lives. This represents 70.7%, whilst the remaining sixty one (61) did not visit the counselling offices for any form of counselling. This also represents 29.3% which is quite significant and therefore need to be looked at in order for the outfit to be put into full utilization as well as students and staff deriving the full benefits of the outfit thereof.

This is affirmed by Holland's theory where he expects that individuals seek environments that are supportive of their sets of skills, express their attitudes and values and accepts problems and roles, hence visits to the office for such assistance.

Table 4.2.5 Knowledge about career counselling

Knowledge	Frequency	Percent
Yes	186	89.4
No	22	10.6
Total	208	100

Source: Field Survey, 2012

Knowledge about career counselling is very important when it comes to career development as well as counselling. In the Table 4.2.5 above, it is clear that one hundred and eighty six (186) out of total staff respondents, who were involved in this study comprising both teaching and non-teaching staff, indicated the fact that they have or had knowledge about career counseling with only twenty two (22) having no such knowledge, representing 89.4% and 10.6% respectively. This implies that the knowledge about career counseling possessed by these respondents might have influenced them in their choice of careers and for that matter their career development.

This is supported by a UNESCO (2002) document on career counselling that individuals must attain greater self-awareness with regards to career counselling issues in order to better understand which jobs best fits their skills or interests.

Table 4.2.6 The wish to have access to career counselling

Access	Frequency	Percent	Cumulative Percent
Yes	195	93.7	93.7
No	9	4.4	98.1
Not sure	4	1.9	100
Total	208	100	

Source: Field Survey, 2012

Even though respondents have already indicated that they have knowledge and interest in career counselling as reported in Table 4.2.6 above, it still can be seen that members would still wish to have access to career counseling to help develop their careers which will lead to job enhancement, betterment and satisfaction of life.

Super's theory asserts that in developing one's career, there is the need to direct work experiences in order to experience roles in real world of work (Allyn and Bacon, 2004).

Table 4.2.7 Receipt of any counselling on choosing careers in School

Received Counselling	Frequency	Percent
Yes	180	86.5
No	28	13.5
Total	208	100

Source: Field Survey, 2012

The Table 4.2.7 above display whether or not respondents once received career counselling on choosing careers in school. It can be seen that one hundred and eighty

(180) respondents indicated that they did receive career counselling in school in choosing their careers, whilst the remaining twenty eight (28) on the other hand did not receive any career counselling in choosing their careers whilst they were in school. These represent 86.5% and 13.5% respectively. This implies that majority of the staff found themselves in their respective offices as a result of being guided by career counsellors and might lead to job satisfaction.

This is supported by an educational policy analysis by OECD (2002) that career guidance assists individuals to reflect on their ambitions, interests, qualifications and abilities.

Table 4.2.8 Programme studied as a result of the career counselling received

Response	Frequency	Percent
Yes	172	82.7
No	36	17.3
Total	208	100

Source: Field Survey, 2012

With regard to whether programme studied at school was as a result of career counselling received, it can be seen from the responses obtained in Table 4.2.8 above that one hundred and seventy two (172) respondents out of a total of two hundred and eight (208) representing 82.7% indicated that their programmes of study were as a result career counselling received whilst in school with the remaining thirty six (36) respondents also representing 17.3% indicated that choice of programmes of study

were not based on career counselling received but rather on personal considerations and others. The higher percentage of respondents of 82.7% that chose their programmes of study whilst in school as a result of career counselling received is a clear indication of the fact that guidance and counselling offices in the respective institutions are were and are still functioning effectively as they ought to be.

The policy document by OECD (2003) again iterates that the career guidance services develop career management skills rather than only helping individuals make immediate choices.

Table 4.2.9 Influence of choice of programme of study and or career

Influence	Frequency	Percent	Cumulative Percent
Parents	17	8.2	8.2
Friends	15	7.2	15.4
Personal Interest	98	47.1	62.5
Teacher(S)	78	37.5	100
Total	208	100	

Source: Field Survey, 2012

Apart from the receipt of career counselling in choosing ones programme of study as well as career as depicted in Tables 4.2.7 and 4.2.8 respectively, there could be other factors that may influence such decisions which are summarized in Table 4.2.9 above and displayed in Figure 4.1 below:

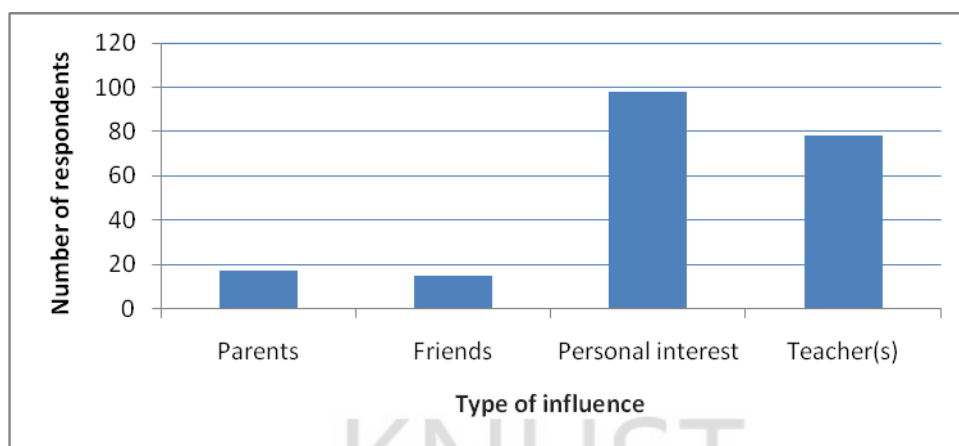


Figure 4.1: Bar chart showing other factors that influence the choice of programme of study and career.

It is clear from the Figure 4.1 above with regard to this study as given by respondents that the most influential factor in the choice of programme of study and career is personal interest followed by teachers, then by parents and finally by friends. These are in the percentages of 47.1%, 37.5%, 8.2% and 7.2% respectively.

A policy document by OECD (2004) on career development iterates the crucial role families and friends, teachers and personal interest plays in the career choice of individuals.

Table 4.2.10 Relevance of career counselling to an employed person

Relevance	Frequency	Percent
Yes	119	57.2
No	89	42.8
Total	208	100

Source: Field Survey, 2012

One would always require career counselling in the event of seeking to better one's job or career as already established by the responses given by the respondents in study in Tables 4.2.7 and 4.2.8 above. Furthermore, whether one is employed or not, or a student, career counselling is still relevant especially when one is employed. It can be seen that with regard to those already employed, one hundred and nineteen (119) representing 57.2% did indicate that career counselling is relevant and must or have to be pursued even as one is already employed, whilst the remaining eighty nine (89) also representing 42.8% were rather of the view that once employed career counselling becomes irrelevant and therefore need not to be pursued.

OECD (2004) suggests that career development is crucial to the success of lifelong learning policies. It iterates that schooling could be designed as a system but lifelong learning cannot be designed. It adds that it needs to embrace many forms of learning in many ways and provide a sense of impetus, coherence and continuity in individuals.

Table 4.2.11 Career counselling effect on career progression

Effect	Frequency	Percent	Cumulative Percent
Yes	146	70.2	70.2
No	36	17.3	87.5
Somehow	15	7.2	94.7
Not sure	11	5.3	100
Total	208	100	

Source: Field Survey, 2012

Even though it has already been established that career guidance and counselling are relevant even when one is already employed as indicated by Table 4.2.10 above, the relevance of career counselling to the employed person is summarized in the Table 4.2.11 above and discussed below as follows: Table 4.2.11 above that career counselling has a positive effect on career progression as indicated by 70.2% of the respondents, 17.3% of the respondents were of contrary opinion that it does not impact positively on career progression, whilst 7.2% on the other hand were of the view that it somehow did influence career progression as well as the remaining 5.3% were not sure at all of the effect of career counselling on career progression. This is further displayed in the Figure 4.2 below.

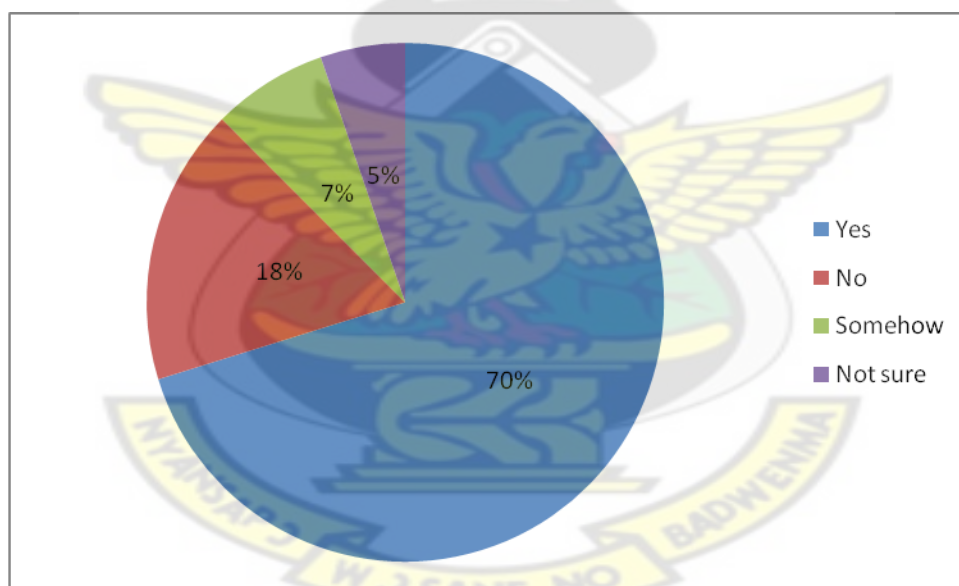


Figure 4.2: Pie chart showing the effect of career counselling on career progression.

It is vividly clear that career counselling has a very high positive effect on career progression. The 70% effect of career counselling as shown in the Figure 4.2 above as indicated by the respondents goes a long way to corroborate the fact that career

counselling is relevant when one is employed as represented 57.2% in the Table 4.2.10 above. It therefore can be concluded that career counselling programs must be taken at all times whether one is a student, unemployed or even employed to help better one career or employment.

According to OECD (2003), it improves efficiency of labour markets and education systems thus, increases job exploration and information to enable progression in one's career path.

4.3 TEST OF HYPOTHESIS (FOR STAFF RESPONSES)

The hypotheses stated under 1.4 above are tested as follows in order to draw inferential conclusions on the basis of the analysis.

4.3.1 HYPOTHESES A

Null hypothesis: There is a positive relationship between career guidance and career choice.

Alternative hypothesis: There is no positive relationship between career guidance and career choice

Table 4.3.1.1 Analysis of variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	71.001	2	35.5005	9.8013	.496
Residual	742.480	205	3.622		
Total	813.480	207			

Predictors: (Constant), is the programme you studied as a result of the career counselling you received? Did you receive any counselling on choosing career whiles in School?



From the Table 4.3.1.1 (ANOVA Table) above, the significant value of 0.496 is far greater than the critical value of 0.05. The decision and the analysis of variance (ANOVA) table above is used to test the overall significance of the relationship between career guidance and career choice by testing specifically above the hypothesis as shown above.

The level of significance selected is $\alpha=0.05$.

The decision rule is do not reject the null hypothesis if the F calculated is less than the F critical, or if the significant value is greater than the level of significance ($\alpha=0.05$).

The conclusion is that since the significant value of 0.496 is greater than 0.05, the null hypothesis is not rejected, thus it can be concluded that there is a positive relationship between career guidance and career choice.

This affirms Super's (1957) developmental theory that career counseling provides gradual exposure to self and work concepts. This is because as the individual undergoes the developmental stages, guidance will be able to assist the individual to explore his or her abilities and implement preferences leading to choice of career.

Table 4.3.1.2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.8234	.6780	.5021	.57874

NB: Predictors: (Constant), is the programme you studied as a result of the career counselling you received?, Did you receive any counselling on choosing career whiles in School?

The Table 4.3.1.2 above contains the model summary in terms of the correlation coefficient and the coefficient of determination, which help to determine the exact nature of the relationship(s).

The R and R^2 represent the correlation and coefficient of determination respectively. The R (0.8234) shows that there exist a strong positive relationship between career guidance and career choice. Furthermore, the R^2 (coefficient of determination) value of 0.6780 or 67.8% means that approximately 68% of the proportion of variations in career choice is explained by career guidance.

From the analysis, it is revealed that as career is improved and increased, better career decisions or choices will be made. This implies that there is a strong positive correlation between career guidance and career choice.

4.3.2 HYPOTHESES B

Null hypothesis: Career counselling leads to more job satisfaction.

Alternative hypothesis: Career counselling does not lead to more job satisfaction.

The above hypothesis are tested using the paired approach specifically job satisfaction with respect to having any guidance and counselling office in your Senior High School or 6th Form, ever visiting the counselling office, receiving of counselling on choosing career whiles in School, and programme studied as a result

of the career counselling received, using the test results summarized in Table 4.3.2.2 below.

Table 4.3.1.3 Paired Analyses of variance

		Sum of Squares	Df	Mean Square	F	Sig.
Job satisfaction with having guidance and counselling office in Senior High School/6th Form	Between Groups	2.120	3	.707	2.517	.082
	Within Groups	6.738	24	.281		
	Total	8.857	27			
Job satisfaction with visitation the counselling office	Between Groups	1.408	3	.469	2.137	.122
	Within Groups	5.271	24	.220		
	Total	6.679	27			
Job satisfaction with receipt of counselling on choosing career whiles in School	Between Groups	.943	3	.314	1.582	.220
	Within Groups	4.771	24	.199		
	Total	5.714	27			
Job satisfaction with programme studied as a result of the career counselling you received	Between Groups	.886	3	.295	1.188	.335
	Within Groups	5.971	24	.249		
	Total	6.857	27			

The level of significance selected is $\alpha=0.05$.

The decision rule is do not reject the null hypothesis if the F calculated is less than the F critical, or if the significant value is greater than the level of significance ($\alpha=0.05$).

From the Table 4.3.2.2 (ANOVA paired table) above, the significant values of 0.082, 0.122, 0.220, and 0.335 are all greater than the significant level of 0.05. Therefore based on the decision rule it is concluded that job satisfaction can be achieved as a result of career counseling since the null hypothesis is not rejected.

Donald Super's (1980) life span, life-space theory of career development affirms the fact that individual attains career maturity or adaptability and are able to develop self-concept through which they test out occupations that allow them to be their real self.. It also achieves work and life satisfaction and all these are contingent on the individual's ability to find outlets for their skills or abilities (Allyn and Bacon, 2004).

4.4 ANALYSIS AND DISCUSSION (FOR STUDENTS)

Table 4.4.1 Crosstabulation of sex and level of respondents

Sex	Level				Total
	First year	Second year	Third year	Non-tertiary	
Male	250	300	400	98	1100
Female	200	200	450	102	900
Total	450	500	850	200	2000

Source: Field Survey, 2012

With regard to sex and level of the students who were involved in the study, it can be seen clearly from the Table 4.4.1 above that majority of the students sampled for the

study were in their final year (850), this was followed by second years (500), first year (450) and non-tertiary students (200) respectively. The greater number of final and second year students involved is a good opportunity to explore career guidance and counselling, and programme of study.

Also with regard to sex of the respondents, a total of one thousand one hundred of the student respondents who were involved in this survey were males, whilst the remaining nine hundred were females. The sex and level distribution of students is further displayed in the Figure 4.3 below.

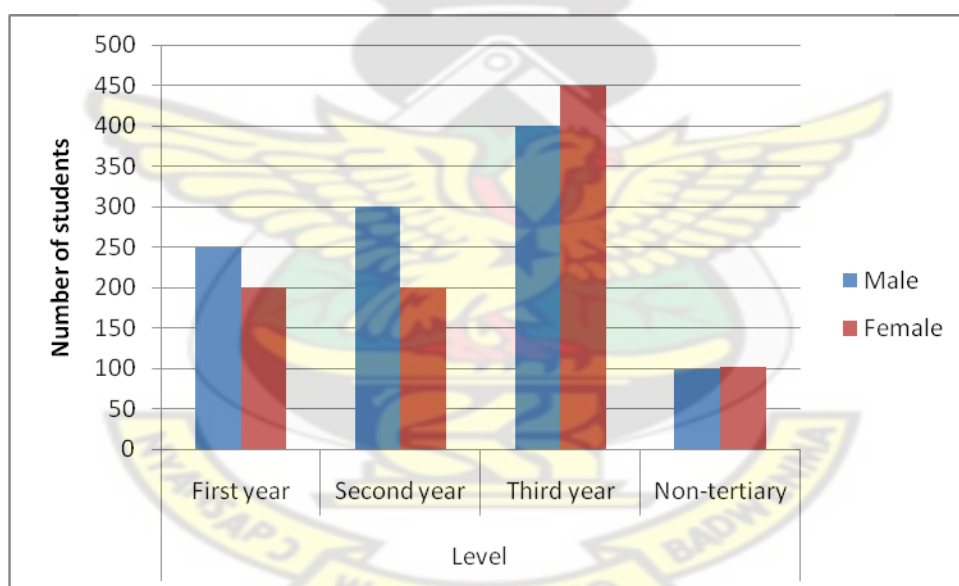


Fig. 4.3: Multiple bar chart of sex and level of respondents

Table 4.4.2 Crosstabulation of existence of guidance and counselling office in Senior High School and in the Polytechnic.

Existence in SHS	Existence in Polytechnic		TOTAL
	YES	NO	
YES	1616	24	1640
NO	280	80	360
TOTAL	1896	104	2000

Source: Field Survey, 2012

It can be seen from the Crosstabulation 4.4.2 above that indeed there exist guidance and counseling offices or units in both the Polytechnic, in this instance the Koforidua Polytechnic as well as their former Senior High Schools (SHS) as reported by student respondents. In the Polytechnic in general, a total of one thousand eight hundred and ninety six (1896) out of a total of two thousand (2000) indicated the existence of a counselling office in the Polytechnic, whilst the remaining one hundred and four (104) were not aware of the existence of a counselling unit in the Polytechnic.

An OECD policy on career guidance (2004) has noted that the existence of career guidance offices in primary schools and smooth transition into SHS as well as into tertiary institutions like the Polytechnic.

This became evident when one thousand six hundred and forty respondents indicated that there existed counselling offices in their former SHS, with the remaining three hundred and sixty respondents indicating the non-existence of a counselling office in

their former SHS. This implies that guidance and counselling offices existed in the Polytechnic and majority of the SHS's as indicated by majority of the student respondents involved in the study.

Table 4.4.3 Crosstabulation of knowledge about career counselling and visit to counselling unit.

Knowledge about career counselling	Visitation to counselling unit in Polytechnic		TOTAL
	YES	NO	
YES	1190	450	1640
NO	160	200	360
TOTAL	1350	650	2000

Source: Field Survey, 2012

In the Table 4.4.3 above it is clear that one thousand six hundred and forty (1640) out of a total of two thousand (2000) student respondents who were involved in this study indicated the fact that they had knowledge about career counselling with only three hundred and sixty (360) having no such knowledge. At the same time one thousand three hundred and fifty (1350) respondents have been visiting the guidance and counselling office with the remaining six hundred and fifty (650) respondents not patronizing the services of the guidance and counselling unit in the Koforidua Polytechnic.

It is noted information on career guidance will assist in bridging the gap between one's abilities and transition options and pathways as well as information labour market demand and supply (Career Guidance Handbook 2004).

Table 4.4.4 Crosstabulation of career counselling in choice of programme of study and career

Counselling in career choice	Counselling in choice of programme of study		Total
	Yes	No	
Yes	1000	120	1120
No	350	250	600
Not sure	200	80	280
Total	1560	440	2000

Source: Field Survey, 2012

Out of a total of two thousand (2000) student respondents who were involved in this study, majority totaling one thousand five hundred and sixty (1560) indicated that their choice of programmes of study were as a result of counselling they received, with the remaining four hundred and forty did not choose their programmes of study based on counselling received but rather on other factors considered. Furthermore, with regard to the choice of career it can be inferred from the Table 4.4.4 above that majority also representing one thousand one hundred and twenty (1120) will or shall choose their careers based on the counselling they have received. Also six hundred were of the view that they shall choose their careers not based on counselling, with the remaining two hundred and eighty were not sure as to how they will choose their respective careers. The majority of choice of both programme of study and career are and would be based on career counselling that would be received, thus emphasizing its importance and its recommendation to students.

Gandhi (2011) noted that it assists students in determining their career pathways and brightens the realm of individuals work life. She also iterates that it maintains a perfect balance between professional life and takes care of other aspects like personal insight, better understanding of job responsibilities, interview skills, etc. and this is affirmed by the results obtained above.

Table 4.4.5 Counselling approach is geared towards paid-employment rather than self employed

Response	Frequency	Percent
Yes	1230	61.5
No	770	38.5
Total	2000	100

Source: Field Survey, 2012

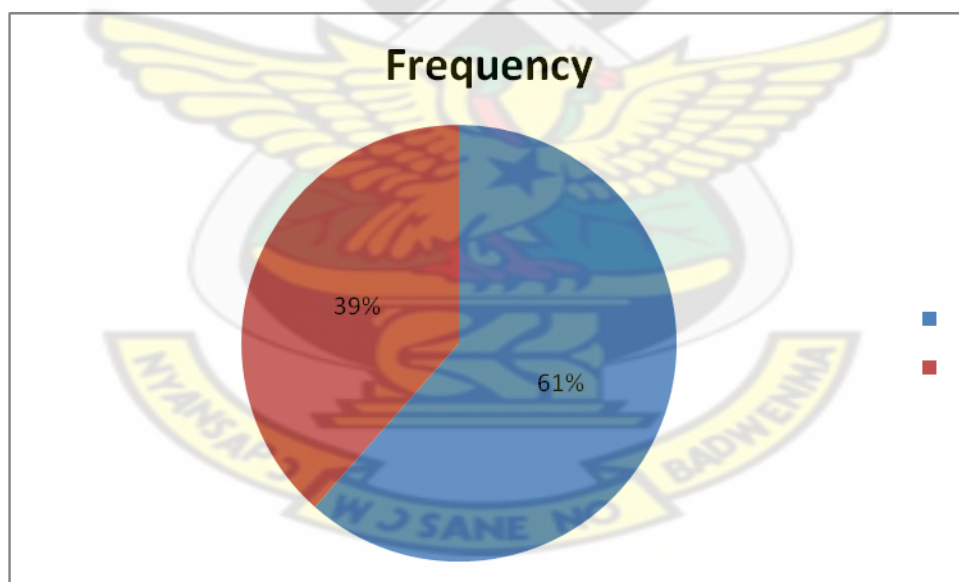


Figure 4.4: Pie chart showing counselling approach is geared towards paid-employment rather than self employed

Table 4.4.5 and Figure 4.4 above summarizes and display vividly the responses given by the respondents with regard to whether counselling approach is geared towards

paid-employment rather than self-employed. It reveals that, counselling approach with regard to the Koforidua Polytechnic is geared towards both paid and self-employment. One thousand two hundred and thirty (1230) out of a total of two thousand (2000) respondents involved in the study were of the view that the counselling approach is geared towards paid employment whilst the remaining seven hundred and seventy seven said that the counselling approach was geared towards not only paid employment only but also on self-employment as well. These represent 61.5% and 38.5% respectively.

From the analysis, it is also observed that a substantial number of students based on counselling received, coupled with entrepreneurship training, would find themselves in other self-employments.

This is supported by a handbook on career guidance (2004) as it also states that “few career guidance services have structured approaches aimed at helping students develop an entrepreneurial spirit and skills”. They rather tend to focus on guidance for paid employment.

Table 4.4.6 Counselling forming part of the curriculum

Response	Frequency	Percent	Cumulative Percent
Yes	998	49.9	49.9
No	780	39.0	88.9
Not sure	222	11.1	100
Total	2000	100	

Source: Field Survey, 2012

On the issue of counselling forming part of the curriculum, the respondents were of varying opinions as yes, no, and not sure represented by 49.9%, 39%, and 11.1% respectively. OECD handbook (2004) suggests that it should form part of the curriculum right from the primary schools to enable smooth transition to the senior high schools and to the tertiary institutions.

4.5 TEST OF HYPOTHESIS (FOR STUDENT RESPONSES)

4.5.1 HYPOTHESES C

Null hypothesis: Students who receive counselling during course selection will be more satisfied with their courses of study compared to those who do not.

Alternative hypothesis: Students who receive counselling during course selection will not be more satisfied with their courses of study compared to those who do not.

The above hypothesis is tested using the analysis of variance approach coupled with other statistics as shown below:

Table 4.4.2.1 Analysis of variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.76	2	8.88	2.8362	.389
Residual	641.87	205	3.1310		
Total	659.63	207			

The ANOVA table above is used to test the hypothesis above at level of significance 0.05.

The decision rule is do not reject the null hypothesis if the F calculated is less than the F critical, or if the significant value is greater than the level of significance ($\alpha=0.05$).

From the Table 4.4.2.1 (ANOVA Table) above, the significant value recorded is 0.389 which is greater than the critical value of 0.05. The decision and conclusion is that since the significant value of 0.389 is greater than 0.05, the null hypothesis is not rejected, thus it can be concluded that Students who receive counselling during course selection will be more satisfied with their courses of study compared to those who do not.

This is supported by Ginzberg, Axerald and Herman theory (1951) that career choices of individuals are influenced by the educational process, emotion and individual factors. Therefore individuals are likely to be more satisfied when with their programmes of study since there is a relation between the two main variables, interest and career choice (Nayak and Rao, 2004).

Table 4.4.2.2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641	.411	.304	.79328

Table 4.4.2.2 above again reports the model summary in terms of the correlation coefficient and the coefficient of determination, etc.

The R and R^2 represent the correlation and coefficient of determination respectively. The R (0.641) shows that there exists a strong positive relationship between the variables that is receiving counselling on choice of course or programme of study and job satisfaction. This implies students who receive counselling during course selection will be more satisfied with their courses of study compared to those who do not, thus confirming the conclusion drawn from the analysis of variance in Table 4.4.2.1 above.

This is also supported by Holland (1997) that individuals are more likely to be attracted to programmes or careers based on the degree of satisfaction obtained.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter summarises the entire study, the findings and conclusions drawn as well as the recommendations made by the researcher. The limitations encountered and the direction for future research are all covered.

5.1 SUMMARY OF FINDINGS

The main motive of this research work was to assess the impact of career counselling on career development of the staff and students in Koforidua Polytechnic.

The study sought specifically to:

- i. Find out the existence of career guidance in schools.
- ii. Examine awareness levels of career counselling.
- iii. Assess the effectiveness of the career counselling.
- iv. Impact on career choices and development.

Based on the above objectives, the appropriate primary data on the subject were collected through the administration of structured questionnaires to both staff and students of Koforidua Polytechnic. The following, on the bases of the analysis and interpretation of the data collected, are the findings of the study:

Firstly, the study revealed that career guidance existed in schools both in the Polytechnic and in the SHS's as respondents generally indicated a total of one hundred and ninety six (196) out of two hundred and eight (208) indicated the existence of a counselling office in the Polytechnic, whilst with regard to the SHS, one hundred and sixty (160) indicated that there existed counseling offices manned by competent guidance and counselling officers. This was subsequently corroborated by the student respondents. (Ref Tables 4.2.2 and 4.4.2 respectively).

Another finding from the study was that the awareness levels of career counselling were very high among both staff and students who were involved in the study and therefore visited and patronized the services of the guidance and counselling units. Specifically, Tables 4.2.5 and 4.4.3 revealed that one hundred and eighty six (186) out of a total staff respondents of two hundred and eight (208) who were involved in this study comprising both teaching and non-teaching staff, indicated the fact that they have or had knowledge about career counselling and as high as one thousand six hundred and forty (1640) out of a total two thousand (2000) student respondents were aware and had knowledge about career counselling respectively.

It was also found that career counselling activities have been very effective within the institutions as it revealed that one hundred and eighty (180) staff respondents indicated that they received career counselling in school in choosing their careers as well as out of a total of two thousand (2000) student respondents who were involved in this study, a total of one thousand five hundred and sixty (1560) indicated that their

choices of programmes of study were as a result of the career counselling received, corroborating the effectiveness of career counselling activities. (Ref: Table 4.2.7 and 4.4.4 respectively).

Furthermore, with regard to the choice of career it can be inferred from the Table 4.4.4 above that majority also representing one thousand one hundred and twenty (1120) chose their careers based on the counselling they had received and as well that one hundred and seventy two (172) staff respondents representing 82.7% indicated that their programmes of study were as a result of career counselling received as revealed by Table 4.2.8 above.

Moreover, the study revealed that indeed career counselling has a positive effect or impact on career progression as indicated by 70.2% of the staff respondents as given in Table 4.2.11 above,

With regards to testing of hypothesis (a) with the analysis of variance table, Table 4.3.1.1 the significant value of 0.496 was far greater than the significant level of 0.05. Therefore based on the decision rule, the null hypothesis was not rejected, revealing the fact that there is a positive relationship between career guidance and career choice.

The correlation coefficient and coefficient of determination (R and R^2) respectively of 0.8234 and 0.6780 revealed the existence of a strong positive relationship between career guidance and career choice, with the R^2 (coefficient of determination) value of 0.6780 or 67.8% implying that approximately 68% of the proportion of variations in career choice is explained by career guidance.

Finally, the test of hypothesis (b) revealed that job satisfaction could be achieved as a result of career counselling as shown and concluded in Table 4.3.2.2 (ANOVA paired table) above, through the acceptance of the null hypothesis.

5.2 CONCLUSION

Based on the objectives and the research hypotheses developed, as well as the literature reviewed and the data obtained and analyzed it is desirable to draw the following conclusions:

Firstly, with regard to the first objective, which sought to find out the existence of career guidance in schools it can be concluded from the first finding career guidance exist in schools both in the Polytechnic and in the SHS'S involved in the study.

Secondly, based on the second objective, it can be concluded from the findings that the awareness levels of career counselling were and or are very high among both staff

and students who were involved in the study and career counselling activities have been very effective within the institutions.

Another conclusion is the fact that career counselling has a positive effect or impact on career progression as the study revealed that majority of the respondents chose their programmes of study and careers based on the career counselling they received.

Finally, it can be concluded based on the test of hypotheses that there is a positive relationship between career guidance and career choice and that maximum job satisfaction could be achieved through career counselling.

5.3 RECOMMENDATIONS

Based on the findings and conclusions drawn from the study, the following recommendations are worth considering:

It is recommended that guidance and counselling units or offices should be established in the few institutions that do not have them since their functions are critical in the development of individual's careers and efficiency in the labour market.

Also, it is recommended that institutions with guidance and counselling offices which are not manned by qualified and competent officers should employ the services of

qualified counsellors to ensure efficiency and effectiveness. These officers must not perform other roles like teaching other courses so that they would be available to assist students and staff with the necessary information required.

Furthermore, it is recommended that the outfits of the guidance and counselling unit should intensify their activities to enable all students and staff benefit from guidance and counselling programs and activities since the study revealed that quite a number of the respondents who were involved in the study refused or were not visiting the counselling units.

It is also recommended that tertiary institutions should especially organize career fairs and also employers forum where students and staff can interact and gain insight in to their careers.

In the light of the positives of this activity, it is recommended that the policy makers ensure that it forms part of curriculum for schools and encourage organisations to undertake career counselling as it has an overall effect on the productivity of employees and the growth of the economy as the whole through labour efficiency enhanced by career counselling.

Furthermore, it is encouraged that career counselling is seen as a cross-curricular responsibility of all staff of the senior high schools (SHS) and Polytechnics. This will ensure an improvement of the maximum-level service provision while at same time

promoting institutional responsibility for career education and guidance at all levels. Parents of students as well as institutions should be partnered in building the capacity of students and staff for improved productivity in all sectors.

Finally, establishing a call-centre for career guidance for the Polytechnic where staff and students call access at specific times with ease at no cost for career information and training opportunities.

5.4 LIMITATIONS OF THE STUDY

The limitations that were faced by the researcher included the period for undertaking the research that is, time constraints in the collection of data and the willingness, co-operation and objectivity of respondents.

5.5 DIRECTION FOR FURTHER RESEARCH

Engagement of qualified career counsellors in all senior high schools and tertiary institutions with its subsequent development of a comprehensive career guidance policy in all tertiary institutions.

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APPENDICES

APPENDIX I

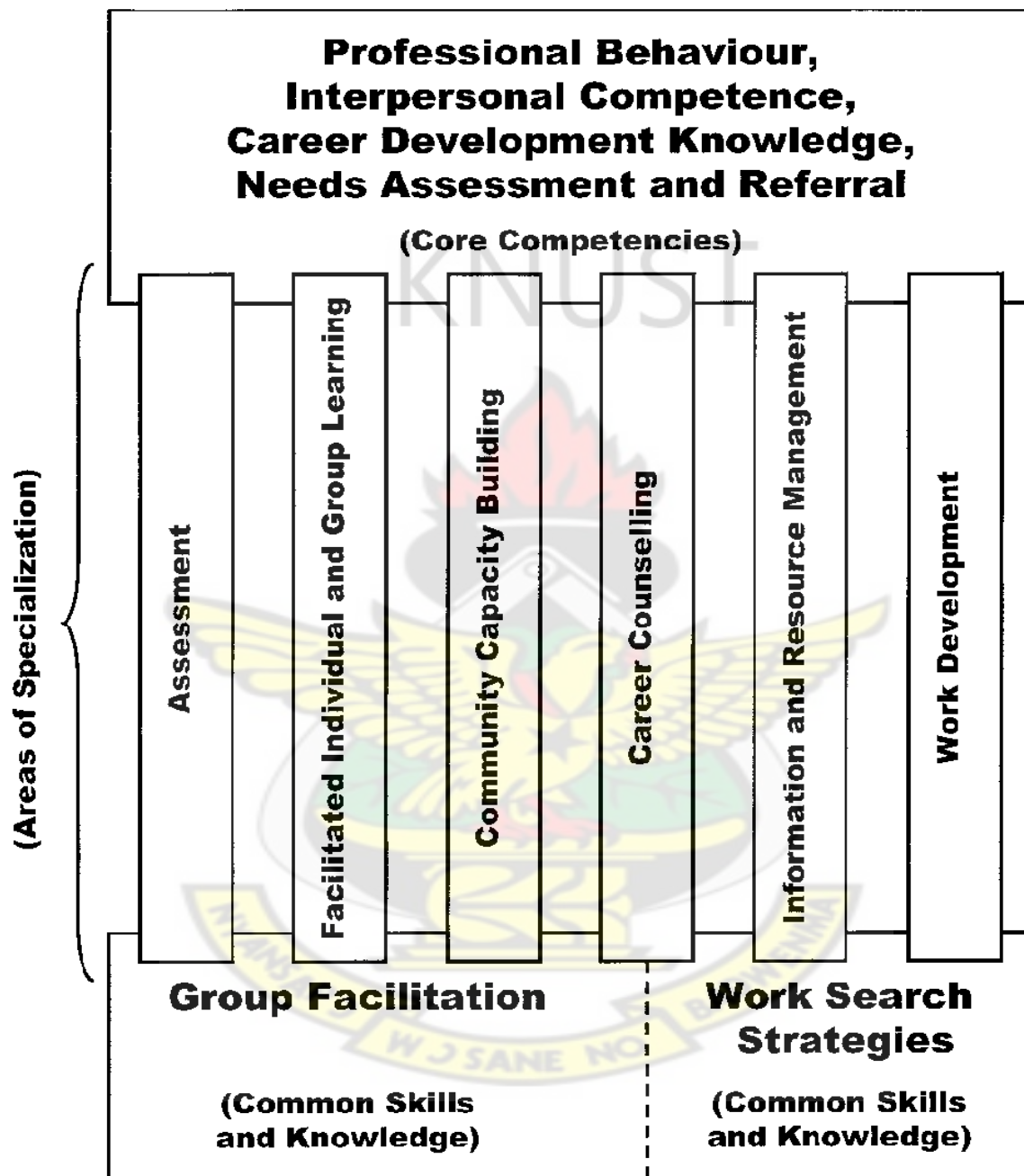


Figure 2. Relationship between Core Competencies, Areas of Specialization and Common Skills and Knowledge

Source: Peter Plant (2001). Quality in careers guidance Danish University of Education, Copenhagen

APPENDIX II

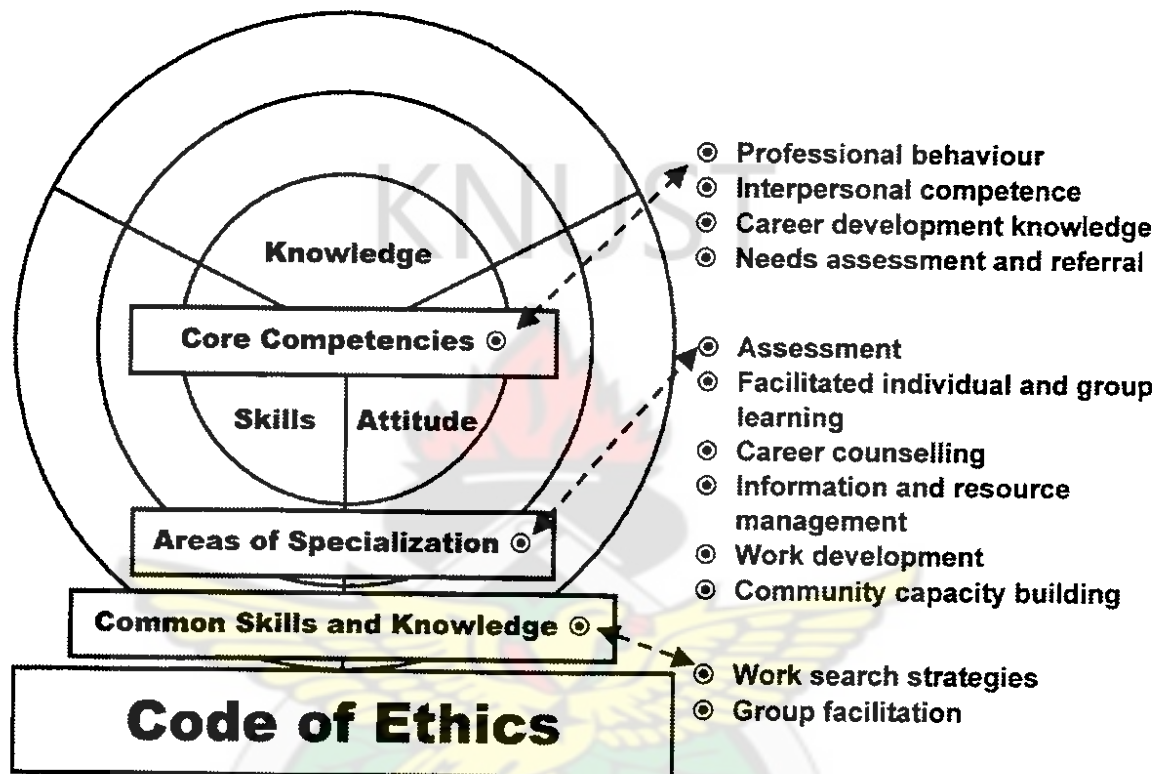


Figure 1. Competency Model for Career Development Standards and Guidelines

Source: Peter Plant (2001). Quality in careers guidance Danish University of Education, Copenhagen

KNUST



Kwame Nkrumah University of Science and Technology

Institute of Distance Learning

Topic: **ASSESSMENT OF THE IMPACT OF CAREER COUNSELLING ON CAREER DEVELOPMENT OF STAFF/STUDENTS IN KOFORIDUA POLYTECHNIC**

Dear Respondents, these questions are designed to carry out a survey on career counselling and development of staff/students in Koforidua Polytechnic. Your assistance is kindly being sought to participate in this exercise by completing this questionnaire as frankly as possible. You are assured that your responses will be treated as confidential.

QUESTIONNAIRE FOR STAFF

A. DEMOGRAPHY

1. Sex of respondent
a. Male ☐ b. Female ☐
2. Status
a. Teaching Staff b. Administrative staff
3. Age group
a. 20 - 25 b. 26 - 30 c. 31 - 35 d. 36 -40 e. 41 and above
4. Length of stay in Polytechnic
a. Under 1 year b. 2 years c. 3 years d. 4 years and above

B. EXISTENCE OF COUNSELLING UNIT IN SHS/POLYTECHNIC

5. Did you have guidance and counselling office in your Senior High School/6th Form
Yes ☐ No ☐
6. Was there a Counselling Officer?
Yes ☐ No ☐ Not Sure ☐

C. AWARENESS OF CAREER COUNSELLING UNIT

7. Do you know of the existence a Counselling Office in the Polytechnic?

Yes ☐

No ☐

8. If Yes, please mention 3 main activities undertaken in the Counselling Office

a.

b.

c.

9. Have you ever visited the Counselling Office?

Yes ☐

No ☐

10. Do you know what Career Counselling is all about?

Yes ☐

No ☐

11. If Yes, what were your impressions?

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12. Do you wish to have access to it?

Yes ☐

No ☐

Not sure ☐

13. Are you aware of any importance of career counselling? Kindly state any

a.

b.

c.

d.

D. EFFECTIVENESS OF CAREER COUNSELLING

14. Did you receive any counselling on choosing a career whiles in School

Yes ☐

No ☐

15. If Yes to Q. 14, then is the programme you studied as a result of the career counselling you received?

Yes ☐

No ☐

16. Is there a policy in the Polytechnic on career counselling on progression?

Yes ☐

No ☐

Do not know ☐

17. How many Career Counselling Officers were in your school?

a. 1 ☐

b. 2 ☐

c. 3 ☐

d. 4 and above ☐

18. Did the counselling Officer perform that role in addition to other roles?

Yes ☐

No ☐

Do not know ☐

19. If Yes, please state the other roles:

- a.
- b.
- c.
- d.
- e.

20. In your opinion what is the effect of the number of Career Counsellors on their activities

- a.
- b.
- c.
- d.

21. Did you have an opportunity of interacting with employers from other institutions while in school?

Yes ☐

No ☐

Not sure ☐

22. Have you ever participated in a career fair?

Yes ☐

No ☐

23. Do you consider Career Counselling as a joint responsibility of all teaching staff and Management?

Yes ☐

No ☐

Not sure ☐

24. How early should career education programmes begin in schools?

a. Class 6

b. JSS

c. SHS

d. Tertiary

☐

25. Should it be made compulsory?

Yes ☐

No

Not sure ☐

26. Should it form part of the Curriculum?

Yes ☐

No

Not sure ☐

27. IMPACT ON CAREER CHOICE AND DEVELOPMENT

28. What/Who influenced your choice of programme of study/career

a. Parents

b. Friends

c. Personal interest

d. Teacher(s)

e. Other, please specify.....

29. If your choice of programme of study was based on your interest, was it easier to study and understand?

Yes ☐

No ☐

Somehow ☐

Not Sure ☐

30. Were you satisfied with your programme of study?

Yes ☐

No ☐

31. If your choice of programme was influenced by other factors other than personal interest, please state the effect with respect to your ability to understand and apply courses taught.

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32. Are you satisfied with your work?

Yes ☐

No ☐

33. Do you think our career counselling approach is geared towards paid-employment rather than self-employment?

Yes ☐

No ☐

34. Do you think career counselling is still relevant as an employed person?

Yes ☐

No ☐

35. Does career counselling affect your career progression?

Yes ☐

No ☐

Somehow ☐

Not Sure ☐

36. How relevant would it be to you if it were available in the Polytechnic

- a.
- b.
- c.
- d.

THANK YOU



Kwame Nkrumah University of Science and Technology

Institute of Distance Learning

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QUESTIONNAIRE FOR STUDENTS

A. DEMOGRAPHY

1. Sex of respondent
a. Male ☐ b. Female ☐
2. Age group
b. Under 20 years b. 21- 25 c. 26-30 d. 31-35 e. 36 and above
3. Level
b. First year b. Second year c. Third year d. Non-Tertiary

B. EXISTENCE OF COUNSELLING UNIT IN SHS/POLYTECHNIC

4. Did you have guidance and counselling office in your Senior High School?
Yes ☐ No ☐
5. Was there a Counselling Officer?
Yes ☐ No ☐ Not Sure ☐
6. Do you have an Academic Counsellor?
Yes ☐ No ☐
7. Do you know the roles Academic Counsellors play?
Yes ☐ No ☐ Not Sure ☐

8. If Yes, please state the role of Academic Counsellors?

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C. AWARENESS OF CAREER COUNSELLING UNIT

9. Do you know what Career Counselling is all about?

Yes ☐

No ☐

10. Are you aware of a Counselling Section in this Polytechnic

Yes ☐

No ☐

11. Have you ever visited the Counselling Office?

Yes ☐

No ☐

12. Do you wish to have access to it?

Yes ☐

No ☐

Not sure ☐

13. Are you aware of any importance of Career Counselling? Kindly state any

- a.
b.
c.
d.

14. Do you know of any policy on Career Counselling in the Polytechnic

Yes ☐

No ☐

Not Sure ☐

D. EFFECTIVENESS OF CAREER COUNSELLING

15. Did you receive any Counselling on choosing a career whiles in Senior High School

Yes ☐

No ☐

Not Sure ☐

16. If Yes to Q. 15, then is the programme you are studying as a result of the Counselling you received?

Yes ☐

No ☐

17. Does the Counselling Officer perform that role in addition to other roles?
Yes ☐ No ☐ Do not know ☐
18. How many Career Counselling Officers were in your Senior High school?
b. 1 ☐ b. 2 ☐ c. 3 ☐ d. 4 and above ☐
19. How many Career Counselling Officers are in the Polytechnic?
a. 1 ☐ b. 2 ☐ c. 3 ☐ d. 4 and above ☐
20. In your opinion what is the effect of the number of Career Counsellors on their activities
a.
b.
c.
d.
21. Have you ever had an opportunity of interacting with employers of other institutions?
Yes ☐ No ☐ Not sure ☐
22. Have you ever participated in a career fair?
Yes ☐ No ☐
23. Do you consider Career Counselling as a joint responsibility of the Counselling Officer, teaching staff and Management?
Yes ☐ No ☐ Not sure ☐
24. How early should Career Education programme begin in schools?
b. Basic ☐ b. SHS ☐ c. Tertiary ☐ d. Other, please specify.....
25. Should Career Counselling be made compulsory in schools?
Yes ☐ No ☐ Not sure ☐
26. Should it form part of the curriculum?
Yes ☐ No ☐ Not sure ☐

E. IMPACT ON CAREER CHOICE AND DEVELOPMENT

27. What/Who influenced your choice of programme of study

- f. Parents
- g. Friends
- h. Personal interest
- i. Teacher(s)
- j. Other, please specify

28. If your choice of programme of study was based on your interest, was it easier to study and understand?

Yes ☐

No ☐

Somehow ☐

Not Sure ☐

29. Are you satisfied with your programme of study?

Yes ☐

No ☐

30. If your choice of programme was influenced by other factors other than personal interest, please state the effect with respect to your ability to understand and apply courses taught.

.....

.....

.....

31. Do you think our Career Counselling approach is geared towards paid-employment rather than self-employment?

Yes ☐

No ☐

THANK YOU