

# Assessment of Career Guidance in the Ghanaian Senior High Schools: The Case of Tema Metropolis

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**Abstract:-**This paper offers primarily an assessment of parents, teachers and Guidance and Counseling Coordinators involvement in delivering counseling services in Senior High Schools within the Tema metropolis.

Premised on Super's theory of self-concept, the study conducted involve a heterogeneous sample of 150 respondents, comprising 25 SHS Students, 50 teachers, 50 parents and 25 Guidance and Counseling Coordinators were selected within the metropolis were selected using both statistical and non-statistical sampling techniques. Three questionnaires were the research instruments used to collect data from the respondents. The major findings of the study showed that 40% of the parents were involved in their wards career guidance. Again, 60% teachers were also involved in their students' career guidance in the selected Senior High Schools in the Tema Metropolis. However, more than half of the students' respondents needed to be guided by teachers especially, in the area of career choice.

**Key words and phrases:** career, career guidance, guidance and counseling

## I. INTRODUCTION

The broad objective of the study was to assess the involvement parents and teachers in programme selection from Junior High Schools leading to career choice in the Ghanaian Senior High Schools. The study was conducted in the Tema Metropolis in the Greater Accra Region of the Republic of Ghana. The Study assessed the capacity of parents and teachers in the Tema Metropolis in managing career guidance and counseling services in the Senior High School.

The paper examine specifically:

- The motivation for parents involvement in their wards career guidance
- The motivation of teachers involvement in students career guidance
- Capacity, that is, skill and knowledge of parents to manage career guidance
- Capacity that is, skill and knowledge of teachers to manage career guidance
- Resource adequacy of career guidance Coordinators in the senior High Schools to enable them delivers their service effectively.

The study was based on Super's career development model which opines that to choose a career is to implement your self-concept (1953). Thus an individual chooses a career that is consistent with one's values, abilities and interests. The theory states that individuals put their self-concepts into careers that will provide the most efficient means of self-expression (Super, 1984). The theory of career choice is based on the idea that individuals' self-concepts influence their occupational choice and their ultimate satisfaction or dissatisfaction with their choice.

It was supported by the concept of career guidance, career development, factors influencing career development and adjustment models, relevance of career guidance in senior high schools, the expected roles of counselors, objectives of career guidance and counseling, limitation of career counseling in the senior High Schools, expected roles of parents in career guidance in the senior high schools, various types of parental attitude towards career choice, career decision-making difficulties of senior high schools, gender and career counseling issues, empirical studies on career guidance and parents and teachers involvement in adolescence career choice.

Parents who had their wards attending second cycle institutions in the Tema Metropolis and teachers who deliver guidance and counseling services in the institutions constituted the target population for the study. A heterogeneous sample of one hundred and fifty (150) respondents were obtained from populations from Senior High students, Parents and Guidance and Counseling Coordinators in the Tema Metropolis were selected using both statistical and non-statistical sampling techniques. The data of the study was collected using a field survey design. Three questionnaires ably supported by key informants interviews, were the research instruments used. In all, 150 respondents participated in the study. The composition consists 25 students, 50 parents, 50 teachers and 25 counselors. Percentages were used as statistical tool to analyze the capacity of parents and teachers in the Tema Metropolis in managing career guidance activities in the senior High Schools.

## II. THE MAIN FINDINGS

The main findings of the study were:

1. Motivation for parents involvement in students career guidance
  - 40% of the parents were involved in their wards career guidance, whilst a greater percentage of parents are not involved in the choice of career their wards select.
  - Such parents were involved in their wards career guidance either by helping their wards to choose a programme of their choice or they sought the advice of counselors to aid their wards to make the decisions that best suits them.
2. Motivation for teachers involvement in students career guidance
  - Majority (60%) of the teachers were involved in students' career guidance in Senior High Schools in the Tema Metropolis. Whilst 40% of teachers are not involved in the career guidance of their students.
  - In terms of motivation for their involvement in their student's career guidance, it was revealed that teachers want to help their student make the best decisions for himself or herself.
  - Essentially. More than half (60%) of the students were teenagers, within the age category of 10-15 years and needed to be guided by teachers, especially in the area of career guidance and career choice. The age of the students fall within the Growth stage of Super's Stages of Vocational Development (i.e. 0-14). This stage is characterized by Development of capacity, attitude, interests and needs associated with self-concept. Age 15 years begins the stage of Exploration which stretches from 15-24 years. This stage is a tentative phase in which choices are narrowed but not finalized.
3. Capacity (skills and knowledge) of parents to manage career guidance
  - More than half (54%) of the respondents were parents that were knowledgeable of their wards programmes.
  - Parents' skills in subject selection and related careers (26%) and related careers (26%) were very low.
4. The Capacity (skills and knowledge) of teachers to manage the career guidance

Teachers' knowledge of programmes (30%), subject selection (30%) and related career (40%) were below average, and thus found it difficult to manage career guidance in the second cycle institutions in the Tema Metropolis.

5. The resource inadequacy for career guidance coordinators
  - Majority (80%) of the Guidance Coordinators had no offices, computers with internet facilities, time and serene environment to deliver their services as they intended.
  - Books (60%) principally served as the source of information that coordinators rely on to counsel students

### III. CONCLUSION

The findings of the study show that both parents and teachers are involved in career guidance in the Tema Metropolitan area, but in various degrees. Teachers use part of their lesson times in class to offer counseling whiles parents use some times in their homes to offer career counseling to their wards. Teachers principally counsel students to pursue courses that they are presently teaching in higher institutions whiles parents counsel them to pursue programmes that are well paying. However, both parents and teachers do not have the requisite skills and knowledge for counseling but are aware of the implications of their actions on the students' career.

The findings of the study also establish that Guidance Coordinators have no offices, computers with internet facilities, time and serene environment to deliver their services as they intended. In such difficult situation, the Guidance Coordinators cannot offer any efficient career guidance and services to the students. It means, therefore that the quality human resources that Ghana envisages and seeks to produce will become a mirage. Such situation calls for urgent attention since career guidance is an integral and important part of second cycle institutions curriculum.

Books, principally, served as the source of information that Guidance Coordinators relied on to offer counseling services to students. That notwithstanding, the time allocated to counseling was inadequate and hence impedes the performance of Counseling Coordinators because they were also involved in teaching. Also, Counseling Coordinators did not have offices or an enclosed environment to carry out their duties. Students generally thought that, counseling should be enhanced in schools since it enables them to make informed decisions about their career.

The importance of career guidance and counseling has been fully established by the findings of this study. This calls for serious attention on the skill development of the key stakeholders, namely; teachers' involvement in counseling and parents for their capacity enhancement to make the process of career guidance more efficient for human capital development.

### IV. RECOMMENDATION

Based on the findings of this study, the following recommendations are made:

- i. In order to improve upon the motivation for parents' involvement in students career guidance, it is recommended that the Ghana Education should institute measures of sensitizing and educating parents more on career guidance and counseling services, especially in the area of programmes availability, subject selection and related career opportunities for students in the second cycle institutions.
- ii. In order to improve upon motivation of teachers involvement in students career guidance, it is recommended that the Ghana Education Service should organize continues education and training to build not only the knowledge base, but also deepen the skills of teachers in career guidance and counseling services.
- iii. In order to improve upon career capacity (skills and knowledge) of parents to manage career guidance; it is recommended that parents: establish networks among themselves and continuously engaged in lifelong learning to become more informed on career guidance and counseling services.
- iv. In order to improve upon career capacity (skills and knowledge) of teachers to manage career guidance; it is recommended that teachers endeavor to engage more in self-directed learning, including the use of internet to acquire up-to-date information, knowledge, skills and values in career guidance and counseling service.
- v. In order to address the resource adequacy for career guidance coordinators, it is recommended that the Government of Ghana: place more attention in resourcing adequately second cycle institutions the relevant teaching and learning facilities so as to make teaching and learning of every programme more friendly and effective.

#### REFERENCES

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