

The School Counsellor and Students' Career Choice in High School: The Assessor's perspective in a Ghanaian Case

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Abstract

School counsellors play significant role in the total development of students in respect to career choices. In view of that career development interventions are provided to support the provision of information to guide students make well informed choices in personal, academic and social aspects. This study thus, aimed to examine whether the role of the school counsellor has any influence as well as guide students in their bid to choose career. Using the mixed method approach the study sought answers to; what specific role the school counsellor play to assist SHS students' career choice and also whether there is any significant relationship between the role played by school counsellors and students' choice of career. Results from the study showed that students strongly agreed that career guidance and counselling, career goal identification, organization of career days and conferences, administration of occupational interest inventory on students were among career intervention roles by the school counsellor influence their choice of career. Further, there was a positive correlation between the role of the counsellor and its influence on students choice of career. It is thus recommended that frequent intervention programmes need to be provided to support students make well informed choices.

Keywords: School Counsellor, High School, Occupational Interest, Group Guidance, Career Choice, Vocational Guidance

Introduction

The primary goal of career guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. It is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society (Odeck 1999 ; Ipaye, 1995). Supporting literature on career development provide insight to the fact that career counselling is being challenged to meet the needs of a society that is experiencing vast changes in the work place that is rapidly becoming more diverse (Zunker, 2002). The changes in counselling needs have occurred because there is the need for quality work performance which is so pervasive in the lives of individuals since it influences all our life roles. This has expanded the role and scope of the career counsellor to include more than just helping someone find a job. Even though, finding an optimal career is of utmost importance, career counselling now provides a broad spectrum of concerns such as mental health issues that restrict career, changes in the work place and matching the needs of workers in a competitive global economy. These issues and many more provides challenging environment to the school career counsellor in the contemporary environment (Zunker, 2002).

School counsellors are mostly expected to be a trained professional, however, there are cases of untrained persons who are in charge of guidance and counselling in the schools. Several scholars such as Ormrod (2003), Heward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are to be professionals trained in psychological perspective who can typically render numerous tangible services to parents, students and teachers of all students. The school counsellor thus, is an important team player or part of the educational leadership team that provide valuable assistance to students (Sari, 2010 citing Lapan, Gysbers and Keyson, 2007; Stone and Dahir 2006; Lee, 2001; Sandhu, 2000). Historically school counsellors provide guidance and counselling on issues including academic, vocational and/or career counselling to students in a school counselling programme (American School Counsellor's association-ASCA, 2003). Career counsellors on the other hand do offer a wide range of career related programmes to students which are aimed at assisting students to plan their career, make informed decision and choose a career which will land him or her into the right vocation so as to make students enjoy their work (Zunker, 2002; Collins, 2007). In view of this, students receive comprehensive career counselling programmes (interventions) that require career and life plans through all level of schools and beyond, as well as school-to-work programmes which focus on preparing students for work through experienced internship activities in communities and organizations (Zunker, 2002). Thus, it is important to provide career intervention activities in school with the aim to support students with information and guidance with regards to personal, academic and career option (Rosenbaum & Person, 2003), as well as to guide and prepare students for multiple roles within broad industry sectors from the transition from secondary

school to workplace, college or university is a critical path juncture. If such interventions are provided it will enable the fit into the rapidly advancing technology. Thus there is the need for increased training and education to enable students break into most fields, that are important and sophisticated than ever to choose thoughtfully (Weiten & Llyod, 2003).

Guidance counsellors therefore have an important role in advocating for broad based career plans that focus on the student's interests and abilities which will give students increase future career options. Most students are provided with inadequate realistic information about occupations and careers on which to base their interests. Meanwhile, job experiences play an important part in the development of maturity with regard to vocational interests, abilities, and traits (Black & Langone, 1997; Levinson, Peterson, & Elston, 1994; Pumpian, Fisher, Certo, & Smalley, 1997). Career interests, thus need to be stimulated through short-term job tryout experiences and job shadowing experiences that include documentation of preferences and performance. Therefore information regarding the student's preferences of activities, work environments, emotional and monetary rewards, and supervision needed to be provided by the counsellor which at the end can help students identify congruent short-term occupational choices and long-term career outcomes. Such accurate information regarding performance may assist the student in the long run during transition planning to identify the type of training, work experiences, effort, and timeline that will be required to achieve the career preferences.

The role(s) of the counsellor is therefore to plan career development intervention activities to support students make informed choices. These activities can empower the student to cope effectively with career development tasks (Niles & Harris-Bowlsbey, 2002), it can be a deliberate act aimed to enhancing some aspect of students career development in terms of career maturity and career decision making (Isaacson & Brown, 2000). The counsellor thus can focus on career development interventions including career guidance, career counselling, career information, career education, career development program and career coaching (Isaacson & Brown, 2000). Since all these interventions help people to develop self-awareness, occupational awareness, learn career decision making skills, job search skills, cope and adjust with job stress, problem solving skills and others (Niles & Harris-Bowlsbey 2002), the student will at the end acquire the necessary skills of given such quality facilities. By doing this, the counsellors can facilitate the infusion of career exploration and knowledge into the students. Again Shoffne and Vacc (1999) posit that school counsellors can help increase family collaboration by working closely with parents to increase family-school communication, and by providing parents with the skills and attitudes necessary to encourage their children to make appropriate career choices. Parents' beliefs influence children's beliefs. Shoffner and Vacc (1999, citing Fouad, 1995), mention that school counsellors can also work with students to address confidence, self-assurance, self-worth, and positive attitudes. Together with teachers and parents, school counsellors can be instrumental in increasing the self-efficacy beliefs of youth regarding their ability to succeed with higher level course content, and to pursue careers in mathematics.

Statement of the Problem

It is the prime duty of assessors to know the extent to which school counsellor's influence the total development of the student. This duty includes assisting the student to choose a career that befit his/her interest, personality and ability. On assessing how students, teachers parents and the school authorities, interact to support students make inform choices, the role of the counsellor becomes crucial. Schools without sole counsellors have put together counselling team to perform the role of the counsellor. Again students do choose their careers on well informed information, while others were at a loss as to what career is good for them. Taking the problem of youth unemployment in Ghana as the confusion of some students with respect to the career they want to choose, the researchers want to find out how the school counsellor support students at the Senior high school to make well informed choices, through the collaboration with students and the use of interventions.

Objectives

1. To investigate the influence of interventions roles to support students in SHS plan their career to make the desired choice?
2. to examine the effectiveness of the school counsellors' role in helping SHS students to choose a desired career.

Research Question

The following research question guided the study

What specific role do school counsellors play in assisting students make career choice?.

Hypothesis

The following hypothesis was generated to support the study

Ho. There is no significant relationship between the role played by the school counsellor and the choice of students' career

Theoretical Framework

Krumboltz's Learning Theory of Careers Choice and Counselling

Theories and researchers provide in depth information on how career counsellors collaborate with significant ones to assist students choose the careers of their life. For instance, in 1996, Krumboltz developed the Learning Theory of Careers Choice and Counselling (LTCC) to provide a guide to practising career counsellors who want to know what they can do to help people troubled with a variety of career-related concerns. Mitchell and Krumboltz (1996) identified four fundamental trends with which people must cope when making career choices in modern society and with which careers counsellors must help. First, people need to expand their capabilities and interests. Therefore, counsellors should assist clients to explore new activities, rather than routinely directing them on the basis of measured interests that reflect limited past experiences. Second, people need to prepare for changing work tasks. As a result, learning new skills for the changing labour market can be very stressful for clients and this can be effective through the introduction of intervention that are practical oriented with this. Counsellors have a role to play in helping them cope with stress as they learn to develop new skills on an ongoing basis. Thirdly, people need to be empowered to take action. In other words, many issues relevant to career decisions are often overlooked in guidance practice (for example, a family's reaction to taking a particular job). This could cause a fear of the decision making process (referred to by Krumboltz as 'zeteophobia') or cause delay in making a decision.

Counsellors need to be prepared to collaborate to help with these issues as well as providing effective support during the exploration process. Fourth, career counsellors need to play an extended role. This entails that career and personal counselling should be integrated. Issues such as burnout, career change, peer relationships, obstacles to career development and the work role itself together with its effect on other life roles are examples of potential problems that should attract the support of the careers practitioner.

Methodology

The present study adopted descriptive survey design and employed the mixed method approach which is commonly referred to as triangulation (Creswell 2008). According to Creswell, Plano Clark, Guttman, & Hanson, (2003), three issues need to be considered when designing a mixed methods study. This includes priority, implementation, and integration. Priority refers to which method, either quantitative or qualitative, is given more emphasis in the study. The priority in this study was given to the quantitative method followed by the qualitative, because the quantitative research represents the major aspect of data collection and analysis in the study. Here, the researcher collected and analyzed the quantitative (numeric) data first. This informed the qualitative (text) data collection and analysis which sought to explain and elaborate on the quantitative results obtained. The rationale for this approach is that the quantitative data and their subsequent analysis provided a general understanding of the research problem whilst the qualitative data and their analysis refined and gave detailed explanation to the statistical results by exploring participants' views in more depth (Tashakkori & Teddlie, 1998; Creswell, 2003).

Population

The population for the study was all Senior Secondary School students (SHS) in the Agona West Municipality. Thus, the target population consisted of all final year SHS students in the Municipality totalling 2,328.

Table 1 Population Distribution of the Study Schools

Name of School	Target Population
Swedru School of Business	1053
Nyakrom Sec Tech	611
St Germain SHS	78
Unique Academy SHS	300
Nana Khadijah Islamic SHS	70
New Era SHS	59
Central High Sch, Agona Bobikuma	79
Green Field SHS	39
Swedru Minnesota Christian Academy SHS	43
TOTAL	2328

Source - 2012 statistics from the Agona West Municipal Education Directorate

Sample

Sample size of 200 students were selected from all the final year SHS students in four (4) SHS's. the sample size was selected using Krejcie and Morgan, 1970 table of population and the appropriate sample size.

Five (5) students from each school, summing up to twenty (20) was selected from the 200 students who answered the questionnaire for the interview. Homogeneous sampling method was used to select the students for the interview. This sampling strategy is employed when one decides to include people or sites in your study because they have a common trait or characteristics (Creswell, 2008).

In selecting the sample size for the study, proportional stratified sampling technique was used. Proportional stratified sampling was used for the selection of students because there were four different schools with unequal population and each school had to be proportionally represented. As opposed to random sampling, proportional stratified sampling technique is unbiased in terms of representation (Tryfos, 1996).

Table 2 Sample Selected from each School

Name of School	Accessible Population	Sample
Swedru School of Business	1,053	102
Nyakrom Sec Tech	611	76
St German SHS	78	10
Unique Academy SHS	300	12
TOTAL	2,042	200

Source: fieldwork data, 2013

Sampling Procedure

In this study, the schools were stratified into public and private schools. Purposive sampling technique was employed to select the two (2) government (public) schools in the Municipality for the study. This is because the two public schools are the only government owned SHS in the Municipality. The two (2) private SHS's for the study were also selected through the simple random sampling technique, using the lottery method due to the homogeneity of the study population or respondents.

The respondents for the study from the schools were selected through simple random sampling and given a questionnaire to answer. Five students from each of the schools considered in the study who were among those who answered the questionnaire were selected for the interview for the qualitative aspect of the study. This number was selected due to the fact that qualitative research demand a relative smaller number of respondents for in-depth understanding of issues related to the study.

Data Collection Procedure

Data for the study was collected using questionnaire and interview-focus group discussion on the role the school counsellors play to support students to make career choice.. After a letter of introduction was used to introduce the researchers, an in-depth focused group discussion and/or interview followed the administration of the questionnaire a week after the administration of the questionnaire. Five students from each school were engaged in a thorough discussion about the topic for the study at different dates and time in the schools involved in the study. This was done to ask the respondents to provide valuable information that could support those obtained from the questionnaire. The researcher personally administered the instrument.

Method of Data Analyses

The data derived from the research were both quantitative and qualitative. As such, quantitative and qualitative methods of analyses were employed in analysing the data. Mean and standard deviations was used to analyse the research questions and Spearman's correlation and multiple regression were also used to analyse the hypothesis(Quantitative Data). Thematic approach was the adopted tool used to analyse the qualitative data.

The interview was audio recorded during the focus group discussion on the determinants of career choice among SHS students. The schools of the respondents were given the following code as P1, for school 1, P2, representing school 2, P3 representing school 3 and P4 represent school 4. The five respondents from each school were also coded as P1A to represent student 'A' from school 1. Therefore P1A to P1E means student A,B,C,D and E of school 1. Following the same procedure P2A to P2E, P3A to P3E, and P4A to P4E represent the individual respondent from school 2, 3, and 4. All this was done to ensure that the confidentiality and anonymity promised the respondents are adhered to.

In extracting the themes for the qualitative analysis the participants' own words were used by the researcher to support the argument raised during the determinants of career choice among SHS students, the role the school counsellor played to help the student to make the choice. This according to Creswell (2003), will help bring up the relevant meaning as one would need to look at each case and draw meaning from it, as well as looking at a categorical aggregation from a collection of instances.

From a thorough and careful reading and rereading of the transcribed interview, within-school (case) and cross-school (case) analysis formed the main analytical strategies. During the process, the researchers were guided by the following questions: How do SHS students plan their career so as to make a desired and appropriate choice of career? What factors determine or influence the choice of career among SHS students?

What role does the school counsellor play to assist the students in their career choice making process? Those aspects that had no relation with and relevance to the focus of the study were discarded. This helped in identifying from the narrations common issues that came from the participants.

In his work, developing a reflective collaborative practices model for teacher development: the four factors in a Ghanaian case, Amoah (2012, citing Creswell, 2003), indicated that the within-case analysis inform the cross-case analysis. This allowed the researcher to be intimately familiar with each participant's view about the phenomenon, which in turn allowed the identification of the distinctive patterns and also accelerated the cross-case analysis process (Eisenhardt, 1989 cited in Amoah 2012).

The cross-case analysis was used to examine how systematically issues run through all cases' contribution. Referent themes from the within-case analysis were used to identify similarities and differences in categories for the cross-case analysis, an idea expressed by Powell and Marcus (2003). Amoah (2012 citing Moore, Carol, Anthony and McLaughlin 2003), stated that one need to go beyond the initial impressions from the within-case. This informed the use of cross-case analysis as it influenced the thoughts of the researcher when themes and/or categories across the case were examined. In sum, the analysis helped the researchers to recognise the data in a logical and more coherent manner to help answer the research questions and to bring out the understanding clearly. The following theme came out strongly for the analysis: The role of the counsellor in assisting students to choose a career.

OUTCOME/RESULTS AND DISCUSSION

Findings from the research question

Research Question

What specific role do school counsellors in the Agona West Municipality play in assisting students in choosing their career?

Preference was given to the respondents to indicate what roles the school counsellor plays to assist them to choose a career. The findings are presented in Table 3.

Table 3 Means and Standard Deviations of the Roles School Counsellors Play to Assist Students in Choosing a Career

Role of school counsellor	Mean	Standard Dev.
Career guidance & counselling	3.75	1.243
Career goals identification	3.71	1.483
Information on future opportunities	3.70	1.500
Career decision making	3.48	1.653
Help in self assessment	3.32	1.601
Career awareness day	3.20	1.606
Organized career field trips	3.11	1.253
Occupational interest inventory	3.08	1.583
Career conference	2.99	1.625
Personality and career aptitude test	2.73	1.648
Mean of Means	33.07	13.542

Source: Data from the field, 2013

The study revealed that among other career intervention activities which formed the role the school counsellor played to assist the students in their bid to choose a career include career guidance and counselling, career goals identification, information on future career opportunities, career decision making, help in self assessment, career awareness day, organized career field trips, occupational interest inventory, career conferences, and administration of personality and career aptitude test.

From the results in Table 3, out of the ten (10) roles of the school counsellor presented to students, respondents agreed that majority of the role of the counsellor (8) contributed immensely in shaping the students career self efficacy in choosing their career. The responses from the field indicated that the students agreed that Career guidance & counselling was the intervention activity that helped them most to choose a career among the counsellor's roles with a Mean of 3.75 and a standard deviation of 1.243. This is followed by Career goals identification (Mean= 3.71; sd=1.483), information on future opportunities in the career area (Mean=3.70; sd=1.500), self assessment (Mean=3.32; sd=1.601), Career awareness day (Mean= 3.20; sd=1.606), career field trips (Mean=3.11; sd=1.253), Occupational interest inventory (Mean=3.08; sd=1.583). According to the table respondents were not sure of the performance of career conference (Mean=2.99; sd=1.625) and administration of personality and career aptitude test (Mean= 2.73; sd=1.648) as roles of the counsellor in assisting them to

choose the desired career. The implication here is that the role the school counsellor plays especially the career guidance and counselling, career goals identification, information on future career opportunities, career decision making, help in self assessment, career awareness day, organized career field trips, occupational, interest inventory, career conferences, and administration of personality and career aptitude test do pay off well as the mean and the standard deviation of the role of the counsellor indicated that it (the counsellors role) helped students develop career self efficacy which in turn helped them to make informed career decision and choice.

This study corroborate the study findings of Rashid, Baker, Asimiran and Tieng (2009) in a Secondary School in the State of Terengganu, Malaysia. The study in Malaysia termed the role of the counsellor as advisory interventions which they defined as the class of interventions designed to provide direction, resolve impediments, or sustain playfulness in students about their career goals for the future. The study revealed that advising interventions which include academic planning counselling, career focused parent/student conference, career peer advising/tutoring, career counselling, career interest assessment, computer-assisted career guidance, and individual career plan, helped students to make career choice and as such many of the counsellors in Malaysia use it more than any other intervention. All these interventions and/or role of the counsellor according to Niles & Bowsbey, (2002), help people to develop self-awareness, occupational awareness, learn career decision making skills, job search skills, cope with job stress, adjust and implement problem solving skills and make a choice.

These interventional activities that were done by the counsellors to help the students' choice of career was in line with the principles of Krumboltz' (1996) learning theory of career choice and counselling. This theory provides a guide for career counsellors as to the kind of assistance they can give to people troubled with career related concerns. In the present study the counsellors provided career intervention activities including one-on-one career guidance and counselling, administering occupational interest inventory, career conferences and so on to assist students in their process of choosing a career.

A conclusion can therefore be drawn that respondents agree to the fact that the school counsellors as in other parts of the world, help students through their career intervention activities, to choose their career.

Outcome of the analysis of the Hypothesis

The concern of this hypothesis was to determine whether the role of the school counsellor can really assist students to choose their career. Spearman's rho Correlation was used to test the role of the counsellor and career choice among SHS students.

Hypothesis: There is no significant relationship between the role played by the school counsellor and the choice of students' career in the Agona West Municipality.

Table 4: Spearman's Rho Correlation of the Role of the Counsellor and Career Choice among SHS Student

Categories		Career choice	Role of the counsellor
Role of counsellor	Correlation Coefficient	.086	1.000
	Sig. (2-tailed)	.123	
	N	200	200
Career choice	Correlation Coefficient	1.000	.086
	Sig. (2-tailed)		.123
	N	200	200

Source: Data from the field, 2013

The hypothesis that there is no significant relationship between the role played by the school counsellor and the choice of students' career was statistically tested using the Spearman's Rank Order Correlation. The Spearman's Rank Order correlation was run to determine the relationship between the choice of students' career and the role played by school counsellor. The table showed a positive correlation between the role of the school counsellor and students' career choice, which was statistically not significant ($r_s = 0.086$, $sig = .123$ $p < 0.05$). In other words, there is a positive correlation between the role of the counsellor and its influence on the choice of students' career but the relationship in terms of significance is weak. The implication here is that, notwithstanding the fact that the positive correlation is statistically not insignificant, the null hypothesis is rejected (because there is a positive correlation). The alternative hypothesis that there is a correlation between the role the school counsellor plays in assisting the students and the choice of the students career is accepted even though according to the table, the influence is weak. This confirms the study of Watters (2010) who posited that the role of the teacher (counsellor) that sustains the interest of the student right from the early years in school is a strong predictor of the student's career choice. This however means that if the counsellor does not use intervention that sustains the interest of the student, they will not be able to choose an appropriate career.

The reason for the weak correlation could be that the school counsellors may not have given students adequate career intervention services they need in order to sustain their interest in the career in question or that the students did not take the whole programme serious. It could be that the counsellors do not have the resources needed to enhance his work to help the students choose a desired career. Other studies have found that students are not satisfied with the types of services they receive from school guidance counsellors (Alexitch & Page 1997; Hutchinson & Bottorff 1986; Tomini & Page 1992). Hutchinson and Bottorff found large discrepancies between the counselling services students needed and the services they actually received, (of which the most significant was career counselling).

Since there is a positive correlation and counselling can therefore have a positive effect on students choice of career, the government and other stakeholders of education and parents should help the school counsellor through the provision of the necessary resources that will enhance his work and find it appealing to student so that they will be serious with it.

Findings from the qualitative analysis

The Role of the Counsellor in Assisting the Student to Choose Their Career

Data from the field of study indicated that the school counsellor played enormous roles that served as an influencing factor in the student's choice of career. One-on-one career guidance, organization of open days and conferences as well as career talks were issues that came out strongly.

As part of his or her duty to check student's records including their performance, the school counsellor, according to the data would call students whose performance was not good and had one-on-one guidance with them which resulted in some of them choosing a career. The following responses attest to them.

I was not doing well in science. So the school counsellor called me and discussed it with me. I agreed to do general arts. I became one of the best students in general arts. He discussed with me the career opportunities that are available for me as a general arts student and I chose to become a lawyer.- P3C

Stating his side of the story, P3E, also said,

the subject I chose from JHS was general arts but when I came to SHSI, I was not comfortable with the literature books because I didn't like reading which affected my performance. The school counsellor called me and we discussed a change of course to do business as I have good grades in Mathematics. I accepted to choose a course that include accounting and economics. My performance in class was very good. After the career conference, I decided to become a banker.

Speaking in the same line, P4C also stated that

Some of the students were teasing me that as a technical student I can only make kitchen stools and coffins. I became confused so I was not learning and was not even attending classes regularly. I was directed to consult the school counsellor. He discussed the job opportunities in my area as a technical student. I decided to learn and perform well in technical drawing and building science so that I can be an engineer or building technician.

Stating his case differently P4C recounted

I was a bad boy. However, my encounter with the school counsellor changed my attitude and behaviour. I took my study seriously and I have chosen to become a lecturer because I liked the lecturer who came for the career conference.

The study revealed that organization of career days and career conferences by the school counsellor did help the students in choosing their professional. This is supported by the following argument by P3A:

the school counsellor organised a programme that brought a doctor, a nurse, a police woman, a lecturer from the University of Education Winneba, a bank manager and many others. They told us about their work and how and what we can do to become like one of them. The nurse was able to convince me. That's why I chose to become a nurse.

...at times too, the counsellor asked the teachers to share their experience with us and how happy they are in turning out great men and women in the country. I took inspiration from that and decided to become a teacher to help train people who can positively change our society to a better one.- P2D

a lecturer from the University of Education, Winneba was brought to talk to us about career opportunities after school in various course or subject areas. This helped me to be serious, focus and concentrate on my technical course as I now know what I can do in terms of opportunities of employment after school.- P3A

To P4C the career conferences and career day's programmes did not help him in any way to choose his career. He commented thus

...even though such programmes 'opened my eyes' to understand the different aspects of work or career but because no architect or building engineer was brought to talk to us about their field of work, I was not happy as

it did not help me to choose my career.

The history of school counselling indicate that counsellors provide guidance and counselling on issues including academic, vocation and/or career etc. to students in a school counselling programme(American School Counsellor's association-ASCA, 2003).

The result of a study conducted by Rashid et. al. (2009) on career development intervention in Secondary School in the Terengganu State in Malaysia revealed that all the participants gave a 100% response to implementing career aptitude assessment, career counselling /guidance, career field trip, career interest assessment/inventory, career week/fair/day/conference, career talk as among the intervention programmes school counsellors used in their role to assist students make career choice

Rashid et. al. (2009) came out with twenty-seven career interventions career counsellors in Malaysia can adopt to assist students in secondary schools in their bid to choose a desirable career. These career interventions include academic planning counselling, career magnet school, career aptitude assessment, career counselling/guidance, career field trip, career information infused into subject, career interests assessment, career resource centre/library, career map , career maturity assessment, career peer advising, career skills infused into subject, career week/fair/day, career talk, career/technical subject, college admission testing, computer assisted career guidance, guidance lesson on academic planning, guidance lesson on personal/social development,

School counsellors play a critical role in providing appropriate career education and guidance for all youth. School counsellors can be instrumental in encouraging career aspirations, providing accurate information about local and national labour trends to help students make better informed choices, and offering opportunities for students to learn about careers in all field's of work. (Lee, 2001)

Conclusion

Although the counsellors played their role in order to assist the students to choose a reputable career, however, the effects or influence of the counsellors effort on the career choice of students was low. This could be that the counsellors are not well resourced, did not do effective and efficient follow-up, counsellor-parent consultation concerning students career choice as against their ability and interest was not properly done. This can be one of the factors that resulted in students not making the right choice of career, hence becoming shop attendance, yogurt sellers while others join the 'sakawa' group.

Recommendation

It is recommended that frequent intervention programmes need to be organised for students in order for them to make well informed choices

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