EDUCATIONAL FACTORS THAT INFLUENCE THE CAREER CHOICES OF UNIVERSITY OF CAPE COAST STUDENTS

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ABSTRACT

This study focused on the educational factors that influence the career choices of University of Cape Coast students. The study adopted a descriptive survey design. Purposive, stratified, quota and simple random sampling techniques were used to sample 471 respondents for the study. One research question were formulated to keep the study in focus.

Three likert scale type of questionnaire was used in collecting responses from the students. Z for proportion test of significance was used to analyse the research question. It was found from the study that the educational factor that influence the career choice of the University of Cape Coast students is going back to school to upgrade him/herself.

A recommendation for the study was that career choice be inculcated into the curriculum so that right from the start, students would know what should go into their choices of career.

Key Words: Career, Education, Career choice and Theory

1.1 INTRODUCTION

Our successful existence in the contemporary world means an ability to solving numerous problems and making countless choices. Fast changes around us show that the number of choices to be taken grows daily. Some of such choices are about friends to move with, types of school to attend, programmes of study and choice of career. Career has been defined as the total pattern of one’s activities held during a person’s life-time (Natalie, 2006). According to the Webster’s international dictionary (1998) career stresses an individual’s achievement or advancement in a particular career. Career is a life work. Career is a lifelong experience, which enables individuals to earn money or to get all his or her needs provided.

The individual who has the career may be able to live a good and a fulfilling life. Such an individual is able to raise a healthy family since with a good career choice all may go well for such an individual. These and many things show how relevant a career is in the lives of all humans.

The need for career choice then becomes quite obvious. Indeed career choice is as important as choosing a life partner since it is also a lifetime process. Just like becoming miserable when the wrong marriage partner is chosen, one can also become very unhappy if ones career is not well planned (Bedu–Addo, 2000).

With a career choice in mind, a student can send application letters to companies even before school is completed. This may make it easy for such a student to look for a career because the student has an idea of where to go with an application letter and not to roam from every company looking for any vacant position.

According to Hewitt (2010) most people are influenced by careers that their parents favour in order to avoid conflicts in the home. In the same vain, Taylor (2004) revealed that children may choose what their parents desire simply to please them. This makes the youth confused as to why parents still see them as kids and incapable of making their own decisions. Such an individual enters this career for the parents denying the self which may render the individual incomplete in the career.

1.2 PURPOSE OF THE STUDY

The purpose of the study was to find out the educational factors that influence the choice of career of university students.
1.3 RESEARCH QUESTIONS

In order to find out what educational factors influence the career choice of students the question stated below guided the study:

What educational factors influence the choice of career of University of Cape Coast students?

1.4 SIGNIFICANCE OF THE STUDY

It was hoped that the findings of the study would be of immense help to stakeholders of career guidance in the country. The stakeholders include university students, educational institutions, and counsellors. The study would help the students because they would come to know the importance of career choice.

2.1 THEORETICAL PERSPECTIVE

Several theories have been formulated to explain how and why individuals choose and enter varying occupations. These theories have also attempted to describe and explain some of the difficulties that often arise in the process of making and implementing a career decision. It will not be possible to attempt to describe all the various theories. However, this study used the Developmental Theory of career choice was used to guide the study.

2.1.1 The Developmental Theory of Career Choice

This theory was propounded by E. L. Ginzberg and associates in 1939. The theory sees career choice as an irreversible process which occurs in reasonably clearly marked periods of a person’s development (Osipow, 2003). The process is characterized by a series of compromises the individual makes between his wishes and his possibilities. Thus, as children grow or mature they gain knowledge and exposure to alternatives. They thus understand themselves and their environment and are better able to make rational choices (Ginzberg & Associates, 1939; Thornburg, 1975).

The career life of the individual then is viewed as a developmental process which involves different periods, phases of life which when taken cumulatively results in his or her career development (London, 2003; Osipow, 2003). Thus when properly motivated, prepared and an adequate encouragement given to make the needed effort the individual will succeed equally well in any given career on this ability level. In developing their theory, Ginzberg and associates used the medium of case study and interview techniques and arrived at what might be summed up as follows:

(a) Career choice is not a single decision. It is a developmental process that takes place over a period of years;
(b) The process is largely irreversible as a decision made cannot be erased and time could not be reversed.
(c) The final choice of career comprises interests, capacities, values and the opportunities and limitations in the real world.

Their theory identifies three phases of the career decision making process. These are fantasy (ii) tentative and (iii) realistic stages. The fantasy stage occurs up to age 11. The period reflects the idealized career choice of the individual influenced by what is observed in the immediate environment. Thus they want to be teachers, nurses, doctors, truck drivers and so forth. The “choices” are without regard to needs, ability, training or any other realistic considerations.

The tentative stage (11 – 18 years) is further subdivided into four: interest, capacity, value and transition periods. During this stage, children begin their career consideration by asking themselves what their interests are and what they would like to do.

The first of these sub-stages is around ages 11 and 12 years. This is the age entry point to our Junior High School (J.H.S.); it is the time when children begin to recognize the need to indicate the direction of their career decision. A show of concern occurs here as liked, and disliked activities are identified. Career choices are made on the basis of that career’s potential for intrinsic enjoyment. It has been observed that often career choices are reflections of strong identification with the mother even though this identification shows signs of ambivalence (Osipow, 2003). That is, the child recognizes his/her instability and accepts in him/herself the need to postpone final career selection until he/she was a bit older. Osipow (2003), pointed out that this is a developmental phenomenon which manifests itself with onset of adolescence with its physical and emotional changes.
At the second stage (12-15 years), individuals begin to introduce the notion of ability into their career considerations. Having focused on interests, they question themselves as to their ability to perform well in those areas. Identification with the father decreases while the influence of significant others increase. This occurs when individuals realize that there are things about the father’s work not suitable for them.

The third stage (value stage) occurs at age 15 to 16 years. A new concept enters the student’s career considerations – that of adolescent is to society (Pecku, 1988). Individuals seem to become aware that “work offers more than the potential for satisfying their own needs, and for the first time shows sign of choosing careers such as medicine for humanitarian reasons rather than because of its status or intrinsic work activities (Osipow, 2003). A few things become clear to the individual at this stage. For example, a clearer picture of the life style offered by different careers emerges. Also emerging is the ability to take into consideration how best to utilize one’s special ability. Lastly, individuals develop a sense of urgency in matters concerning career choice as the end of time in school draws near.

The last sub-stage which closes the tentative period occurs about age 17 or 18. This is when in the Ghanaian context; the adolescent is in the Senior High School (S.H.S.). During this sub-stage, the individual feels the mounting pressure to face the necessity of making concrete and realistic decisions about the future career. Occurring at this stage also is the awareness of the externals of work – the amount of preparation necessary for various careers, the varying financial rewards and the different life circumstances. In effect as they grow older they discover their skills at certain tasks, that some activities have more intrinsic value than others and therefore begin to integrate the four periods of this stage and hold tentatively to choice.

The realistic stage (age 18+) years also have sub-divisions which are exploration, crystallizations and specification. This stage involves career entry or early years in the University (Osipow, 2003; London, 2003; Hansen, 1977). Individuals tend to evaluate career-related experiences in a realistic manner.

From their studies up to the theory formulation, the authors of the theory concluded that four important ingredients contributed to the adequacy of an individual’s career choice process during early adulthood. These are reality, the ability to defer gratifications and the ability to accept and implement compromises in their career plans (Osipow, 2003).

Research studies by O’Hawa and Tiederman (1990), Osipow (2003), Davis (2000), and Tucci (2005) in the United States of America have yielded the conclusions that support the general tenets of Ginzberg’s theory though some question the age sequence. Generally however, the findings indicate that some boys made relative stable career choices before Junior High School whereas others had not made up their minds even after Senior High School (Osipow, 2003; Gostein, 1990).

### 2.2 Empirical Review

The section presents review of prior studies concerning the topic under study. It covers parents and education.

#### 2.2.1 Parents and Career Choice

Gostein (2000) said parents influence their children’s choice of career in a number of ways which include direct inheritance, the provision of apprenticeship and role models. Sometimes the “influence” is an order to enroll in particular courses or predetermined action.

The first of the influences identified by Gostein (2000) is “direct inheritance”. By this Gostein meant that the adolescent is brought up on the idea that the family business is his inheritance. When this happens the child finds it easier and even wiser to continue the family business than to go off on his own. Gostein uses the findings of Gofflich and Moses (2003) as the basis of his statement that 95 per cent of boys who choose farming as a career were sons of farmers (Gostein, 2000). Secondly, he asserted that parent influence comes through apprenticeship training”. That is a parent who is a plumber takes his child with him on careers or actually apprentices the child to a friend. This however occurs more in low socio-economic circles where the child may not have any other choice.

A third influence from parents is the “development of interest.” From the time they are young parents cultivate certain career interests in their children. This is done through the play materials they provide, “the encouragement or
disencouragement of hobbies and interest, by the activities they encourage their children to participate in and by the total experiences they provide in the family” (Gostein 2000, p. 532). For example a musician mother encourages her child to take music lessons. In the U.S., an estimated 44% of physicians sons take to medicine, 28% of lawyers sons choose law (Yao, 1999).

A fourth type of parental influence on the choice of careers by the youth is “role model”. This Gostein (2003) says, works well where the child identifies closely with the parent (Bell, as as cited in Gostein, 2000). Mortimer (2005) is reported to have found a confirmation for this when he said that a combination of prestigious paternal role model and a close father-son relationship foistered a very effective parent’s “transfer” of career values and influence on children’s career choice. Gostein (2003) opines that parents of low socio-economic status are not able to influence their children’s choice of careers that much. Gostein gives reasons for this. That is: (a) they are not close to their children who are young adults nor are they very actively involved in their care (b) their careers are less prestigious and because of the lack of career prestige there is also a lack of admiration from their children and therefore no encouragement to emulate.

A study by King (1993) in Kenya, specifically linked parental behaviour to the career choice of teaching. In King’s study, 53% of the participants identified mothers as very encouraging in their choice of teaching. Additionally, mothers in the study created a desire in their children to work with individuals of diverse family backgrounds, to be creative, and to feel that their abilities were well suited for teaching.

In a study by Natalie (2006) in North Africa young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggests that adolescents’ own aspirations are influenced by their parent’s aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them (Taylor, 2004). According to Oyamo and Amoth (2008), studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students.

Lastly, Gostein (2003) sees parental influence in choice of career showing in direct order. That is parents insist on the choice of school and even the courses they concentrate on. This is in itself a setting off on a predetermined career. Most often this happens regardless of the child’s talents, interests and desires. Where the youth have no strong objection to the choice being made for him/her, he/she gets condemned to a life’s work to which he is not suited. One of the motives of parent’s action is to get the child to take up the career, that the parents were always interested in but never got to do (Gostein, 2000). Thus parents live vicariously through their children. The children accede to the parental wishes or order most often not only from a desire not to offend them but from not knowing what else to do with themselves (Gostein, 2000).

Gregory (1998) has the opinion that sometimes the choice made by parents for their children are on the same status category or one above theirs. For example, while a parent who was a physician would encourage the child to choose the same career or one of comparable status a skilled worker may encourage the child to follow his or urge him to seek a higher grade – managerial work. Gostein (2000) reports that an estimated 67% of all boys choose a career in either their father’s career category or the next higher one.

According to Holland (1973) the most significance in career behaviour or choice is that of parental influence. Using the national sample of 1959 in Virginia, Holland administered his Parental Attitude Research Instrument (PARI) to mothers of respondents. The findings indicated that the student’s personal orientations were related to some of the attitudes held by their mothers. An example given where through parental upbringing, children take to the values of parents and almost move in the same direction as their parents (Osipow, 2003). Holland’s approach to the influence of fathers was a bit different. Each of the fathers was asked to rank nine goals he had for his child. He also ranked his hopes for his child’s eventual income. The results indicated that fathers of sons in the realistic category valued ambition in their sons and hope their income would be considerable (Osipow, 2003).
Jackson (1993) suggested that women who enter male-dominated fields such as science often come from families where mothers are working, both parents are highly educated, and success is considered critical. Mothers with four-year degrees are more likely to influence career choices than mothers without such qualifications (Smith, 2000). Although college educated mothers influence both traditional and non-traditional career choices, women choosing non-traditional careers indicate that their fathers have a stronger, more direct bearing on careers choices in non traditional environments (Gates, 2002; Trauth, 2002; Dryler, 1998; Leslie; 1998; Scandura & Ragins, 1993). One of the subjects interviewed in Trauth (2002,) reflects on the role of her father:

If I didn’t have my father who sat down, and you know, helped me choose the subjects, then I might have chosen the wrong subjects. I might have chosen the ones that I could get good grades in or that wouldn’t have led to anything (p. 106).

Turner (2002) in Liberia found that 73 percent of working women indicated their fathers as strongly influencing their career choice. Osipow (2003) after considering the literature on parental influences on career choice of their children, concluded that parents’ behaviour creates environments which exert a powerful influence on the personal characteristics of their offspring. He went on to say that, the consequence of the influence is the particular career environment the child selects.

Gensinde (1993) in Kenya wanted to know why students choose their careers. After studying 400 students in teacher training colleges and in technical colleges, he reported that 66% of students in teacher training colleges and 56% of those in technical colleges were influenced by parents and significant others to enter the career programmes. Okeke (2000) and Aghamehi (1998) in East Africa studied the relationship between parental careers and their children’s career choice. Okeke in his study found 60% of the children willing to take their father’s career and that 25% were willing to follow their mother’s career.

Olando (2010) used 320 respondents in Liberia to study the factors that influence the career choice of undergraduate students. After the research, it was found that, 65% of the students chose careers because their parents wanted them to be in that career and nothing else.

Family is one of the most influential contexts of socialization in childhood and adolescence (Dryler, 1998). While the impact of parental guidance is felt unequivocally in the choice of traditional and non-traditional careers, it is most strongly observed in the choice of non-traditional careers. Direct forms of parental influence, such as the degree to which students see their parents choosing IT careers or having contact with technology, are strong motivators to train for technical jobs (Breakwell., 1988; Dryler, 1998). Family members can also motivate career choices indirectly equally persuasively. For instance, a parent may not be an IT professional but may encourage girls to pursue or actively compete in careers perceived to be “masculine”. These parents may still be acting as role models of perseverance and achievement without being IT professionals.

Literature is unequivocal regarding the positive influence of parents, particularly fathers, on career choices. Siblings can have some influence on career choices. In particular for girls, older brothers can influence the entry of girls into traditionally “masculine” careers (Banks, 1995). On the other hand, girls who have only sisters tend to choose careers that are more traditionally “feminine”. Similar sibling influence is found for boys with male sibling (Brown, 2002).

2.2.2 Education and Career Choice

In 1998, a study was conducted at University of Maine in Maine (as as cited by Moro, 2000) to find out the extent to which school personnel influence student’s career plans. Thirty-nine percent (39%) of respondents indicated their high school teachers and the programmes read at the senior high school had been most influential in their decision, while 20% indicated that their university influences their career choice.

Johnson (2004) in Kumasi Ghana, studied determiners of career choice of students. With a sample size of 300, he concluded from his studies that school personnel influences are more pronounced on students in the boarding school. This is because the boarders have a much closer rapport with teachers than other students. He found that as many as 41% of entering freshmen to have known one or two teachers well enough to be very
friends with them and to be able to talk over such matters as future careers with them. Twenty-six percent (26%) knew three or four teachers that well and 24% knew five or more teachers on this basis.

Research findings lean towards the negative regarding the role of teachers and counsellors on Math, Science, and Technology (MST) career choices. Dick and Rallis (1991) examined 2,000 high school students in the United States of America, and found that teachers had a strong influence on girls’ choices of career in mathematics. Other empirical evidence has not been as encouraging. Teacher or counsellor advising tends to reflect a gender bias when directing girls towards traditional careers and boys to non-traditional careers (Gates, 2002). Women in Information Technology (IT) are most discouraged by teachers, guidance counsellors, and male professors (Turner, 2002), although women who moved from non-IT to IT careers often indicated male professors to be a strong influence in that move (Canes & Rosen, 1995). An issue in the United States of America is also the fact that most full-time counsellors devote a small percentage of their time on occupational and job counselling. The National Centre for Education Statistics (NCES) of America found that career and occupational counselling ranked fifth out of eight functions typically performed by high school counsellors (National Centre for Education Statistics, 2003). Considering that only about 29 percent of girls receive support from career counsellors, this directly impacts the amount of counselling provided to girls. Moreover, middle and high school teachers and counsellors tend to feel comfortable advising in more traditional fields, possibly because they do not have sufficient IT backgrounds to be aware of its career paths (Freeman & Aspray, 1999).

A study on education and its influence on students career choice by Arudo (2008) in Northern Nigeria, found that students believe that their certificate can greatly influence the type of career they find themselves in. So even though they have their choice of career made already, they believe their certificate has the potential of changing their choice of career. With 300 respondents, 75% shared this view while only 25% thought that the certificate cannot change their choice of career.

3.1 SAMPLE

The study centered on an accessible population of 16000 students who were the undergraduate students of the University of Cape Coast. However, such an all-inclusive population would involve a long period of time which in effect would reduce accuracy of measurement. This is because the population might change with regard to the dependent variables (Wiersma, 1980). The sample size for the study was 480. In order to get a sample size of the population of undergraduate students in the University, the Krejcie and Morgan (1970) table for determining sample size was employed.

3.2 INSTRUMENTATION

A self developed questionnaire was used to collect data from the respondents. The questionnaire had both open-ended and close-ended items. The open-ended questions consisted of items which elicited specific information from the respondents. The close-ended items with three-point Likert scale, asked respondents to indicate which of the factors were relevant in their career choice.

3.3 DATA ANALYSIS

The data gathered from the study were analyzed based on the research question formulated to guide the study. The returned questionnaires were sorted, categorized, coded and organized. To analyse the research question Z for proportion test of significance was used.

4.1 RESULTS AND DISCUSSION

The chapter deals with the results and the discussions of the data collected. The findings from the educational factors that influence the career choice of University of Cape Coast students are presented and discussed in relation to the research question that was formulated for the study.

4.1.1 Demographic Characteristics of Respondents

With programmes as the strata, the sample size was divided among the selected programmes proportionately. All programmes were assigned 120 except BSc. Nursing which had 21 Level 100 students. In all the study used four hundred and seventy one (471) students. This is seen in Table 1.
Table 1: Programmes for the Study, Population and Strata Assigned.

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (Nursing)</td>
<td>331</td>
<td>111</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>868</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science (Agriculture)</td>
<td>523</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Education (Basic Education)</td>
<td>385</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2107</strong></td>
<td><strong>471</strong></td>
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</tbody>
</table>

Secondly, each level of the programmes was given a quota of 30 but since BSc. (Nursing) Level 100 were 21 and not up to 30, all 21 students were used. This is shown in Table 2.

Table 2: Respondents by Programmes and Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 200</th>
<th>Level 300</th>
<th>Level 400</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Science (Nursing)</td>
<td>21</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Bachelor of Science (Agriculture)</td>
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<td>30</td>
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<td>Bachelor of Education (Basic Education)</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>111</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
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4.1.2 Research Question

What Educational Factors Influence the Career Choice of University of Cape Coast Students?

Research question one was formulated to find out which educational factors influence the career choice of students. The items used as educational factors were:

1. it is related to the programme I read in the senior high school
2. that is what my educational level can fetch me
3. my university is noted for training people for this career
4. my university has a lot of alumni who help students step in their shoes
5. my university offers scholarship to performing students in the field
6. My university is linked with corporate bodies so we have the opportunity of working whilst in school and after school
7. i can go back to school to upgrade myself
8. throughout my junior and senior high education
9. my teachers called me by the name of this career

Table 3: Educational Factors Influencing the Career Choice of University of Cape Coast Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Choice as major factor</th>
<th>Z value</th>
<th>Significance for all above 50% response</th>
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<tbody>
<tr>
<td>It is related to the programme I read in the senior school.</td>
<td>237 50.3</td>
<td>0.027</td>
<td>-</td>
</tr>
<tr>
<td>That is what my educational level can fetch me.</td>
<td>117 24.8</td>
<td>5.359</td>
<td>-</td>
</tr>
<tr>
<td>My university is noted for training people for this career.</td>
<td>142 30.1</td>
<td>4.659</td>
<td>-</td>
</tr>
<tr>
<td>My university has a lot of alumni who help student step in their shoes.</td>
<td>142 30.1</td>
<td>4.659</td>
<td>-</td>
</tr>
<tr>
<td>My university offers scholarship to performing students in</td>
<td>46 9.8</td>
<td>5.305</td>
<td>-</td>
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</tbody>
</table>
the field.
My university is linked with corporate bodies so we have the opportunity of working whilst in school and after school.

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Throughout my junior and senior high education, my teachers called me by the name of this career.

The results from Table 3 show that the significant educational factor is I can go back to school to upgrade myself with 308 (65.4%) choosing it. It is significant at 5% (Z = 5.348, p<0.05)

The students, were, first of all asked if their choice of career was related to the programme they read in the senior high school. Table 3 shows that 237 (50.3%) students indicated that their programme at the senior high school was a major factor that influenced them in their choice of career. This factor was not significant when tested. This finding was in contrast with a study conducted in 1998 at University of Maine where only 39% of the respondents indicated their high school programmes had been most influential in their decision, 20% indicated that their university influences their career choice. While the remaining 41% were distributed among seven alternatives which included principal, elementary school teacher, high school counsellor. So with regards to the school personnel and the school, it can be concluded that this study is in agreement with the study above where the percentage difference is only about five.

Another issue that students responded to was whether the career chosen gives opportunity for further education to upgrade him / herself. It can be seen that most students chose whatever career they chose because such careers gives chance for people to upgrade themselves. 308 (65.4%) agreed it’s a major reason why they chose their career.

However, on the factor that student chose their career because their university offers scholarship to performing students in the field, 46 (9.8%) saw it as a major reason why they chose that career.

After this factor (i.e. university offers scholarship to performing students in the field), students also had to ascertain whether their teachers or other personnel in education influenced them in their choice of career. And with this, 164 (34.8%) agreed it’s a major influential factor in their career choice. In 1998, a study was conducted at University of Maine to find out the extent to which school personnel influence student’s career choice. Thirty-nine percent of respondents indicated their high school teachers had been most influential in their decision, 20% indicated that their university influences their career choice. While the remaining 41% were distributed among seven alternatives which included principal, elementary school teacher, high school counsellor. So with regards to the school personnel and the school, it can be concluded that this study is in agreement with the study above where the percentage difference is only about five.

Arudo (2008) as studying Liberian students and factors that influenced their choice of career, found that 75 % of students believe that their certificate can greatly influence the type of career they find themselves in. So even though they have their choice of career made already, they believe their certificate has the potential of changing their choice of career. But the University of Cape Coast students had a different idea about this when only 117 (24.8%) felt their certificate could influence their career choice.

It can be deduced that, I can go back to school to upgrade myself, was the only educational factor that was significant in the career choice of the University of Cape Coast students. Sometimes students have some aspirations which do change in the educational setting. It can be in the Junior High School, Senior High School and even in the university since career choice is a process.

5.1 CONCLUSIONS

It was found from the study that the educational factor that influence the career choice of the University of Cape Coast students is going back to school to upgrade him/herself. The study brought to the fore the main factors that influenced the career choice of the University of Cape Coast students. Career choice in Ghana was perceived to
have been influenced by parents and great or significant others in the lives of the students (Bedu-Addo, 2000) but the study revealed that, parents are not influential factors in the career choice of students.

5.2 RECOMMENDATIONS

Based on the findings and conclusions drawn from the study, below are some recommendations to some key stakeholders such as parents, students and counsellors

1. Career choice should be inculcated in the school curriculum so that right from the start students would know what should go into their choice of careers.

2. The present study focused on the educational factors that influence the career choice of University of Cape Coast students. It was recommended that further studies be undertaken in other universities in the country to collaborate the findings of the present study and to ensure their generalisability.

6.1 REFERENCES


