

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In this chapter, the study's conclusions about the results, implications of the study, and recommendations are presented.

5.1. Conclusion

1. Students in their final year of senior high school typically want to continue their studies full-time after the SHS program. The decision of a student to continue their education full-time after SHS3 is independent of the student's gender, age, residential status, academic programs, school type, educational setting, and educational level of their parents. Many SHS 3 students have a strong desire to continue their studies full-time after the SHS program. The level of desire to which students choose to continue their education full-time after SHS depends on several factors, including their age, residential status, the type of school they attended, the residential type, and the academic program. The level of their desire is, however, independent of their gender, and usual places of residence. SHS3 students, generally, have very high or high expectations that they can continue full-time education after SHS. The level of expectation is, however, dependent on age, residential status, school setting, school type, academic program, and parents' educational level. The level of expectation does not depend on gender or students' usual place of residence. The types of tertiary educational institutions SHS3 students wish to attend are predicted by age, gender, residential status, school type, father's educational level, mother's educational level, school setting, and academic program. The academic program that SHS3 students who plan to continue their education at a higher level prefer the most is business. This is followed General Arts program. Students' choice of an academic program in post-senior high schools depends on their gender, age, residential status, school type, parents' educational level, school environment, and academic program.
2. Accountancy, nursing, teaching, and medicine are the four professions that SHS 3 students most typically cite as their intended future careers. Students vary in their occupational aspirations based on gender, age, academic program, school setting, school type, and students' usual place of residence. Students' occupational aspirations however do not vary by residential status. Students in SHS3 have strong connections between their academic plans, pre-SHS job goals, and current career expectations. However, it has a low to moderate association with age, gender, and the occupations of

the father and mother. school setting and school type.

3. Most SHS3 students are interested in working for the government. Based on their academic program, residential status, school type, and school type, students have different career aspirations. Even while various demographic characteristics affect both the type of employment students want to pursue and the economic sector in which they want to work, the majority of SHS 3 students are lured to the public sector. Additionally, SHS students do not find some of Ghana's most urgent labor demands to be appealing. The majority of respondents selected the public sector as their desired field of employment, which may have been affected by their familiarity with Ghana's labor market. The majority of educated youth in African countries, including Ghana, have recently selected government service as their preferred career. This suggests that some young people might feel let down if they choose to follow their aim of working in the public sector after finishing their education. A sizeable and very encouraging fraction of respondents expressed a desire to work in the private sector.
4. According to the study, only a small percentage of SHS students are interested in the critical labor needs in Ghana's mining, ICT, and agricultural industries, which is far less than the number of workers required in those fields in the nation at the time when these students would make up the majority of the labor force. The findings of this study suggest that if drastic action is not taken, the issue could escalate. Therefore, it would seem from this research that students' expectations and occupational aspirations are in no way realistic when compared to the actual employment prospects available to them.
5. Entrepreneurship education has a direct positive influence on students' occupational aspirations, meaning that the more effectively entrepreneurship education is implemented, the more realistic student's occupational aspiration. Education choice has a positive significant effect on students' occupational aspiration. Perception students hold about IT. This shows that the perception students hold about IT has a positive significant relationship with students' occupational aspirations. Also, it was found from the study that perception students hold about labor market. This shows that the perception students hold about the labor market has a positive significant relationship with students' occupational aspirations.
6. Entrepreneurship education has a positive influence which will strengthen students' occupational aspirations along with the mediation element in research. Educational choice, perceptions students hold about information technology and perception students hold about the labor market, mediates the relationship between

student's entrepreneurship education knowledge and their occupations aspirations. It can be explained that the higher the level of entrepreneurship education, the higher the orientation of entrepreneurial intentions. The three components for entrepreneurship education were entrepreneurship intentions, experiential learning and theoretical learning.

7. Testing for the moderated mediated role of gender in the model it was found that females are generally less frequent and less confident technology users when compared to their male counterparts. This is to buttress the fact that there is strong parity among males and females in terms of ICT use. Unambiguously, the finding of our study supports the hypothesis that there are both direct and indirect effects of gender differences between effective entrepreneurship education and students' occupational aspirations. Age serving as a moderator did not yield any statistical difference with age serving as a mediator in the model above. This could also be because the study's participants all fell inside the market's age and career goals upper age limits. This is to say that one's entry into the entrepreneurship business does not require a specific age limit.

5.2. Implications of the study

1. These findings have significant implications for Ghana's planning and development of its human resources, particularly as the country works to make the best possible use of its human capital to fill its labor shortages.
2. The nominated professions somewhat met Ghana's labor market needs, but they fell short in several crucial areas. This can be a sign that respondents are ignorant about Ghana's trends in labor demand. It might also be a sign of the students' professional immaturity, as seen by their insufficient career knowledge and decision-making abilities.
3. The present strategy of the Ghanaian government is to encourage the growth of the private sector, which will act as the main driver of economic expansion. The paradigm of economic planning in Ghana should place a strong emphasis on promoting entrepreneurship and the growth of the private sector. The preferred working surroundings of young people have implications for the future of the economy, thus organizations and professionals in Ghana who are in charge of human resources development and planning should be interested in this information or findings.
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5. More interest in the subject is warranted given our studies' unique contribution to the literature on entrepreneurial education. The emphasis on entrepreneurial education answers to the desire for further research on the subject that is based on several theoretical stances. Although there is a ton of literature on entrepreneurship education already, this essay emphasizes that there is still a long way to go in terms of developing the study. The approach yields some beneficial results that are crucial to theory and practice. There is little doubt that information technology will alter how entrepreneurship is taught and learned. This indicates that we need a new theory that has a digitalization approach. The relationship between digital entrepreneurship and education merits more investigation. To find new patterns and explanations for entrepreneurship, a deeper understanding of the digitization of education is required.
6. To construct more comprehensive theoretical frameworks of students' occupational aspirations as a manpower model, traditional and contemporary conceptions of entrepreneurship education might be combined. This not only boosts education's capacity for an explanation but also yields novel outcomes.
7. The quality and quantity of the future labor supply for the nation's economy will be determined by how senior high school students are managed in terms of their occupational aspirations and entrepreneurship education by looking at the gender gap and bridging those gaps.

5.3. Recommendations

In light of the aforementioned study's findings and conclusions. The suggestions listed below were made.

1. For Academics and Government: According to the study, a sizable portion of students expressed improper educational aspirations. Some students expressed interest in occupations that had nothing to do with their academic programs and are completely unrelated. Others also expressed a desire to pursue academic programs unrelated to their current fields of study. The lack of suitable educational and occupational advising resources in senior schools may be reflected in pupils' unrealistic goals. To prevent students from becoming frustrated or disappointed and, more significantly, to guide

them toward tertiary academic programs and occupations that would allow them to fully realize their potential. It is advised that senior high schools should strengthen their educational and occupational advice programs. Teachers and career counselors should help students understand the consequences of the academic programs and courses they take for their future occupations. In other words, it is important to assist them in understanding the potential employment outcomes of their academic programs. According to the findings of the study, SHS students generally intend to and have a strong desire to continue their education after completing the SHS program. However, the majority of students want to attend the university. Based on these conclusions, it is advised that the Ghana Education Service and the government increase access to tertiary education for as many students as they can. This can be done by increasing the existing tertiary institutions' ability to accept additional students' new institutions could also be established where appropriate.

2. For students: Since many SHS students appear to lack knowledge or understanding of how their school course selection decisions affect their capacity to carry out plans, the preparation provided to students in JHS 3 before their registration for the BECE and the selection of SHS programs may have an impact on the choices that students make regarding the courses they choose for their SHS program. These decisions will have an impact on how well students can plan for the future, particularly how well they can achieve their objectives in post-secondary educational goals.
3. For Government: The study also showed that most senior high school students want to work for the government once they complete their education. This runs counter to the Ghanaian government's emphasis on the growth and entrepreneurship of the private sector. It is advised that the Ghana Education Service implement occupational training as a formal academic program in the schools in light of this. The spirit of entrepreneurship and the desire to work for oneself should be established and fostered in the youth as early as senior high school as part of the SHS course. This will lessen the strains graduates of the nation's educational institutions place on government employment. The government must also push the private sector to grow and provide more positions with attractive benefits to hire some of the throngs of graduates who are all awaiting employment in the public sector.
4. Government and Curriculum Planners: According to the survey, none of the respondents named or suggested any of the several occupations or job skills that are highly relevant to Ghana's economy as the target of occupational aspirations. These

include financial analysis, planning, budgeting, and information management. Students may not be aware of such professions. Other key occupational fields that students are aware of but which appear to appeal to few or none of them include the police force and military. However, a sizable and disproportionate fraction of the students seems to be striving to work in a select group of well-known and renowned occupations, such as accounting, nursing law, and medicine. This condition is undoubtedly unhealthy for Ghana's economic progress. The occupations that are in great demand in the economy but are in short supply in the nation should be made clear to students. This could guide students' occupational aspirations toward the skills that are in high demand in the economy but are scarce in the country. To increase students' occupational knowledge and opportunities, a partnership between SHS students and businesses might be formed through a collaboration between schools and business organizations. To help the youth, the Ministry of Employment and Labor Relations should work with the Ministry of Education to develop a handbook on the employment landscape in Ghana. The Handbook must include details on the type of occupations that are currently available and the occupations that will require workers in the future. This will give the young people the right clue to assist guide their occupational aspirations into professions that will not leave them feeling disappointed and frustrated.

5. For the Government: Since the majority of Ghanaian adolescents attend public secondary schools, this is a crucial setting where the government and other organizations can participate and develop student occupational aspirations through a good designed entrepreneurship education curriculum that should cover student's entrepreneurship intentions, experiential learning as well as their theoretical learning as an alternative to dependent employment. To put it another way, the Ghana Ministry of Education should inculcate in Ghanaian youth the value of entrepreneurship as a catalyst for economic development, the creation of jobs, wealth creation, and the eradication of poverty.
6. For curriculum planners: For an enhanced training of students in entrepreneurship education to foster their occupational aspirations as means of manpower planning development there is the need to incorporate students' educational choices, enhanced knowledge of digital technology as well a well-informed knowledge about the labor market
7. For the Economy: There is a need for the country through the stakeholders in information technology development to bridge the gap significantly between the usage

of information technology between males and females. This will bring about massive innovation, and creativity for all, hence economic growth

5.4.Areas for Further Research

To supplement the findings of this study the following studies could be considered.

1. To better understand how students' occupational aspirations evolve or alter as they progress through the educational system and the consequences for the nation's future labor demands, a longitudinal study of students' career aspirations from SHS1 to SHS3 may be helpful.
2. To help with the forecasting of the future labor supply to the nation, a correlation study on the relationship between students' occupational aspirations and Ghana's middle and high-level labor needs may be conducted.
3. The occupational and entrepreneurship intentions of private senior high school students might also be researched, and the implications for the nation's labor shortages may be assessed. This will provide a more complete picture of the student's occupational aspirations and how those aspirations may affect the nation's need for human resources.