International Journal of Innovative Research and Advanced Studies (IJIRAS)
Volume 5 Issue 4, April 2018

ISSN: 2394-4404

Influence Of Career Self-Efficacy On Career Exploration Among Senior High School Students

Mavis Brew

Department of Psychology and Education, University of Education,
Winneba, Ghana

Abstract: ***The study sought to find out the influence of career self-efficacy on senior high school students' career exploration practices. The study employed survey research design to collect data for the study from 273 senior high school students (145 males and 128 females) from three selected mixed schools. Two questionnaires were developed and used to collect data on respondents' career exploration practices, career exploration level, and career self-efficacy level. Descriptive statistics were used to analyse the data. Respondents' scores on the questionnaires were organized into frequency counts and converted into percentages and presented as bar graphs and tables. The results showed that the main career exploration practice the students engaged in was field trip. It was recommended that school counsellors should consider other practices that involve little or no finances when designing career exploration programmes to assist students explore existing careers.***

Keywords: career choices, self-efficacy, carer exploration, senior high school, students

I. INTRODUCTION

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to accomplish potential situations (Bandura, 1995). This can be explained as a person's belief in his/her ability to succeed in a particular task, event, or situation. Bandura described these beliefs as determinants of how people think, behave, and feel. This implies that one performs and acts to situations according to how one feels and thinks about the event or situation at hand.

Bandura (1977) identified two forms of self-efficacy which are high self-efficacy and low. He postulated that people with high self-efficacy have the belief that they can effectively handle life issues while those with low self-efficacy feel helpless to control issues and events they encounter in life. Thus, people have different self-efficacy levels that influence activities they choose to participate in and one of such activity is career exploration.

Career exploration refers to all of the activities that individuals engage in to understand their strength, values, interest and gather information about existing careers (Esters, 2008). People engage in career exploratory activities to collect and analyse career related information to enhance their individual career management process. Participation in such activities promotes an understanding of oneself and the environment (Esters, 2008). The information gathered enables one to develop realistic career goals and plans for future careers. For career exploration to be effective, self-efficacy is an important variable that needs to be considered (Nauta, 2007). This is because, without self-efficacy, individuals may fail to strive for success in a chosen career.

Though it is expected that students should have an idea of what they will want to do after their secondary education, most students in Senior High Schools are in a dilemma as to how they can have a purpose driven life (Super 1963). The researcher observed that Senior High Students who prepare themselves for tertiary education appear to have little or no knowledge on how to match their programmes of study to the many available tertiary programmes. Others who for one reason or the other will have to enter the world of work after their secondary education have no idea as to how to match their interests, values and abilities to meaningful jobs that will yield them greater satisfaction in life. It is therefore not surprising that many senior high school students in Ghana

have vague ideas of their preferred professions and therefore they are unable to determine how they are cut out for the desired profession or whether they meet the requisite requirement for such professions. This may lead to lack of job satisfaction and consequent changing of jobs (Ocansey, 2000). For students to effectively and efficiently acquire and maintain their choice of career there is the need for career exploration. That is, students need to acquire the requisite knowledge and skills about themselves and the world of work. They need to understand their interests, needs, abilities and values as well as gather enough information about the world of work in order to make the appropriate career choice.

According to Bandura (1977), one can be employed only if the one has belief and confidence in different possibilities to get employed, which is related to self-efficacy. Thus, self-efficacy has a great impact on career-related activities. Several studies have reported significant relationship between career self-efficacy beliefs and career exploration activities (Betz & Voyten, 1997; Dawes, Horan, & Hackett, 2000; Foltz & Luzzo, 1998). Past research also claimed that career exploration activities constitute one of the ways that support students' success in higher education (Blair, 2012).

It is perceived however, that only through systematic and thorough career exploration can people adequately gather information that will help them make clear and successful career choices (Nasta, 2007). This implies that career exploration has a proper structure that involves various types of career exploratory activities to find employment, and/or to progress in the field of work.

Although exploration occurs at all ages and stages of development, it is considered to be most prominent during late adolescence (Sharf, 2006). Yet in the Ghanaian context, the researcher observed that most SHS students explore their careers with external influences disregarding their self-efficacy. That is, family members, friends, colleagues and significant others impose their ideas and beliefs on the students with regard to their later careers. As a result, they are likely to end up in wrong careers. Nunoo (2016) reported that, children who study in line with their career paths perform better academically and are less truant than children who have no such approach in their studies.

In spite of the fact that guidance coordinators in SHS have been trained to assist students in their career development, they are unable to empower students to make a smooth transition from school to the world of work or for further studies. Also, a review of the education reforms (1983-1997) with reference to guidance and counselling in schools in Ghana by Essuman (2001) indicates that even though guidance programmes which help in the development of students' career were found in most schools, they were not run effectively. As such, most students did not have the requisite knowledge in the area of career exploration.

A. PURPOSE OF THE STUDY

The purpose of this study was to find out senior high school students' career exploration practices in the Effutu Municipality. Also, the study sought to identify career exploration and career self-efficacy levels of students and to examine the relationship between the dependent variables. The following questions guided the study.

B. RESEARCH QUESTIONS

- ✓ What are the career exploration practices among SHS students in the Effutu Municipality?
- ✓ What are the career self-efficacy levels of male and female SHS students in the Effutu Municipality?
- ✓ What is the relationship between career self-efficacy level and career exploration level among SHS students in the Effutu Municipality?

II. LITERATE REVIEW

A. CONCEPTUAL FRAMEWORK

The study was guided by the conceptual framework presented in Fig. 1.

a. SOURCES OF SELF-EFFICACY

Figure 1: conceptual framework the influence of the sources of self-efficacy on career self-efficacy and career exploration

Bandura's self-efficacy theory (1977) has been applied to career exploration through Social Cognitive Career Theory (SCCT). According to SCCT, exploration in general, and career exploration in particular is predicted by self-efficacy beliefs and that career self-efficacy plays a mediating role (Brown, Tramayne, Hoxha, Telander, Fan, & Lent, 2007). From Fig1, the sources of self-efficacy can influence career self-efficacy which will eventually lead to career exploration. The figure shows that every individual source of efficacy belief will have an impact on the individuals' belief in his/her ability to succeed in career issues. These beliefs will influence what career activity/activities one will want to engage in. For example, if a student sees another student with similar characteristics including academic ability and physical appearance perform and succeed in a particular task, the other will belief in his/her ability to succeed in performing such task as well. For example, a physically challenged student seeing another physically challenged student succeed in career task will also explore existing careers. This shows that the sources of efficacy, influence career self-efficacy which leads to career exploration.

B. RELATED LITERATURE

a. CAREER SELF-EFFICACY

The first empirical investigation that applied self-efficacy theory to career development included the development of the

Occupational Self-Efficacy Scale (Betz & Hackett, 1981; Zeldin, 2000). According to Zeldin (2000), self-efficacy was initially used in vocational domains to understand the underrepresentation of women in male-dominated careers and, as such, Betz and Hackett (1997) offered two fundamental assumptions underlying the need for assessing career related self-efficacy beliefs: First, self-efficacy beliefs influenced educational and occupational choice as well as performance and persistence in implementing those choices; Second, embedded within career self-efficacy theory, was that differential background experiences associated with gender role socialization might have led to gender differences in self-efficacy and confidence with respect to specific domains of career behaviour.

Hackett (1991) felt that a major issue in examining career self-efficacy was defining it in a clear and measurable way. Since an individual's career self-efficacy is characterised by many complex behaviours, it is more difficult to break them down (Nasta, 2007). However, many studies tend to use a simpler definition of career exploration, by using only the self and environment exploration scales (Taveira & Moreno, 2003).

Stumpf, Colarelli and Hartman (1983) developed a model of career exploration that involved three primary components: exploration process (e.g., where and how one explores), reactions to exploratory behaviours (e.g. affect and stress), and exploration beliefs (e.g. instrumentality and preference). This model suggests that these three categories interact in a reciprocal manner, resulting in unique exploration experiences for each individual (Bartley & Robitschek, 2000). It is therefore important that school counsellors must create conducive environment that will make students relax or stress free to develop positive attitudes towards career exploration.

Bandura, Barbaranelli, Caprara, and Pastorelli (2001) investigated how self-efficacy might shape the career aspirations and paths of children. The results of the study suggested that students' self-efficacy shaped the type of career and occupational level they pursued within a given field. Thus, it seems that self-efficacy may be crucial in broadening and heightening students' career aspirations. This is because as students' self-efficacy increases so does their career aspiration.

A number of factors acts as mediators of career options and career self-efficacy among college students (Rotberg et al 1987; Rogers & Creed, 2011; Turner & Lapan, 2002). The researchers reported that career interests predicted both perceived career options and career self-efficacy expectations while career self-efficacy was related to perceived career options.

Also Rogers and Creed (2011) reported from their study that self-efficacy and goals are predictors of career planning and exploration across all grade levels. These findings suggest that students who are confident with making career decisions and who are motivated to set goals are likely to do more career planning, while students with high levels of career decision confidence are likely to engage in more career exploration.

Turner and Lapan (2002) examined the relationship between parental support and career self-efficacy among 139 students. They reported that career self-efficacy and career planning efficacy predicted career exploration. Thus, the study provided support for the importance of career self-efficacy in career exploration.

b. CAREER EXPLORATION

Brown, Darden, Shelton and Dipoto (1999) defined career exploration as purposive behaviour and cognitions that afford access to information from the external environment that will assist in decision-making, job entry, and vocational adjustment processes. According to, Brown *et.al* (1999) career exploration represents a movement towards a systematic, planned, inquiry and analysis of careers that are of interest to students. Skorikov (2007) acknowledges that career exploration is a complex developmental outcome that emerges through direct experiences with work, communication with others, and information gathered from many sources. Thus, adolescents may not have the capability to personally determine what their career needs are. In the words of Essampong (2010), adolescents often approach career exploration and decision making with considerable ambiguity, uncertainty and stress. These must be avoided in the exploratory activities (Patton, Wendy, Bartman, Dee, Creed & Peter, 2004). They intimated that students should be aided to discover both personal and vocational identity which can subsequently be related to the world of work. Though exploration of various career paths is critical in the adolescent's career developments, most Ghanaian adolescents have little opportunity for career exploratory activities.

Career development is an essential task among adolescents which typically begins in middle school and progresses throughout the lifespan (Stringer, Kerpelman, & Skorikov, 2012). It is during high school that students are expected to begin narrowing down and finalizing their postsecondary options, such as seeking employment versus pursuing higher education, which will ultimately impact their future career plans and goals (Owens, Lacey, Rawls, & Holbert-Quince, 2010; Gushue et al., 2006).

Despite being capable of examining career-related options and being concerned about their future, adolescents tend to encounter a number of barriers during their career planning process. These barriers cause individuals to delay or avoid making career-related decisions and/or rely on someone else to make a decision for them, which results in less than ideal choices (Gati & Saka, 2001; Pyne et al., 2002; Bardick, Bernes, Magnusson & Witko, 2004). Students may lack knowledge about potential sources for information, or become overwhelmed by the volume or variety of information needed to make an informed career decision (Witko, Bernes, & Bardick, 2009). Hiebert (2001) calls for comprehensive assessment of students' career needs to initiate effective and comprehensive guidance and counselling programmes to address these needs.

c. CAREER EXPLORATION PRACTICES

In order to make informed career and educational decisions, adolescents need opportunities to participate in a collection of career exploration activities. Johnston (2006) suggested that career exploration activities such as

informational interviews, career information sessions, field trip and internship, expose graduates with career opportunities and options (Johnston, 2006).

Career exploration is one of the stages in career development and the other stages are self-assessment, gaining professional experience and plan implementation (Prehar & Ignelzi, 2012). A recent study discovered that a low level of career exploration activities among adolescents creates difficulties in their search for a career because many job categories remain unknown to them (Forstenlechner, Selim, Baruch & Madi, 2014). It is important that counsellors step up career exploratory activities among senior high school students to avail them to wide range of career opportunities in Ghana.

d. INFLUENCE OF SELF-EFFICACY ON CAREER EXPLORATION

According to Bandura (1997), the sources of self-efficacy can greatly impact career exploration among adolescents in many ways. It is believed that past performance accomplishments influence career exploration because past successes in searching for and obtaining a job can impact motivation and beliefs towards being successful at that task again in the future. On the other hand, verbal persuasion from others can impact an individual's confidence in their ability to explore careers, as well as their knowledge that they should explore and how to do it effectively (Bandura, 1982).

Emotional arousal can be a factor because if anxiety is too high towards finding a job, an individual will usually procrastinate by putting off exploring and doing something less anxiety provoking instead (Bandura, 1982). He explains that vicarious learning through interactions with others can also increase the likelihood people will explore careers because people often compare themselves to those similar to them (Bandura, 1982). This implies that in career self-efficacy beliefs, using the four sources of self-efficacy in a positive way is necessary to promote career exploration.

Similarly, Van Ryn and Vinokur (1992) found that the higher an individual's level of career self-efficacy, the more job search behaviours and positive employment outcomes will occur. In more recent research, Dawes, Horan, and Hackett (2000) found that low career self-efficacy on the other hand can limit career exploration and development. Therefore, career self-efficacy beliefs can positively or negatively influence career exploratory behaviour among adolescent students in Ghanaian senior high school students.

III. METHODOLOGY

A. RESEARCH DESIGN

The study employed a survey research design. The study sample consisted of second year students from mixed senior high school students in the Effutu Municipality. The SHS students were at the career exploration stage.

B. SAMPLE

Purposive sampling was employed to select mixed sex schools to constitute a homogenous sample. A total of 846 respondents made of 448 males and 398 females formed the accessible population. The respondents were grouped into two strata, males and females and proportional random sampling was used to select 145 male and 128 female students for the study.

C. INSTRUMENTS

Two questionnaires were designed for the study. School counsellors and students responded to one questionnaire respectively. The first is a self-developed questionnaire consisting of five text items for school counsellors to identify career exploration practices in the schools. The second questionnaire was developed from two adapted instruments and self-developed text items - Career Planning and Exploration subscale of the Missouri Guidance Competency Evaluation Survey [MGCES]; (Lapan, Gysbers, Multon, & Pike, 1997) to measure career self-efficacy and Career Exploration Survey [CES]; (Stumpf et al., 1983) to measure level of exploration.

The original scale of MGCES; Lapan et al (1997) composed of 10 items and it assessed career self-efficacy in three areas, including exploring and planning for careers, understanding how being male or female relates to classes and jobs, and learning how to use leisure time. The reported internal consistency reliability ranged from .78 to .88. The original scale of CES (Stumpf et al., 1983) consisted of 16 sub-scales under 3 dimensions (exploration process, reactions to exploration and beliefs). Scales corresponding to career exploration process behaviours were adapted in the study. The other subscales were excluded because they did not measure career exploration behaviour. Stumpf et al. (1983) reported internal consistencies ranging from .74 to .83.

D. DATA COLLECTION PROCEDURE AND DATA ANALYSIS

Data for the study were gathered using two questionnaire, one on students' career self-efficacy and the other on students' career exploration practices. The questionnaires were personally administered by the junior author. Descriptive statistics were used to organise the participants' responses into frequency counts and concerted into percentages. The results of the analysis were presented as bar graphs and used to answer research questions one and two. Correlation analysis was used to examine the relationship between career self-efficacy and career exploration among the students. The results of the analysis were presented in a table and used to answer research question 3.

IV. RESULTS

A. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

A sample of 268 students from three senior high schools in the Effutu Municipal responded to the questionnaire. The sample consisted of 53 % (142) male students while 47% (126) of the students were females. This showed that most of the students that took part in the research were males. Fifty-seven percent of the students were between the ages of 15 and 17 years and 38 % were between 18 to 20 years. The remaining 5% of the respondents were over 20years. This indicated that most of the students were in the initial stage of career exploration while 38% of them were in the transitional stage of career exploration. The remaining 5% of respondents could be said to be at the trial stage of career exploration.

B. RESEARCH QUESTION 1: WHAT ARE THE CAREER EXPLORATION PRACTICES AMONG SHS STUDENTS IN THE EFFUTU MUNICIPALITY?

The research question sought to identify the career exploration practices among that school counsellors frequently introduced to senior high school students in the Effutu Municipality. On a scale of 1 to 5, respondents ranked the career exploration practices they were exposed to. Fig. 1 illustrates how the students ranked the career exploration practices that were presented to them.

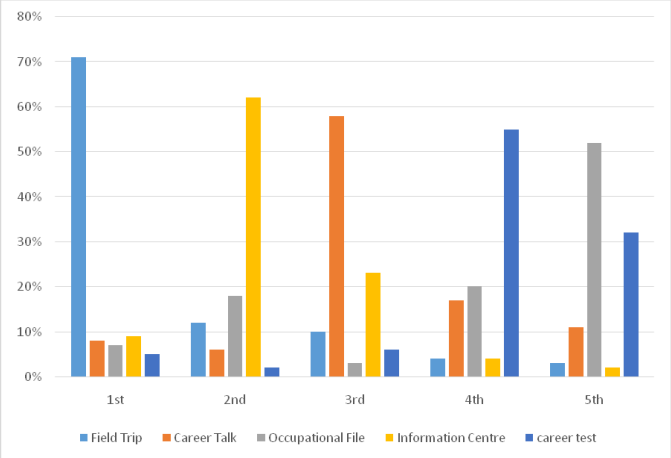

Figure 1: Ranking of career exploration practices by respondents

Fig 1 reveals that field trip is the career exploration practice that senior high school students in Effutu Municipal are often introduced to by their school counsellors. This is because, 71% of respondents highly ranked field trip. The next highly ranked career exploration practice was the use of career information centres. Sixty-two percent of the students ranked the later as the second highest exploration activity they were often introduced to by their school counsellors. In order of merit, career fair, career test and occupational file were ranked as the 3rd, 4th and 5th practices that respondents mentioned they had been introduced to respectively. It was observed that students were often engaged in field trips while they were rarely taken through the development of occupational file in school.

In order to find out the percentage of students that engaged in the career exploration practices, students were required to indicate if they had ever taken part in the career exploration practices over the last academic year in school.

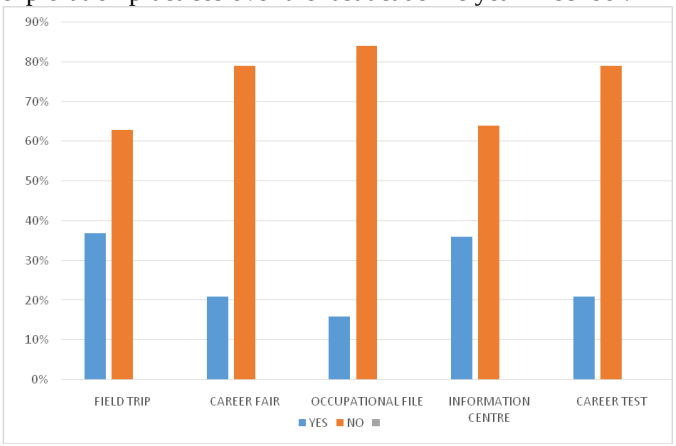

Figure 2: Percentage of students that engage in career exploration practices

From Fig 2, 37% of the students responded that they went on a field trip during the past academic year while 63% reported that they never took part in any field trip.

C. RESEARCH QUESTION 2: WHAT IS THE RELATIONSHIP BETWEEN CAREER SELF-EFFICACY LEVEL AND CAREER EXPLORATION LEVEL AMONG SHS STUDENTS IN THE EFFUTU MUNICIPALITY?

Research question three sought to establish any relationship between career self-efficacy level and career exploration level of senior high school students in Effutu Municipality. Table 1 presents the output from the Pearson product moment correlation that was computed to determine the relationship between career exploration and career self-efficacy level of the students.

		Exploration Level	Career Efficacy
Exploration Level	Pearson Correlation	1	.393**
	Sig. (2-tailed)		.000
	N	268	268
Career Efficacy	Pearson Correlation	.393**	1
	Sig. (2-tailed)	.000	
	N	268	268

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 1: Correlation between Career Exploration and Career Self-efficacy Level of Respondents

The results in Table 1 indicate a positive but weak relationship between career self-efficacy level and career exploration level (r= 0.393) with effect size of r2 = 0.15 among senior high school students in the Effutu Municipal. This suggests that as career efficacy level of student's increases, there is an increase in their level of career exploration though correlation is not causation. On the other

hand, a low career self-efficacy corresponded to a low level of career exploration.

V. DISCUSSION

A. DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The study comprised senior high school students in the Effutu Municipal. Most of the respondents (53%) were males. This indicates that there are more males than females in the senior high schools in Effutu Municipal. This may be as a result of females dropping out from school after basic school due to factors such as low academic performance, teenage pregnancy and low socio-economic status of their parents.

Also, a little over half of the sample (57%) was at the initial stage of career exploration. This means that most respondents are uncertain about career exploration task. During this stage of career exploration, the individual is develops awareness that work offers more than a means of satisfying personal needs. For example, an individual who was initially attracted to a career in law because of the prestige enjoyed by law practitioners now begin to consider the humanitarian aspects of the profession. This expanded view of occupations ultimately leads adolescents to a consideration of their personal values and the implications of those for their vocational choices. They do not make decisive decisions but rather take delight in knowing about occupation by evaluating one interest, values, needs and opportunity (Bedu-Addo, 2016). They make a number of tentative choices which are discussed in school, home and with friends and then try them out in work experience, if possible. At this stage one gives little consideration to reality factors in the work choice. For example, in Ghana, reality factors may include the availability of a job or training within the job, availability of funds with which to pay for further education or whether one's parents or relatives have other vocational plans for him/her.

B. CAREER EXPLORATION PRACTICES AMONG SHS STUDENTS IN THE EFFUTU MUNICIPAL

The first research question sought to identify the career exploration practices among senior high school students in the Effutu Municipality. Findings indicated that the few (37%|) students explored career did so through participation in field trip with the least explored practice being the development of occupational file.

Responses from school counsellors showed that they mostly engaged students in field trips as compared to other career exploration practices that existed. This was because aside field, the counsellors did not engage students in the other career exploration practices because of financial constraints and inadequate resources. However, for field trips the students are the major financiers whenever one is organized. Even though other practices such as occupational file and information centre involve less or no funds, counsellors did not often engage students in these practices. It can however be suggested that there are other personal factors such as inadequate motivation and technical knowhow could be limitations of school counsellors not engaging students in these practices. This could limit students from getting adequate information about their careers of interest, limitation to career exploration skills such as self-assessment, interviewing skills and rules to follow to succeed on the job. Findings from the study are in contrast to other researches which states that field trips are increasingly threatened since it is seen as a deviation from the normal curriculum (Anderson, Kisel, Storksdieck, 2006; Schatz, 2004).

C. RELATIONSHIP BETWEEN CAREER SELF-EFFICACY LEVEL AND CAREER EXPLORATION LEVEL AMONG SHS STUDENTS IN THE EFFUTU MUNICIPALITY

From the Pearson correlation that was done to establish the relationship that existed between students' career self-efficacy and career exploration, it was found out that there was a positive but weak relationship between career self-efficacy level and career exploration level (r=0.393) of senior high school students in the Effutu Municipal (See Table 1). This confirms other findings that reported a positive relationship between the two variables (Dawes et al., 2000; Zeldin, 2000; Nasta, 2007; Bandura, 2009). For example, in Nasta's study, the findings showed that career self-efficacy correlated significantly with career exploration. The findings indicated a significant relationship between career self-efficacy level and career exploration level because all the respondents (100%) indicated the existence of career clubs in the schools of which majority of students are members of the club. The existence of career clubs in the schools give students the opportunity to learn from friends, verbally encourage each other and take leadership role which build their career self-efficacy level and eventually explore existing careers.

D. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that SHS students in the Effutu Municipality mostly partake in field trip to explore existing careers and there is a significant relationship between career self-efficacy and career exploration. It is therefore recommended that school counsellors should introduce students to other career exploration practices to enhance their decisions on career exploration during career guidance and career counselling.

REFERENCES

[1] Anderson, D., Kisiel, J., & Storksdieck, M. (2006). Understanding teachers' perspectives on field trips: Discovering common ground in three countries. Curator: *The Museum Journal*, 49, 365– 386
[2] Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
[3] Bandura, A. (Ed.) (1995). Self-efficacy in changing societies. New York: Cambridge University Press.
[4] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. P*sychological Review*, 84, 191-215.

[5] Bandura A. (1997). Self-efficacy: the Exercise of Control. New York: W. H. Freeman
[6] Bandura, A. (2009). Self-efficacy in changing society. (4th ed) New York: Cambridge University Press.
[7] Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72(1), 187 207.
[8] Bardick, A. D., Bernes, K. B., Magnusson, K. C., & Witko, K. D. (2004). Junior high career planning: What students want. *Canadian Journal of Counselling*, 38 (2), 104-117
[9] Bartley, D. F. & Robistschek, C. (2000). Career exploration: a multivariate analysis of predictors. *Journal of Vocational Behaviour*, 56, 63-81.
[10] Bedu-Addo, P. K. A (2016). *Guidance and counselling ''unmasked''. (4th ed.).* Kumasi: Approachers Ghana Ltd.
[11] Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counselling Psychology*.
[12] Betz, N. E., & Hackett, G. (1997). Applications of self-efficacy theory to the career assessment of women. *Journal of Career Assessment*, 5,383–402. doi:10.1177/106907279700500402
[13] Betz, N. E., & Voyten, K. K. (1997). Efficacy and outcome expectations influence career exploration and decidedness. *Career Development Quarterly*, 46, 179-189.
[14] Blair, E. J. (2012). The impact of career exploration upon the success of underrepresented students in higher education (Doctoral dissertation, Capella University).
[15] Brown, C., Darden, E. E., Shelton, M. L., & Dipoto, M. C. (1999). Career exploration and self-efficacy of high school students: Are there urban/suburban differences? *Journal of Career Assessment*, 7(3), 227-237.
[16] Brown, S. D., Tramayne, S., Hoxha, D., Telander, K., Fan, X., & Lent, R. W. (2007). Social cognitive predictors of college students' academic performance and persistence: A meta-analytic path analysis. *Journal of Vocational Behaviour*, 72, 298-308.
[17] Dawes, M. E., Horan, J. J., & Hackett, G. (2000). Experimental evaluation of self-efficacy treatment on technical/scientific career outcomes. *British Journal of Guidance & Counselling*, 28, 87 100.
[18] Essampong, P. (2010). Effects of instructions in career explosion skills on career maturity of Senior Secondary School Students in Cape Coast, Ghana.
[19] Essuman, J. K. (2001). A review of educational studies (1983-1997) in guidance and counselling in schools in Ghana. *Ghana Journal of Psychology*, 1, (1), 72 - 88.
[20] Esters, L. T. (2008). Influence of career exploration process behaviours on agriculture students' level of career certainty. *Journal of Agricultural Education*, 49 (3) 23-33
[21] Foltz, B. M., & Luzzo, D. A. (1998). Increasing the career decision-making self-efficacy with nontraditional college students. *Journal of College Counselling*, 1, 35-45.
[22] Forstenlechner, I., Selim, H., Baruch, Y., & Madi, M. (2014). Career exploration and perceived employability within an emerging economy context. Human Resource Management, 53(1), 45 66
[23] Gati, I. & Saka, N. (2001). High School Students' Career-Related Decision-Making Difficulties. *Journal of Counselling & Development, 79*(3), 331-340
[24] Gushue, G. V., Clarke, C. P., Pantzer, K. M. & Scanlan, K. M., (2006). Self-efficacy, perceptions of barriers, vocational identity, and the career exploration behaviour of Latinoa high school students. The *Career Development Quarterly 54*(4):307-317.
[25] Hackett, G. (1991). Career self-efficacy measurement: reactions to Osipow. Journal of Counselling & *Development, 70*(2), 330-331.
[26] Hiebert, B. Collins, S., & Robinson, J. (2001) Needs assessment for program planning and program development: A brief review. *Alberta Counsellor, 26*(1), 11–18.
[27] Johnston, S. M. (2006). *The career adventure*. Columbus, OH: Pearson Prentice Hall.
[28] Lapan, R. T., Gysbers, N. C., Multon, K. D., & Pike, G. R. (1997). Developing guidance competency self-efficacy scales for high school and middle school students. *Measurement and Evaluation in Counselling and Development*, 30(1), 4-16.
[29] Nasta K. A (2007). *Influence of career self-efficacy beliefs on career exploration behaviours.* The State University of New York at New Paltz.
[30] Nauta, M. M. (2007). Career interests, self-efficacy, and personality as antecedents of career. *Journal of Career Assessment* 15(2):162-180.
[31] Nunoo L. (2016). Children encouraged to participate in career guidance activities. Retrieved on June, 2016 from www.graphic.gh/new/general-news/encourage-children-to-participate-in-career-guidance-activities.html.
[32] Ocansey, F. (2000). Adolescent students' perceptions of their career guidance and counselling needs. Ife *Psychologia. 8*(1), 145 - 177.
[33] Owens, D., Lacey, K., Rawls, G., & Holbert-Quince, J. (2010). First-generation African American male college students: Implications for career counsellors. *The Career Development Quarterly*, 58, 291-300
[34] Patton, W., Bartrum, D. A. & Creed, P. A. (2004). Gender differences for optimism, self- esteem, expectations and goals in predicting career planning and exploration in adolescents. *International Journal for Educational and Vocational Guidance 4*(2), 193-209.
[35] Prehar, C. A., & Ignelzi, D. A. (2012). Reaching psychology majors early about the importance of career planning: A classroom presentation. *Teaching of Psychology*, 39 (2), 125 127.
[36] Pyne, D., Bernes, K. B., Magnusson, K. C., & Poulsen, J. (2002). A description of junior high and senior high school students' perceptions of career and occupation. *Guidance and Counselling*, 17(3), 67–72.
[37] Rogers, M. E., & Creed, P. A. (2011). A longitudinal examination of adolescent career planning and exploration using a social cognitive career theory framework. *Journal of Adolescence*, 34, 163-172.
[38] Rotberg, H. L., Brown, D., & Ware, W. B. (1987). Career self-efficacy expectations and perceived range of career

options in community college students. *Journal of Counselling Psychology*, 34, 164-170.
[39] Schatz, D. (2004). The field trip challenge: finding common ground. *ASTC Dimensions*, 3, 5.
[40] Sharf, R. (2006). *Applying career development theory to counselling* (18th ed.). Belmont, CA: Thomas, Brooks/Cole. Harvard
[41] Skorikov, V. B. (2007). Continuity in adolescent career preparation and its effects on adjustment. Journal of *Vocational Behaviour*, 70, 8-24
[42] Stringer, K., Kerpelman, J., & Skorikov, V. (2012). A longitudinal examination of career preparation and adjustment during the transition from high school. *Developmental Psychology, 48*, 1343-1354.
[43] Stumpf, S. A., Colarelli, S. M., & Hartman, K. (1983). Development of the Career exploration survey (CES). *Journal of Vocational Behaviour*, 22, 191-226.
[44] Super, D. E. (1963). Self-concepts in vocational development. Career development: *Self-concept theory*,1-16.
[45] Taveira, M. D., & Moreno, M. L. R. (2003). Guidance theory and practice: the status of career exploration. *British Journal of Guidance & Counselling*, 31, 189-208.
[46] Turner, S., & Lapan, R. T. (2002). Career self-efficacy and perceptions of parent support in adolescent career development. *Career Development Quarterly, 51*(1), 44–55.
[47] VanRyn, M., & Vinokur, A. (1992). How did it work? An examination of the mechanisms through which an intervention for the unemployed promoted job search behaviour. American Journal of Community Psychology, 20, 577-597.
[48] Witko, K., Bernes, K. B., Magnusson, K., & Bardick, A. D. (2009). Senior high school career planning: What students want. *The Journal of Educational Enquiry*, *6*(1).
[49] Zeldin, A. L. (2000). *Sources and effects of the self-efficacy beliefs of men with careers in mathematics, science, and technology*. Unpublished doctoral dissertation, Emory University, Atlanta, GA.