

Self-Knowledge, Lack Of Career Information And Lack Of Career Counselling As Reasons For Career Indecision Among Senior High School Students In Ghana

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Abstract

The research examined self-knowledge, lack of career information, and lack of career counselling as reasons for career indecision among Ghanaian senior high school students. By the use of a descriptive survey approach, a total of 426 Form 2 senior high school students were recruited for the study through a multi-stage sampling procedure. The participants responded to the Career Indecision Questionnaire which is a four-point, Likert-type scale. The data obtained were analysed using descriptive statistics. The findings showed that a lack of self-knowledge, career information, and career counselling are the causes of career indecision among senior high school students in Ghana. Based on the findings, it was suggested that career education in senior high schools be reinforced to promote career exploration, planning, selection, and growth.

Keywords: Self-Knowledge, Career Information, Career Counselling, Career Indecision, Senior High School Students

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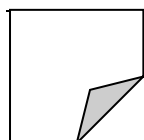
I. Introduction

Many people struggle to find an employment that they can identify with in order to lead meaningful lives. This makes career indecision a huge challenge in their lives. It has been seen to hinder such persons' ability to make professional decisions and choices, particularly students. According to Di Fabio and Saklofske (2018), students in high schools thinking about their future working lives often encounter career indecision. According to Park, Kim, Kwon, and Lee (2018), career indecision is the incapacity of a person to decide or choose a profession. It has also been described as the inability to make a choice about one's future employment (Guay, et al., 2003) or the problems and difficulties that arise while making that choice (Tracey & Sodano, 2015). These career indecision definitions highlight the fact that a person may be unsure due to an inability to identify an occupation or career path, which may be caused by a lack of knowledge as well as a variety of difficulties that are beyond their control.

The researchers' interest, however, stem from the observation that senior high schools in Ghana often have students who are unable to choose a professional path. Career indecision is the condition in which many students find it difficult to decide on the career they should follow in order to achieve their life objectives. According to Betz (2007) and Taylor and Popma (1990), career uncertainty is one of the most prevalent difficulties for students seeking counselling at counselling facilities in the universities. This is not unique to only students in the universities but students across senior and junior high schools who are in their developmental stages and may not have reached the level of career maturity. These students in the senior and junior high schools must choose relevant programmes for their admissions to tertiary institutions and high schools respectively based on their career interests. According to Walker and Tracey (2012), people always choose careers that lead to significant professional outcomes in the future.

II. Literature Review

Self-knowledge: Insight into one's nature that allows one to know what one is capable of is what is meant by the term "self-knowledge" (Mbetse, 2002, p. 83). This suggests that having an understanding of one's own interests, talents, and skills constitutes having self-knowledge. According to Nyarko-Sampson (2013), expressing self-knowledge involves showing a comprehension of the connection between individual behaviour and self-concept. Because self-knowledge comprises an understanding of how personal qualities relate to social,



academic, and career goals, students need to understand themselves better to make smart professional decisions (Nyarko-Sampson, 2015). One of the most widely disseminated ideas that acknowledged the significance of self-knowledge in the process of making professional decisions is Donald Super's theory, which proposes that the majority of career decisions are made in an effort to actualize the abilities, talents, and interests that an individual has derived from their own self-concept (Giankos, 2002). Making judgments that support smart and informed job choices is made easier when one is aware of oneself. Anakwe, Schor and Hall (2000) aver that self-knowledge involves both knowledge about the individual and abilities that are geared toward that person's growth. Mubiana (2010) opined that acquiring these abilities helps one understand about oneself and, in turn, helps one create realistic objectives for managing one's profession. Mubiana (2010) continues by saying that people make wise job decisions when they have a thorough understanding of who they are. Self-knowledge plays a key part in career selection since it is necessary for selecting a vocation, and to a considerable degree, it may affect the success of one's career growth. Self-knowledge is important and vital in many aspects of life, not only the decision-making process for a job. This explains why students and others with inadequate self-knowledge make poor job choices or are not sure what they want to do with their careers.

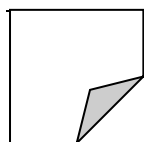
Career Information: Career information is defined by Nyarko-Sampson (2013) as knowledge of several career alternatives. According to Onyejiaku (2000), a person's employment affects every element of their life, including their socioeconomic level, physical and mental health, behaviour, and way of life in general. In actuality, career knowledge is a very important part of any person's life since it aids in the decision-making process for choosing a job. According to Onyejiaku (2000), persons who have information about occupations are better able to make rational decisions and, as a result, have happier, more meaningful lives. Lack of career knowledge or insufficient career information may be blamed for the inability to determine or make a wise occupation decision. It is a significant aspect that interferes with making professional decisions (Zhou & Santos, 2007; Mubiana, 2010; Nyarko-Sampson, 2013). Lack of knowledge includes ignorance of the stages needed in choosing a profession, ignorance about oneself and available vocations, and ignorance of available resources for learning more. Arnold (as cited in Mubiana, 2010) contends that success in the decision-making process for a job depends on having congruent knowledge about the two types of knowledge (one's self and one's vocations). Obtaining information about the potential career alternatives that one is interested in is one of the most important activities that one must do as part of the professional decision-making process (Nyarko-Sampson, 2013; Mubiana, 2010). According to Bimrose and Barnes (2007), individuals' improved knowledge of the choices and alternatives available to them might be a sign that they are developing their careers.

Stead and Watson (2006) point out that access to and use of professional information are crucial and often vital parts of the decision-making process. Although Nyarko-Sampson (2013) views the availability of professional information as a crucial time, research suggests that people do not always have this knowledge (Stead & Watson, 2006). This often prevents individuals from choosing worthwhile and practical careers (Nyarko-Sampson, 2013). Some people are unable to settle on a career at all, leaving them in the undecided category. The majority of Senior High Schools in developing countries, such as Ghana, according to Nyarko-Sampson (2013), do not provide students with the right and precise information about job possibilities to aid them make informed decisions about their perceived future careers.

The majority of young people do not often look into job and career options before making decisions, which suggests that students, parents, and teachers lack career knowledge and are confused about various career options (Mbetse, 2002; Mubiana, 2010). In a research on young Chinese people, Pang (2003) discovered that the limited variety of professional goals was mostly due to a lack of knowledge about career and job prospects. According to Stead and Watson (2006), the lack of career knowledge among South African school dropouts has an influence on their ability to make wise career decisions. According to Mkhabela (1986 as cited in Mubiana, 2010), black teenagers lacked proper professional knowledge since most of their knowledge came from hearsay, which was likely caused by a lack of career advice.

According to Mbetse (2002), media is to blame for misinformation and misconceptions about careers. Some students became undecided as a result of these and other factors. Therefore, people, particularly young men and women, should have adequate professional knowledge to combat this threat and encourage productive and meaningful job growth (Nyarko-Sampson, 2013).

Lack of knowledge about the professional decision-making process, such as not understanding how to do so optimally, is related to career indecision. Additionally, it involves having a limited understanding of one's own strengths, interests, or character qualities (Mubiana, 2010). Additionally, according to Mubiana (2010), lack of knowledge about occupations and what goes into them, as well as the few alternatives that are accessible, have a significant impact on career indecision. In their research, Mylonas, Argyopoulou, and Tampori (2012) discovered a connection between career indecision and a lack of knowledge. According to Germeijs and De Boeck (2002 as stated in Goliath, 2012), the challenges people face while making job-related decisions and the absence of other options, ways of acquiring information, and the decision-making process are the main causes of



professional indecision. Confusion may also be as a result of lack of knowledge about the job or employment market.

In a study that used 174 high school students, Germeijs and De Boeck (2002) discovered that the values and result components of the findings were the only accurate predictors for career uncertainty, but the knowledge factor had little effect on career indecision. Furthermore, they found that the link between professional hesitation and the information component relies on the phases of the decision-making process and is particularly relevant during the first phases. Kirdök, and Harman (2018) observed in a study that career indecision is related to a dearth of information, which Goliath (2012) also emphasised. Mbware (2004) examined the career choices of 101 grade twelve high school students to know if they were aware that they had to select a profession before they leave school. It was observed that lack of knowledge caused 33% of the study's sample of students to be undecided about their career choice. According to Mau (2001), problems with decision-making might result from a lack of information, a lack of consistency in the information, or a lack of understanding of how to process information in order to come to a choice.

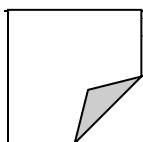
According to Germeijs and De Boeck (2002), the phrase "lack of information" can be used to describe a variety of situations, including not having a view on the expected outcomes, not having enough information to evaluate the attributes against objectives, and not having a view on other options for career choices. All of these falls under the category of not having a view of the expected outcomes. The taxonomy of obstacles in career choice making links a lack of knowledge about professions and a lack of information about oneself, and both categories are seen as two sets of challenges that occur throughout the decision-making process (Gati, Krausz, & Osipow, 1996). In his research, Hocsons (2012) found that participants lacked enough knowledge about job or career choices. Additionally, they lacked knowledge on how to look for jobs in their area of study and how to get the training necessary for their chosen major.

Career Counselling: Career counselling, according to Schofield (2017), is the use of a variety of techniques to support decision-making on job choices. Career counselling, according to Engels, Minor, and Splete (1995; cited in Baig, 2012), is the use of both specialised and general interventions that influence a person's self-awareness, employment decisions, career satisfaction, and harmony between work, family, and leisure. As a result, career counselling helps students make decisions about altering or selecting their majors, defining goals, applying for employment, and obtaining resources to assist them in choosing occupations (Baig, 2012). Due to this, a thorough career counselling process will aid in determining the client's and counsellor's requirements, setting objectives, obtaining knowledge and resources, planning the program, and ultimately putting it into action. This suggests that students will become uncertain if there are no career counselling activities. According to Parcover and Swanson (2013), there are several difficulties when it comes to career counselling which hinder its operations and ultimately lead to students' lack of career decision-making.

Mung'ara (2012) cites a lack of suitable human and capital resources in the school and community to ensure career guidance. Galassi, Crace, Martin, James, and Wallace (as cited by Mung'ara, 2012) also say career counsellors do not offer career guidance to interested students. In the UK, 70% of those under 14years reported no career assistance, while 45% of those over 14years reported no, poor, or restricted career counselling (Mung'ara, 2012). Professional counselling aids people in the process of career development and helps them develop the abilities required to prepare for, choose, and manage their careers. Dragolea (2015) claims that studies have repeatedly shown that career counselling helps students develop their talents and deal with issues related to their careers. According to Hall (2005), the career counsellor's objective is accomplished through fostering the development of information processing abilities and by improving students' capacity for problem-solving and decision-making in the workplace. However, there are not enough career counsellors or counselling services available in the majority of Ghana's senior high schools to help students make decisions about their future careers.

According to a study conducted by Migunde, Othuon, and Mbagaya (2015), there was no change in the career indecision ratings between those who got career counselling and those who did not. A study conducted by Van Reneen (2010) depicted that, students who received career counselling had less difficulty determining their career decisions than those who did not. In an investigation on job choice and knowledge of a career option among 101 Namibian teenagers carried by Mbware (2004), it was discovered that 38% of the participants agreed that they could not have made their professional decisions without the assistance of a career guidance counsellor. The lack of proper career counselling, according to 44% of the participants, prevented them from making the best career decisions. However, Morgan and Ness (2003) warn against students relying too much on the advice, assistance, and criticism of experts throughout the career-exploration process.

Cakir (2004) investigated the impact of a 10-week career counselling program on high school students' levels of career indecision. There were many different methodologies applied, including trait-and-factor, cognitive information processing, and eclectic and developmental approaches. To measure the degree of career ambiguity among high school students in first grade, the researcher created the Career Decision Inventory. Between the experimental group individuals' pre-test and post-test results, the research discovered a substantial



difference (10 males, 9 females). The control group's pre- and post-test results did not vary from one another (10 males, 9 females).

This research focused on career indecision among senior high school students in relation to self-knowledge, a lack of career information, and a lack of career counselling in conjunction with the studies previously stated. The research sought to identify these factors as causes of career indecision among Ghanaian senior high school students. The research might add to the body of information about the elements influencing students' career indecision in the Ghanaian context. Finally, it might provide a forum for educational planners to develop theories for career practitioners and design initiatives to support career choice and preparation.

Statement of the Problem

The choice of a job for Ghanaian senior high school students turns into a challenge to their way of life. They face many challenges as they get ready to move from senior high school to a tertiary level, including poor decision-making skills, selecting a course of study that fits with their career goals, and a lack of effective career education for senior high school students. The situation becomes dire at this point. According to anecdotal reports from some senior high schools across the nation, career indecision is a factor in 50% to 60% of the cases senior high school students bring up for counselling. This finding is consistent with the claim made by Gianakos, as cited in Creed et al. (2006), and Goliath (2012) that 50% of problems students face are related to career indecision. Students face obstacles while they work toward reaching their professional objectives due to the shift from junior high to senior high school as well as difficulties in adjusting to the new academic environment. When it comes to making decisions, students at this stage rely more on their parents and close friends. Since many Ghanaian students in high school will undoubtedly continue their studies beyond graduation, the issue of career indecision will become more important to consider. So, the issue of concern to the researchers is how self-knowledge, lack of career information and lack of career counselling fuel career indecision among Ghanaian senior high school students.

Research Question

The following research question guided the study:

How does self-knowledge, lack of career information and lack of career counselling act as reasons for career indecision among senior high school students in Ghana?

III. Methodology

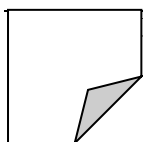
Research Design

In this research, the descriptive survey was used because the goal of the study was to determine whether factors such as self-knowledge, a lack of career information, and a lack of career counselling are the reasons for senior high school students' career indecision. Also, this design encourages information collection from a wider population in order to offer descriptive data on variables relevant to the investigation. According to Fraenkel and Wallen (2006), the goal of a descriptive survey is to observe, characterize, and record specifics of a phenomena as they emerge naturally of which this study achieved the same goal.

Population, Sample and Sampling Procedure

The target population of this study was all senior high school students in Ghana. Population was selected across the country to widen the scope of generalization. The accessible population was 5,845 second year students selected from three sampled geographical zones of the country. The second year students were used instead of the first and third years because the first year students have not stayed for a longer period and so have not acclimated to their new environment may not have the right information pertaining to the study. The third year students were in their final year and therefore preparing for their examination making it impossible to include them. Sample size was obtained using Krejcie and Morgan sample size table and estimated to 426.

The multistage sampling method was used to choose 426 students, 214 (50.2%) boys, and 212 (49.8%) girls, all in form 2, from 9 schools around the nation. The sample was chosen using a combination of the cluster sampling, stratified sampling, purposive sampling, simple random sampling, and quota sampling techniques. The nation was divided into three zones (Southern, Middle and Northern), using the cluster sampling approach. A metropolitan assembly was chosen from each area using the purposive sampling approach based on whether it had a single sex school or mixed-sex school. Once again, the purposive sampling method was utilised to choose the schools from each zone based on the kind of school (all boys, all girls & mixed). Gender was divided into two strata using the stratified sample technique: male and female. Equitable numbers were chosen for the different strata using the simple random sampling methodology, more especially the lottery method, to ensure equal representation. Because the researchers allocated an equal number of students to those who participated in the study, quota sampling was also utilized to choose students from the different schools. Finally, the researcher used



the lottery approach to choose specific students from the schools in the metropolis' chosen from the different areas. This was done using a simple random sample procedure.

Instrumentation

Data were gathered using two instruments. Students who were not sure about participating in the study's initial phase were chosen using the opinion survey. This tool gave students an explanation of the concept of career indecision before asking about their current situation. A close-ended questionnaire, rating on a four-point, Likert-type scale of strongly-agree (1), Agree (2), Disagree (3) and strongly-disagree (4) was developed by the researchers. These include the Lack of Career Information Scale, the Self-knowledge Scale, and the Lack of Career Counselling Scale, making up of 10 items for each scale and with reliability coefficients of .90, .85, and .79, respectively.

Data Analyses

Descriptive statistics such as means and standard deviations were used for the data analysis. Items on the questionnaires were coded and analysed using the SPSS version 22 software package. The results were computed into tables for discussions. To ascertain the test value, results on the Likert-type scale were put in ranges of 1-1.99 is low, 2-2.99 is moderate, 3-4 and above is hgh. Thus, any mean value falling within the range of 1-1.99 = low indicates a negative or disagreement response, while 2-2.99 = moderate and 3-4 above indicate a positive response or agreement to the issue.

IV. Results And Discussion

Research Question: *How does self-knowledge, lack of career information and lack of career counselling act as reasons for career indecision among senior high school students in Ghana?*

The research question sought to ascertain variables such as Self-knowledge, lack of career information and career counselling as reasons for senior high school students to be undecided in their career decision-making. Again, the research question sought to identify specific factors related to the variables under study as making it impossible for students to decide on their future careers. The results are presented in tables 1, 2 and 3.

Table 1: Self-Knowledge as Reason for Career Indecision

Statement	M	SD
I haven't chosen a career yet because:		
I'm not sure about my true identity	2.4	.99
I am unaware of my own traits and flaws.	2.5	.88
I do not know how to achieve self-knowledge.	2.4	.95
I'm not sure what I'm best at.	2.3	.90
I am uncertain about my interests.	2.2	.86
I'm not sure how to put my talents and abilities to use.	2.4	.91
I'm not sure how I can utilise my understanding of myself to choose a career.	2.5	.97
Personality qualities are something I have no idea about.	2.2	.92
As for my skills, I'm not sure where they lie.	2.2	.86
I don't know what my own values are.	2.5	.98
Mean of means	2.5	.62

Because they lack self-knowledge, the majority of senior high school students are career undecided, according to data shown in Table 1. Every statement had mean scores between 2.0 and 2.99. Per the test values established (where 1-1.99 = low, 2-2.99 = moderate, 3-4 = high), participants agree that self-knowledge as a reason for their career indecision as shown by the overall mean score of 2.5 (SD =.62). The responses of participants to items like "I haven't chosen a career yet because I am unaware of my own traits and flaws " (M = 2.5, SD =.88), "I haven't chosen a career yet because I'm not sure how I can utilise my understanding of myself to choose a career" (M = 2.5, SD =.97), and "I haven't chosen a career yet because I don't know what my own values are " (M = 2.5, SD =.98) further demonstrate that participants do not have knowledge about themselves. Additionally, the study's findings that participants haven't chosen their careers yet are due to their lack of self-knowledge, including statements like " I'm not sure about my true identity" (M = 2.4, SD =.99), "I do not know how to achieve self-knowledge" (M = 2.4, SD = .95) and "I'm not sure how to put my talents and abilities to use" (M = 2.4, SD = .91). As a result, participants are unable to make intelligent and informed career decisions.

Table 2: Lack of Career Information as Reason for Career Indecision

Statement	M	SD
I haven't chosen a career yet because:		
I have no idea how many different jobs there are.	2.4	1.0
In my field of study, I do not have any knowledge of similar professions.	2.7	.92
I'm not sure what line of work I'd feel most comfortable in.	2.3	.94

I am unaware of the prerequisites for various professions.	2.2	.87
I don't know how to find out about careers.	2.5	.94
No one I know can advise me on what profession would be best for me.	2.5	.96
I am not aware of any resources that provide information about careers.	2.5	.96
My teachers are unaware of the career information in my study programme.	3.0	.97
I have no idea how to utilise information to choose a certain job.	2.3	.93
It's not easy to get information on careers.	2.5	1.0
Mean of means	2.5	1.2

Based on the test values established (where 1-1.99 = low, 2-2.99 = moderate, 3-4 = high), results from Table 2 depict that participants' career indecision is influenced by a lack of career information as the overall mean score of 2.5 (SD = 1.2) is evidence of this. Participants concur that they lack career knowledge because they are unsure of where to go for it, how to find individuals who can assist them make a decision, and how challenging it is for them to look for it. The average (mean of means) score for all of these problems was 2.5. Again, teachers' ignorance of career information in students' study programme is a major contributor to the participants' lack of career information (M = 3.0, SD = .97). The findings further demonstrate that lack of career information plays a role in senior high school students' career indecision as they show that participants had no knowledge about associated professions in their program of study (M = 2.7, SD = .92).

Table 3: Lack of Career Counselling as Reason for Career Indecision

Statement	M	SD
I haven't chosen a career yet because:		
No career counsellors are employed by my school.	2.9	.87
Career seminars are not organised by my school for us.	2.3	1.0
Our coordinator for guidance and counselling lacks training in career counselling.	2.8	.90
My school lacks a designated guidance and counselling professional.	2.6	.92
Career guidance cannot be provided due to a lack of available resources.	3.2	.87
No one provides me any career guidance.	2.5	.96
My school does not provide career counselling as part of our counselling services.	2.9	.97
The guidance counsellor at the school probably feels that career guidance is best left to actual career counsellors and specialists.	2.7	.91
I have not been made aware of any career guidance programmes at my school.	2.9	.93
In my school, career counselling is not viewed as vital in deciding on a profession.	2.8	.90
Mean of means	2.6	.62

The information in Table 3 shows that students' career indecision was caused by their lack of career counselling. As indicative of the test value established (where 1-1.99 = low, 2-2.99 = moderate, 3-4 = high), data findings show that students are unable to make career decisions when career counselling in all its forms is not offered or made available to them. The mean of means of 2.6 (SD = .62) indicates that a lack of career counselling is a reason for participants' career indecision. Participants agreed that they had not chosen a career yet because there are no resources available to provide career counselling, with a mean score of 3.2 (SD = .87), which is higher than the mean of means. The outcome also indicates that items like " No career counsellors are employed by my school " (M = 2.9, SD = .87), " My school does not provide career counselling as part of our counselling services " (S = 2.9, SD = .97), and " I have not been made aware of any career guidance programmes at my school " (M = 2.9, SD = .93) establish the fact that a student's inability to access career counselling is a reason for career indecision. These statements' mean scores are higher than the mean of means score (M = 2.6).

Participants also agree that since guidance and counselling coordinators lack expertise in career counselling, they are unable to choose a profession (M = 2.8, SD = .90). The findings in Table 3 lead to the conclusion that lack of career counselling is a reason for participants' career indecision. This is evident in the mean score of 2.8 (SD = .90), "Career counselling is not viewed as vital in deciding on a profession."

V. Discussions

Self-Knowledge as Reason for Career Indecision Among Senior High School Students in Ghana

The outcome of the study showed that self-knowledge was a reason for Senior High School students' career indecision. This suggests that adolescents in their senior year of high school lack the self-awareness that would help them choose a meaningful job path. According to Gottfredson's (1981) theory of circumscription and compromise, one's job goals are really just efforts to put one's self-concept into action. An accurate knowledge of oneself is essential while making a professional choice, according to trait and factor theory. As a result, the research found that the individual's lack of self-knowledge or proper knowledge of him or herself placed him or her in the realm of career indecision. This data lends credence to the argument made by Lee (2005) that ambivalence over one's profession stems from issues of self-identity (self-knowledge). Some teenage clients may appear as not knowing who they are, which may be seen as a lack of a highly defined self-concept, as shown by the study's result that participants do not know who they truly are.

The study's findings, that students themselves admit they have no idea what their strengths and weaknesses are, lend credence to Nathan and Hill's (2006) contention that adolescent clients believe they lack such knowledge because of the growing independence they are expected to demonstrate in adulthood. The results demonstrated that the students lacked the ability to learn about themselves, their hobbies, and their values. All of these results point to a fundamental problem with students' awareness of themselves. This might be because students lack the abilities that would allow them to use self-knowledge in making professional decisions. This is due to the fact that they are still relatively ignorant about their own nature. According to Mubiana (2010), these abilities help you understand more about yourself, which leads to greater self-awareness and better professional choices. Nonetheless, Senior High School students in Ghana lack self-knowledge since the education system has not put in place enough mechanisms in terms of the curriculum to stimulate and enhance students' abilities in self-knowledge acquisition.

Lack of Career Information as Reason for Career Indecision Among Senior High School Students

The study indicated that the absence of career information among senior high school students in Ghana contributes to their career indecision. This gives validity to Nauta's (2012) claim that a lack of information is the fundamental cause of career indecision. This study also supports Goliath's (2012) argument, which claims that persons who lack career insight may also lack the ability to set clear goals and expectations essential for making effective career decisions. The result is also consistent with the findings of other researchers, including Mylonas et al. (2012), Mbawale (2004), Goliath (2012) and Kırdök, and Harman (2018), who all found that a lack of awareness about career possibilities is responsible for delays in decision-making. The results also validated Hoscons' (2012) conclusion that participants lacked enough awareness of work opportunities, showing that senior high school students in Ghana lack mentorship. This study's findings are consistent with those of Hoscons (2012), who established that participants in his study were uninformed about how to seek for professions in their field of study and lacked knowledge about how to receive coaching for their preferred fields. According to the findings of this study, students who were in their last year of high school were not aware of how and where to receive information regarding careers, and they also lacked knowledge regarding vocations that were connected to their program of study.

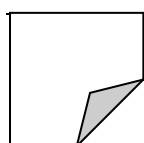
Germeijs and De Boeck's (2002) theory that career indecision might be caused by a lack of knowledge about occupations and a lack of ways to gather information is also supported by this study. Additionally, it confirms the findings of Mubiana's (2010) research showing that the vast majority of students do not know who and where to go for such details. Another thing we learned is that tutors often don't know much about jobs that are relevant to their students' majors. This might be because classroom educators lack the background and tools to provide students with access to such data. The study's results may be attributable to the fact that senior high school students are not given sufficient opportunities to both acquire and utilise information on potential future career paths. It's also possible that students just don't care about obtaining job information therefore, they don't make any attempt to do so from influential adults like teachers, guidance coordinators and counsellors, who aren't equipped with the necessary skills, knowledge, or resources to help them. They can be discouraged from looking for professional information since they are not getting the needed assistance to pursue their goals.

One possible explanation for why many high school seniors do not know what they want to do with their lives is that they have not been given up-to-date information on the job market. That is to say, individuals could draw the wrong conclusions about their professional options and goals from the information they get. Misconceptions and inconsistencies in information about employment criteria or credentials, training, salary, perceptions, and job security may have a significant impact on a person's ability to make an informed career choice.

Lack of Career Counselling as Reason for Career Indecision Among Senior School Students in Ghana

According to the research done on this factor, a lack of career counselling is a contributing factor in Senior High School students' inability to make a choice about their futures. Further research indicated that students in senior high schools lacked access to career counsellors, and that school guidance and counselling coordinators lacked knowledge in the field, leading to students being unable to make informed decisions about their careers or jobs. Taylor's (2007) research that found students without career counselling were more unsure about their future careers than those who received counselling was borne up by these results. The study also found that students did not choose careers because such services are not offered as part of school counselling activities thereby denying them the opportunity to know about career counselling activities. Parcover and Swanson (2013) all say students do not have enough career counselling, which makes it hard for them to choose a career and this study's results confirm their claims.

A lack of available career counselling resources was another finding of the research, which does little to encourage the use of career counselling as an intervention for students. These results may be explained by the fact that guidance and counselling services tend to place more emphasis on educational and personal therapy



counselling than on career counselling. Discipline and academic performance difficulties are the most common reasons students are sent to counselling services. In addition, students aren't really enthusiastic about making trips to counselling centres for assistance, much alone career advice. Their reason is that they have an idea that the centre is solely for disobedient children. Some children may be hesitant to see a counsellor because they feel ashamed or embarrassed about their issues. Thus, students are less likely to seek career counselling if the counselling room is located adjacent to the classroom block or the staff common area.

In certain cases, the necessary knowledge and tools are unavailable in order to provide career counselling services. Financial constraints provide a significant barrier to school counsellors' and guidance coordinators' efforts to expand access to these types of services for kids. When it comes to career guidance, most counsellors just don't have what it takes. The appointment of instructors to the position of counselling coordinator at senior high schools occurs with little regard for their qualifications, since the policy mandates that such positions be filled. Many students may not realize they have access to career counselling via their school's guidance coordinator, which contributes to a lack of energy and frequency in career counselling events at the school. These are only some of the possible explanations for the results of this research.

VI. Conclusion

Students in their final year of high school struggle to make choices about their future career opportunities for a wide range of reasons, including a lack of self-knowledge, limited access to career information, and limited exposure to career counselling.

VII. Recommendations

1. It is suggested that the Ministry of Education should work hand in hand with the G.E.S (Ghana Education Service), especially the planners of the various curriculums and guidance coordinators, to create and execute guidance and counselling policies that promote career education, planning, development, and choice. These policies can be used to start career clubs at the elementary, high school, and college levels.
2. Curriculum planners can also set up career days, especially at the elementary and senior high school levels, to raise awareness of careers and encourage students to be interested in, strive for, and choose them.
3. Students of senior high schools and colleges should be allowed to do internships during their long summer breaks at different places of work. This may help develop their skills and interest in specialized fields of work.
4. It is also suggested that guidance coordinators make sure students get enough career counselling and mentoring to help them in making well-informed career choices that will help them reach their career goals and grow in their careers.

The study only looked at public senior high schools. So, a study can be conducted in private senior high schools to get a better idea of how things are in general. A qualitative approach can be used to carry out the same study to give participants a chance to express their personal thoughts on the study, which a questionnaire could not do.

VIII. Implications For Counselling

1. School counsellors must perform career assessments in order to recognize students who are faced with career indecision as early as feasible, ideally from year one of schooling so to assist them in making career decisions.
2. School counsellors should help students find their own flaws, skills, capabilities, interests, and talents, since they may help them choose a job.
3. Counsellors should acquire expertise in career counselling skills, career education, job search strategies, computer technology in career guidance and organizing developmental programmes for individuals through in-service training and further course.

