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Relationships among Self-Knowledge, Family Influence, Career Knowledge and Senior High School students' Aspirations for Entrepreneurial Careers in Ghana

Eric Nyarko-Sampson

College of Education Studies, University of Cape Coast, Cape Coast, Ghana

*Corresponding author's email address: enyarko-sampson@ucc.edu.gh

Abstract

Making a career choice is a major turning point in the lives of adolescents in senior high schools. For it is in the senior high schools that students are advised or counselled on future worthwhile occupations. The study set to establish the relationship among self-knowledge, family influence, career knowledge level and senior high school students' aspirations for entrepreneurial careers. Four hypotheses were tested, whilst 1,004 Form 3 senior high school students were selected from 27 senior high schools nationwide using the multi-stage sampling approach. A 71-item questionnaire with an overall reliability of 0.79 was used to collect data. The three dependent variables were found to be significantly related to students' aspirations for entrepreneurial careers. Again, a positive relationship was found between self-knowledge and aspirations for entrepreneurial careers. It was, therefore, concluded that senior high school students in Ghana rank high regarding their self-knowledge, family influence and career knowledge levels in their aspirations to entrepreneurial careers. It was recommended that students should be equipped with skills or assisted to know and understand themselves well with respect to making career choices, and also entrepreneurship education should be introduced in senior high school curriculum in Ghana. Implications of the study for counsellor education include taking the variables (personal and contextual) into consideration in counselling students on careers.

Key words: Aspirations, careers, career knowledge, entrepreneurship, family influence, self-knowledge.

Introduction

A major turning point in the lives of adolescents involves the career choice that they make while in high school. Career choice has today become a complex science with the advent of information technology, the emergence of post-industrial revolution and job competition. It was a common practice in the olden days of feudalism to find careers becoming a family affair where, for example, the son of a blacksmith was destined to become a blacksmith and the individual born into the ruling family being regarded as born a leader (Kochung & Migunde, 2011). Industrialization and post-industrialization experiences have made it possible for common or poor persons to become rich as long as they have due skills and knowledge (Wattles, 2009).

According to Roberts (2006), rapid changes in the labour market have caused increased uncertainty and instability in people's careers. Therefore, career decisions which the youth currently have to make are different from those that young people in the 1960's and 1970's had to make (White, 2007). Wood (2000) opined that the increases and access to higher education have also expanded ambitions that people have, and these in turn have led to changes in the employment patterns of people as well as their expectations and their capabilities.

As a result of the ever evolving nature of the world of work, individuals constantly face challenges that impact their career. Today, one has not only to make due career planning but also do exhaustive career research before making a career choice so as to adjust to the ever-evolving socio-economic conditions (Wattles, 2009).

Aspirations are goal statements concerning future levels of achievement (Rycken & Salgmuk 2003). They refer to the future prospect of the individual. Occupational aspiration is a person's or a group of person's orientation towards a goal. It is one's occupational aspiration that drives one toward his choice of occupation, which is one of the most important decisions one makes in life. Parental influence has been found to be a factor affecting occupational aspirations along with socio-economic status. Ifeakor and Enemuoh (2009) stated that the key ingredient in a family's orientation towards achievement is a supportive home environment, regardless of socio-economic status. Parents from different groups have different types of influence on the educational and occupational decisions of both boys and girls in the

family (Ajewole, 2004). Parents who believe that their own role is important for their children's achievement tend to be more controlling and to be keener in developing the child's interest (Georgion as cited in Udofia & Essien, 2013). Hewitt (2010) posits that most people are influenced by careers that their parents favour.

According to the Consortium of Entrepreneurial Education (2001), entrepreneurship includes awareness of career and entrepreneurial options, steps in business startup, improved financial literacy, workplace literacy, entrepreneurship process/business plan literacy, opportunity cost literacy, financial literacy and wealth creation. It involves creatively assessing opportunities, evaluating the feasibility of ideas, identifying legitimate sources of capital, evaluating ownership structures, translating problems into opportunities, applying principles of financial management, ethical business practices, accounting principles, acquiring skills in business startup, and business management/operation skills.

Sexton and Karsede (1991), said that entrepreneurship education develops students' aspiration as well as readiness for self-employment. Wilson, Kickul, and Maulins (2007) mentioned that while students are in secondary schools their first aspirations of entrepreneurship intentions take shape, and this may affect students' career options in the future. Entrepreneurial aspiration is a term used to describe the readiness and willingness of an individual to become an entrepreneur. It can be measured by the possibility rate of starting one's own business after leaving school. Massad and Tucker (2009) opined that content knowledge in entrepreneurship is important for individuals to gain confidence and undertake an entrepreneurial career. This means that good education can increase business knowledge and improve the self-efficacy of potential entrepreneurs.

Fiet, Nixon, Gupta, and Patel (2006) opined that entrepreneurial interest can be aroused through training, and highlighted in their study the success rate of systematic training of adult urban inner city poor to develop their entrepreneurial interest and capacity. Lucas and Cooper (2004) claimed that important in the decision to start a venture is the confidence and self-belief that an individual has in his/her ability to undertake successfully many activities that are required. They further suggested that self-efficacy is central to the willingness to act in an entrepreneurial way, to identify and seize opportunities.

Lope-Phihie and Bagheri (2011) noted that entrepreneurial attitude is considered as a function of the value, belief and favourability of entrepreneurship, often a uni-dimensional construct. The second approach defines entrepreneurial attitudes as a multi-dimensional concept that encompasses four key personality factors which are need for achievement, context, entrepreneurial innovation and entrepreneurial esteem. Each of the entrepreneurial attitude components has three dimensions, comprising affection (feeling and emotion), cognition (thought and belief) and conations (action and behaviour) (Lope-Phihie & Bagheri, 2011). Therefore, for anybody to succeed in a chosen career, the three dimensions must work together.

Charney and Libecap (2000) contend that there is a positive correlation between knowledge and career aspiration. This implies that before anybody engages in a particular career, he or she should have in-depth knowledge in the career path and field. This is because the previous knowledge provides a foundation for career prosperity. Oyewumi (2003), Evans and Leighton (2007), and Othman and Ishak (2009) all predict that knowledge contributes to success in career development. Career knowledge, however, provides foundation for every career's prosperity.

Entrepreneurship is important for every individual because it contributes a variety of benefits and functions that change the individual's life (Abdul-Rahaman, 2000; Sidek, 2006). Mohd-Salleh (2002) opined that learning entrepreneurship can offer endless opportunities. However, many find it difficult to make the choice due to lack of guidance. They are faced with the challenge of the demands of the various careers, learner interest versus ability and environmental factors, and therefore they grope in the dark in making choices. Alam (2009) noted that entrepreneurship is like an engine for the development of the economy, creation of job and social adjustment of the economies of developing nations. It is well said that a career that is influenced by entrepreneurship surely offers the individual ample opportunities to enjoy independence, reap greater financial payback and gain greater overall economic buoyancy through contribution to innovation, job enhancement, and economic development.

Choosing the perfect career is one of the most important and crucial decisions a person has to make. This can be one of the measures of whether an individual will be successful in the future or not. Senior high school students need professional advice especially in the choice

of their careers. It is in this period where the students are advised to prepare for their future worthwhile occupations. At this stage, self-realization, role try-outs, occupational explorations in schools, and finding the first job are among the tentative steps.

Career decision-making in secondary schools provides the students (who are mostly adolescents) with the competencies they need to advance in their careers because when professional school counsellors provide career and educational guidance to their students, they influence the future by helping to clarify developmental decisions that often last a lifetime (Erford 2003). It is at this stage that the teenager needs guidance in the proper selection of their desired career. Where they arrive at the right decision considering their innate capacities, educational privilege offered to the students, and other resources that society makes available for them make them more efficient and effective in future careers

The senior secondary school sub-sector of the educational system is a crucial one because it is at this level that some specialisation begins. Again, it is from this level that specialised training colleges and tertiary institutions admit their students. According to Onyejiaku (2001), it is during this period that the individual thinks of job entry more seriously than ever before and that many students start to relate school work to occupational life because of the two immediate options (work or further education) that are open to them.

The senior secondary school in the Ghanaian educational system coincides with the last three years in the secondary school, either in the grammar or technical arm of the system. One of the national educational goals stated in the Report of the President's Committee on Review of Education Reforms in Ghana (2002) is "to provide individuals with knowledge, occupational skills and attitudes for national development with a sense of dignity for labour and for preserving the nation's environmental resources" (p. 14).

Characteristics of senior high school students in relation to career include the commencement of exploring which careers would be compatible with their personal and psychological selves, and to match interests and goals with skills, abilities and temperaments conscious of availability of options (Nyarko-Sampson, 2013). They also include vocationally relevant attributes of students that are not yet fully developed making their awareness of vocational interests, abilities and goals relatively low, and the need for specific relevant exposure and

experience in development of vocational interests, values, attributes and special skills (Nyarko-Sampson, Omotosho, & Yahaya, 2013). The characteristics cover the stage at which career development becomes complex and anxiety – inciting, as it is the time that these individuals are called to start acting on their career interests (Omotosho, & Nyarko-Sampson, 2013).

According to the International Labour Organization (ILO) (2010), young people between the ages 15 and 24 account for about 18% of the global population or nearly 1.2 billion people, whilst 87% of them live in developing countries. Thus, a large proportion of them face challenges related to limited access to resources, healthcare, education and employment and economic opportunities. The 2010 Population and Housing Census indicates that youth within the age bracket of 15 to 19 years make up about 13% of the total youth population in Ghana (Ghana Statistical Service, 2012), while the unemployment rate in 2011 was 11% (CIA, 2011).

Between 2001 and 2012, successive governments of Ghana have implemented programmes (mostly reactionary), that sought to introduce beneficiaries to entrepreneurial careers in order to assist young people (majority of them being senior secondary school graduates) to be self-employed so as to reduce the incidence of unemployment amongst the youth. However, these interventions did not yield the desired impact, as evidenced by the rates of unemployment by Ghana Statistical Service (2012), and Central Intelligence Agency (CIA) (2011) cited in the preceding paragraph.

Works that have been carried out on occupational aspirations and entrepreneurial studies in Ghana include those of Ocansey (2005), Owusu-Ansah (2004), Baryeh, Obu, Lamptey and Baryeh (1999) and Astik (2005). However, none of the studies cited, and others determined the extent to which self-knowledge, family influence and career knowledge level relate to senior high school students' aspirations for entrepreneurial careers. Thus, this study is intended to widen Ghanaian senior high school students' career scope by investigating entrepreneurship as a possible basis for developing a career, and fill the gaps identified in the studies cited above, and also in existing literature.

Hypotheses

Four hypotheses were tested for the study as follows:

1. Self-knowledge, family influence, and career knowledge level are not significantly related to senior high school students' aspirations for entrepreneurial careers.
2. Self-knowledge is not significantly related to senior high school students' aspirations for entrepreneurial careers.
3. Family influence is not significantly related to senior high school students' aspirations for entrepreneurial careers.
4. Career knowledge level is not significantly related to senior high school students' aspirations for entrepreneurial careers.

Methodology

Research Design

A descriptive correlation design was employed in this study to examine and describe the relationships between the variables. This method describes and predicts how variables are naturally related in the real world, without any attempt by the researcher to alter them or assign causation between them (Creswell, 2008).

Population

The population for the study was 758,468 comprising 692,328 students in public senior secondary schools, and 66,140 students in private senior secondary schools, in Ghana. The target population was 56,458 students made up of all the students in 27 senior secondary schools in the 9 districts/municipalities/metropolis selected. The accessible population was 10,040 comprising students in Form 3 in the selected areas.

Sample and Sampling Procedures

A sample, according to Dunn (2001) and Fraenkel and Wallen (2000), is a smaller unit or subset of a population bearing the same characteristic or characteristics of the population of interest. The sample for this study was a total of 1,004 students selected from Form 3. The number of the sample for the study was arrived at on the recommendation by The Research Advisors (2006) that 10% of a population is recommended as appropriate for a study sample.

A multi-stage sampling approach comprising purposive sampling, stratified sampling, simple random sampling and proportionate stratified sampling methods was used to select the

sample. According to Ader, Mellenberg and Hand (2008), sampling is the act, process or technique of selecting a suitable representative part of a population for the purpose of determining characteristics of the whole populace. It is done to assist the researcher to yield information about the population of concern for the purpose of making predictions based on statistical inference. Kerlinger (1998) explained sampling as a “means of taking any portion of a population or universe as representative of that population or universe” (p.190). According to Kerlinger, it is part of statistical practice concerned with the selection of a sub-set of individual observations within a population of individuals.

The country (Ghana) was divided into three zones; Northern Zone, Middle Zone, and Southern Zone, using the stratified sampling method. This technique is used to group populations with similar characteristics in order to select a sample from the respective strata. The simple random sampling method was used to select one region from each zone, and then again, three districts/municipalities/metropolis from each region. This was to ensure that each unit of the population had an equal chance of representation. The stratified sampling method was again used to group the senior secondary schools in each district/municipality/metropolis into public and private, and then the simple random sampling method was used to select two public schools and one private school.

In each school the purposive sampling method was used to select students in Form 3. The purposive sampling method is a technique which was used for the study based on the assumption that with good judgment, one can handpick element of cases in a population and develop samples, which are satisfactory in relation to one’s needs. Nworgu (2006) noted that purposive sampling specifies elements which satisfy some predetermined criteria for selection, for example, possessing certain characteristics relevant to the study. Nworgu explained further that these criteria to be used are usually the matter of the researcher’s judgment, and that the researcher could exercise his judgment in relation to what he/she thinks would constitute a representative sample with the research purpose. Cohen, Manion and Morrison (2008) indicated that in purposive sampling researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. Students in Form 3 were selected because

having spent at least two years in school they were considered to have some knowledge or ideas about entrepreneurship, and that might be because of their increased knowledge and practical exposure to the field of careers, and the labour market (Ahmed, Ahmad, Shaukat, Usman, & Wasim-ul-Rehman, 2010).

The stratified sampling method was then used to group students into course of study in each form, and again into gender. Finally, the proportionate stratified sampling and simple random sampling techniques were used to select the final sample for the study across the various course of study in Forms 3. Thus, the proportionate stratified sampling technique was used to select corresponding numbers from various strata to ensure equal or proportional representation, whilst the simple random sampling technique gave room for equal chances of selection of sample without bias (Creswell, 2008). With proportionate stratified random sampling, the researcher does not leave the representativeness of the sample entirely to chance. It ensures that the sample is similar to the population in certain respects, or matches the population on certain key variables (Mitchell & Jolley, 2007).

Instrumentation

A questionnaire developed by the researcher was used to gather data from the respondents. It had four sections: A, B, C, and D, and comprised seventy one items. Section A had eleven items that elicited demographic information and respondents' aspirations for entrepreneurial careers. Sections B, C and D had twenty items each that sought information on the predictor variables (Self-Knowledge, Family Influence and Career Knowledge Level) from the students. Items in Section B required students to choose the response which applied to them from a four-point, Likert-type scale of "Very True of Me"; "True of Me"; "Somewhat True of Me"; and "Never True of Me". For items in Sections C, students were required to choose the response which applied to them from a four-point, Likert-type scale of "Always True of Me"; "Often True of Me"; "Seldom True of Me"; and "Never True of Me", whilst in Section D, students were required to choose the response which applied to them from a four-point, Likert-type scale of "To A Very Great Extent"; "To A Great Extent"; "To Some Extent"; and "To No Extent".

Psychometric Properties of Instrument

Content validity, which involves ensuring that items on a test represent the entire range of possible items a test should cover was established for the instrument. Siniscalco and Auriat (2005) asserted that an instrument has content validity when an agreement is obtained from a panel of judges or experts on a topic that the statements in the instrument do relate to what they are supposed to measure. Drafts of the instrument were given to experts in Guidance and Counselling to check how well the items were developed and whether the items are relevant in testing the hypotheses. They also scrutinized unclear, biased and deficient items and evaluated whether the items fit into sections and sub-sections they have been placed. Their comments and suggestions were incorporated in the corrections made for the final instrument, which was adjudged appropriate to be used for the study.

A test re-test reliability of the instrument was carried out in a four-week interval to determine both the stability of the scores over time and the internal consistency reliability of the responses. This was to find the precision, consistency and stability of the scores over different testing and time span. It was also to verify that decisions made based on the instrument would be similar from time to time. The choice of test re-test was made on the merit of the view of Alhassan (2007) that, test re-test checks for stability of the results of the research instrument over time. Cronbach's alpha was used to calculate the internal consistency of items that make up each scale measuring the predictor variables, and also the overall reliability coefficient of the instrument. It indicates the degree to which a set of items measures a single uni-dimensional latent construct. Reliability coefficients achieved for the scales were as follows: Self-Knowledge, 0.86; Family Influence, 0.84; and Career Knowledge, 0.94. The overall reliability was 0.79, making the questionnaire a reliable instrument for the study.

Hypotheses Testing**Hypothesis 1:**

Self-Knowledge, Family Influence, and Career Knowledge level are not significantly related to senior high school students' aspirations for entrepreneurial careers.

Hypothesis 1 sought to establish whether Self-Knowledge, Family influence and Career knowledge are significantly related to

senior high school students' aspirations for entrepreneurial careers. The results are presented in Table 1.

Table 1
Multiple Regression Output for Self-Knowledge, Family Influence, and Level of Career knowledge

Variable	B	Std Error	Beta	t	Sig
Constant	1178.614	5.251		-224.464*	0.000
SK	25.834	0.087	0.721	297.041*	0.000
FI	7.215	0.070	0.258	102.562*	0.000
CK	6.984	0.083	0.233	84.579*	0.000

Model Summary

F(3,1000) =75007.2; p < 0.05

R²=0.791

*Significant, p <0.05

The regression analysis results in Table 1 indicate that all three variables: Self-Knowledge (SK), Family Influence (FI), and Career Knowledge (CK), are significantly related to students' aspirations for entrepreneurial careers.

The results indicate that Self-Knowledge yielded a coefficient of 25.83, and a t-value of 297.04 which is significant; p<0.05. Thus Self-Knowledge of students would have a significant relationship with students' aspirations for entrepreneurial careers, and as such, an increase in the level of students' Self-Knowledge would cause a corresponding increase in the students' aspirations for entrepreneurial careers by a factor of 25.83. Therefore, students that have high Self-Knowledge would have corresponding high aspirations for entrepreneurial careers.

Similarly, Family Influence yielded a coefficient of 7.22, and t-value of 102.56 which is significant; p<0.05. This implies that students' aspirations for entrepreneurial careers are influenced by family-related factors. Hence, an increase in students' level of family-related influence would lead to a corresponding increase in students' entrepreneurial aspirations by a factor 7.22. Furthermore, Career Knowledge level yielded a coefficient of 6.98, and t-value 84.58 which is significant at p<.05. Therefore, this implies that students' Career Knowledge level

would significantly influence their aspirations for entrepreneurial careers.

The regression model is stated as follows;

$$aec = 25.8 sk + 7.2 fi + 6.9 ck - 1178.6$$

where *aec* = Aspirations for Entrepreneurial Careers;

sk = Self-Knowledge;

fi = Family Influence; and

ck = Career Knowledge.

An assessment of the Regression equation shows that Self-Knowledge is highly related to students' aspirations for entrepreneurial careers (co-efficient of 25.8), followed by Family Influence (co-efficient of 7.2), and Career Knowledge level (CK) (co-efficient of 6.9).

When tested for significance in predictability or determination of students' entrepreneurial aspirations, the regression model yielded $F(3, 1000) = 75007.2$ and was significant at $p < .05$. Therefore, the regression model significantly explained the influence of Self-Knowledge (SK), Family Influence (FI), and Career Knowledge level (CK) on students' aspirations for entrepreneurial careers. Also, an R^2 of 0.791 implies that the model accounted for about 79.1% of the variation in students' aspirations for entrepreneurial careers. Thus, hypothesis 1 was rejected; $F(df = 3, 1000) = 75007.2, p < 0.05$.

Hypothesis 2:

There is no significant relationship between Self-Knowledge and senior high school students' aspirations for entrepreneurial careers.

Hypothesis 2 sought to establish whether Self-Knowledge and senior high school students' aspirations for entrepreneurial careers are significantly related. Table 2 presents the results.

Table 2

Correlation Analysis Output for Self-knowledge and Students' Aspirations for Entrepreneurial Careers

Variable	Mean	R	p-value
Self-Knowledge	63.90		
Aspirations for Entrepreneurial Careers	64.45	0.82*	0.000

*Significant, $p < 0.05$

Table 2 shows that the correlation between self-knowledge (SK) and aspirations for entrepreneurial careers yielded $r = 0.82$ which was significant; $p < .05$. This implies that there is a significant, positive relationship between self-knowledge and aspirations for entrepreneurial careers. Therefore, an increase in self-knowledge equally leads to an increase in students' aspiration for entrepreneurial career. Thus, hypothesis 2 was rejected; $r (df = 998) = 0.82, p < 0.05$

Hypothesis 3:

There is no significant relationship between Family Influence and senior high school students' aspirations for entrepreneurial careers.

Hypothesis 3 sought to establish whether Family Influence and senior high school students' aspirations for entrepreneurial careers are significantly related. Table 3 presents the results.

Table 3

Correlation Analysis Output for Family Influence and Students' Aspirations for Entrepreneurial Careers

Variable	Mean	R	p-value
Family influence	55.86	0.61*	0.000
Aspirations for Entrepreneurial Careers	64.45		

*Significant, $p < 0.05$

Table 3 shows that the correlation between Family Influence (FI) and aspirations for entrepreneurial careers yielded $r = 0.61$ which was significant, $p < .05$. This implies that there is a significant, positive relationship between family influence and aspirations for entrepreneurial careers. Therefore, as the family influence on a student increases, a corresponding increase in students' aspirations for entrepreneurial careers also develops. Thus, hypothesis 3 was rejected; $r (df = 999) = 0.61; p < 0.05$.

Hypothesis 4:

There is no significant relationship between career knowledge level and senior high school students' aspirations for entrepreneurial careers.

Hypothesis 4 sought to establish whether career knowledge and senior high school students' aspirations for entrepreneurial careers are significantly related. The results are presented in Table 4.

Table 4
Correlation Analysis Output for Career Knowledge Level and Students' Aspirations for Entrepreneurial Careers

Variable	Mean	R	p-value
Career knowledge	59.27		
Aspirations for Entrepreneurial Careers	64.45	0.74*	0.000

*Significant, $p < 0.05$

Table 4 shows that the correlation between career knowledge level (CK) and aspirations for entrepreneurial careers yielded $r = 0.74$ which was significant; $p < .05$. This implies that there is a significant, positive relationship between career knowledge level and aspirations for entrepreneurial careers. Therefore, when students' career knowledge level increases, a corresponding increase in their aspirations for entrepreneurial careers also occurs. Hypothesis 4 was thus rejected; $r (df = 998) = 0.74, p < 0.05$.

Discussion of Findings

In Hypothesis 1, a significant relationship was found to exist among self-knowledge, Family influence, and Career Knowledge, and students' entrepreneurial aspirations. The findings confirm various studies (Shane, 2000; Mbetse, 2002; Phan, Wong & Wang, 2002; Taylor, Harris & Taylor, 2004; Stead & Watson, 2006; Carr & Sequeira, 2007) which indicated that the three predictor variables have influence on students' aspirations for entrepreneurial aspirations.

A significant relationship was found between self-knowledge and secondary school students' aspirations for entrepreneurial careers (Hypothesis 2). This finding may be due to the fact that if an individual has adequate self-knowledge it would lead to an increase in students' aspirations for entrepreneurial careers. This is because the best way of choosing a career or occupation is to know one's self and the world of work, and thus integrate these two sets of knowledge and making an informed decision. This finding confirms studies by Mbetse (2002), that self-knowledge is an essential attribute if young people are to make realistic career choices. It is therefore imperative that individuals have good self-knowledge to ensure that they make effective and adequate

career decisions for successful future career and employment opportunities.

A significant relationship was found between family influence and secondary school students' aspirations for entrepreneurial careers (Hypothesis 3). The plausible reason for this might be that children may choose what their parents desire, simply to please them, and as the family influence on a student increases, there will also be a corresponding increase in students' aspirations for entrepreneurial careers. The finding affirms the study by Taylor, Harris and Taylor (2004) who found that parental support and encouragement are important factors that have been found to influence career choice. Osa – Edoh and Alutu (2011) opined that parental influence greatly contributes to the occupational preference of secondary school students. According to Kirkwood (2007), the common premise is that a good influence brought by family about entrepreneurship would contribute to higher entrepreneurial inclination.

There was a significant relationship in the career knowledge level and secondary school students' aspirations for entrepreneurial careers (Hypothesis 4). It can be inferred from this finding that when students have adequate knowledge of entrepreneurial careers, they are likely to choose careers in entrepreneurship. This is confirmed by the study carried out by Stead and Watson (2006), who affirmed that access to, and use of career information is an important and often integral part of the career decision making process. According to Cobbold (2007), career knowledge enhances greater self-knowledge, while exposure to career information influences career interests (Phan, Wong & Wang, 2002). Shane (2000) concluded that entrepreneurs discover entrepreneurship opportunities based on the information they already have.

Conclusion

It can be concluded that senior high school students in Ghana rank high regarding their self-knowledge, family influence and career knowledge levels in their aspirations for entrepreneurial careers. A significant relationship was found to exist among self-knowledge, family influence, and career knowledge, and students' entrepreneurial aspirations, whilst each of the three variables related significantly with students' aspirations for entrepreneurial careers.

Recommendations

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

- a. Students must be equipped with skills or assisted them to know and understand themselves well with respect to making career choices. For example, they should be equipped with skills for knowing their strengths and weaknesses, abilities and potentials.
- b. Entrepreneurship education as a subject should be introduced in the senior high school curriculum in Ghana, or as a component of the various courses of study since students have high aspirations for entrepreneurial careers.
- c. Students must be encouraged to seek information on careers, and such information on career must be made available to students in sufficient and easily accessible manner.
- d. Parents should be involved in school career intervention programmes and plans. That is, the family context must be considered in career counselling.

Implications for Counsellor Education

The findings of this study can contribute significantly in training professional counsellors in the following ways:

- a. Student-counsellors need to recognize the significant effects that other variables, such as self-knowledge, family influence, and level of career knowledge, have on an individual. That, these variables (personal and contextual) should be taken into consideration in counselling students for careers, is made clear by the results of this study.
- b. Student-counsellors need to recognize and appreciate the uniqueness of every individual, especially regarding career choice and specifically in entrepreneurial careers.
- c. Counsellors must be equipped with skills to effectively organize and develop such variables (personal and contextual) to the benefit of students.
- d. Entrepreneurship training skills or entrepreneurship education should be incorporated in counsellor education programmes.

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