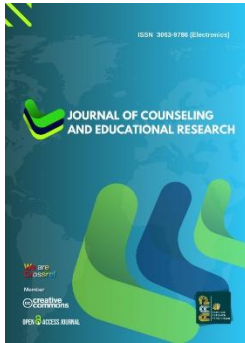




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Original Article

Relationship between Career Competencies and Career Readiness: The Role of Career Guidance Services

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Abstract. Career guidance services play crucial role in the lives of students in the second cycle institutions. This research aims to explore the relationship between the career competencies and career readiness of students. The research method used was a quantitative design with 69 questions. Out of a population of 4592 students, 420 respondents were selected, using random sampling techniques experimental design. Descriptive Correlational data were analyzed using Levene's Test for Equality of Variances, T-tests, and Pearson r in SPSS 25. The results of the hypothesis test shows a significance level of $0.001 < 0.05$, thus rejecting H_0 and accepting H_a . The correlation coefficient value of $r = 0.636$ indicate a marked relationship between the variables. The study concludes that there is a significant relationship between career competencies and career readiness under the career guidance services. These findings are beneficial for the institutions because they will enhance their career guidance services.

Keywords: Career Guidance Services; Competencies; Readiness

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Introduction

The public second cycle institutions in Ghana are designed in a manner that they will help students to make critical decisions as they transition from childhood to adulthood. The career guidance services which are offered to students aims is to develop the competencies of students and also make them ready for their future careers through the kind of career paths they choose to pursue (Esseh et al., 2021). Career competencies development is set of activities put together to help students acquire and improve upon the skills and behaviours which will help them to be effective in their future career. Career readiness is a demonstration of the level of preparedness of students for success in the world of work.

In 2014, an educational reform was made specifically for the public second cycle institutions. The objective is Ampofo (2020), to equip students with the knowledge and skills to make career decisions. The expectation is that, by the time students in the public second cycle institution are leaving the school, they will develop the competencies which they will need in order to prepare themselves for their tertiary education.

Yet, some studies have come up a number of challenges preventing the realization of this reform in the lives of students in the Ashanti Region and in Ghana as a whole. Some findings from earlier studies point to the fact that there are a number of challenges preventing the realisation of this vision. An example is Asantewaa (2020), which points to the fact that a number of young people make wrong career choices due to peer pressure, advice from friends, or as a result of the prestige attached to certain jobs. The findings of another study on the career

development also reveals that some students either spend almost the whole of their first academic year looking for program of study they consider appropriate (Ampofo, 2020).

After some of the students complete their second cycle education, some earlier studies reveal that some of them end up doing illegal jobs (Asantewaa, 2020). They include cyber fraud known in the local parlance as “Sakawa” while others try to get to Europe through illegal means (Adinkrah & Fosu-Ayarkwah, 2020). There is also a similar study in Nigeria about what some graduates from the second cycle institutions do with their lives after school. That study points out that Adomeh (2020), some of these graduates they end up becoming suicide bombers and kidnappers.

To address some of these challenges, Future Careers Ghana, made a suggestion to stakeholders and curriculum planners in Ghana’s education in March 2022, that a structured career development program should be part of the curriculum of public second cycle institutions. Yet, in the Ghanaian context, there is limited research on the specific content and tools to be used in the career guidance services. Therefore, this study aims to address these challenges. The focus of earlier studies in the Ghanaian context and other parts of the West Africa was on either the curriculum for the career guidance services and the challenges students face as they access the career guidance services (Ampofo, 2020) or the lifestyle of some of the graduates of the public second cycle institutions (Adinkrah & Fosu-Ayarkwah, 2020; Adomeh et al., 2020).

In this way, the gap which exists in the delivery of career guidance services has to do with which steps and processes. This is because there is no clear process for students in the public second cycle institutions in the Ashanti Region and other parts of Ghana to follow as they make career related choices and decisions (Ampofo, 2020). This study is expected to provide a clear process in the form of a comprehensive career enhancement program. For this reason, the study has the potential to make a unique and significant contribution to the understanding of what has to go into career guidance services in order to turn them into a career enhancement program. Nevertheless, the limitation of this study is that it was conducted in the Ashanti Region, which is just 1 of the 16 Regions in Ghana which limits the scope of this study.

The whole idea of a career enhancement program is using a career concept with its processes to help students find career paths which suites them best. Therefore, the conceptual framework for this study is developed out of the literature on career guidance services and the needs of students in the public second cycle institutions in the Ashanti Region. It is based on the five steps in Gashi et al. (2023), Effectiveness of Career Guidance Workshops on the Career Self-efficacy, Outcome Expectations, and Career Goals of an Adolescent: An Intervention Study. Each of the steps much with a variable or two under the conceptual framework figure. The following are the five steps under the intervention study: Step 1. Self-awareness, this matches with information about themselves. Step 2. Knowledge of professions, this matches with information about their careers/ career information acquisition. Step 3. School and career paths, this matches with decisions they have made about their future careers and acquisition of knowledge in order to achieve career goals. Step 4. Real encounters and Step, this matches with career awareness development and development of the necessary skills for future career. Step 5. The final decisions, this matches with career goals identification. The first four steps or processes or actions are intended to help students in the public second cycle institutions to develop their competencies (Gashi et al., 2023).

Under the development of the competencies, the following are the proposed variables: career awareness development, development of the necessary skills for future career, career information acquisition, career goals identification and acquisition of knowledge in order to achieve career goals (Dulay, 2019). After the development of their competencies, students will be able to prepare and make decisions about their future careers which is the fifth stage of the intervention study through the following proposed variables: information about themselves, information about their career, decisions they have made about their future careers and plans about their career (Dulay, 2019).

The null hypothesis of the study is that there is no significant relationship between the extent to which the career guidance services have developed competencies and the level of career readiness of the respondents. This study therefore aims to investigate the relationship between the extent to which the career guidance services presently are developing the competencies of students in the public second cycle institutions in the Ashanti Region and their readiness for their future careers.

Guiding the direction and focus of the study, research questions are as follows: What are the characteristics of the respondents in Adugyama Senior High School and Nkawie Senior High Technical School in terms of: Age, Sex and Year Level? What is the perception of the respondents on the extent of the career guidance services in developing competencies? What is the level of respondents' readiness about their future careers? What is the relationship between the extent to which the career guidance services and their level of readiness for their future careers? What career guidance services may be proposed for students in Adugyama Senior High School and Nkawie Senior High Technical School?.

Method

Participants

Respondents of the study who volunteered to answer the questionnaire were drawn from two public second cycle institutions located in a municipality and a district in the Ashanti Region. These were: Ahafo Ano South East District Assembly and Atwima Nwabiagya South Municipal Assembly respectively in the Ashanti Region of Ghana, in West Africa.

The schools were: Adugyama Senior High School with 74 males and 74 females and Nkawie Senior High Technical School also with 136 males and 136 females. Almost all of them speak the Twi language which is the language of the indigenes of the dwellers in the areas which the schools are situated. Yet, all of them were able to express themselves fluently in the English language which is the official language in Ghana.

Sampling Procedures

Cash et al. (2021), a sample is a subset of a population from which data are collected and analyzed. It can be described also as the act of selecting a proportion from a large population for research purposes (Mcleod et al., 2023). Data collected from these elements were analyzed quantitatively. To ensure that the sample is representative enough (Ghanad, 2023) of the population in the various schools, data was gathered from the same number of males and females in both schools. Mulisa (2022), sampling is a scientific method used in systematic studies to select units from a target population to represent the entire study population. This study used the simple random sampling method in the selection of the municipality, district and the two institutions. This method gives every member of the population the same opportunity of being selected for the study and by extension the same opportunities to the various municipalities, districts and institutions in the Ashanti Region.

Again, in this study, the stratified random sampling was used in the selection of students. According to Makwana et al., (2023), this method is commonly used in research studies to ensure that the sample is representative of the population and to increase the precision of the estimates. Therefore, it was used in the selection of gender and institution in this study. Aside the sampling method used, the students in the selected public second cycle institutions also helped to answer the research problem.

This study employed the Andrew Fisher Formula in determining the sample size. The confidence level was 95%, the standard deviation was 0.5, and a margin of error (confidence interval) of $\pm 5\%$ was used. The size of the population was 4,592. The Andrew Fisher formula

produces 385 respondents for a study. This number is sufficient sample size to draw assumptions of nearly any population size at the 95% confidence level with a 5% margin of error (Kibuacha, 2021). The researcher added 10% to the sample size making 420 respondents.

Ashanti Region of Ghana with its capital Kumasi is one of the sixteen (16) regions in Ghana located in the middle belt of Ghana. Due to that, it has become a home to its natives and people from other parts of the country. The total land area which the region covers is 24,389 square kilometers. This is approximately 10.22% of the total land size of Ghana which is 238,533 sq.km² (Ghana Statistical Service, 2021). The region can boast of a metropolis, nineteen (19) municipalities and twenty-three (23) districts. The region has thirty-five (35) public second cycle institutions with a student population of 188,826 and staff population of 8, 237 (Ghana Statistical Service, 2021).

Instruments

Permission was also sought and obtained from the headmasters or headmistresses whose schools were selected for the study in the Ashanti Region. Usually, students in the public second cycle institutions are people who fall in the 15-18 age brackets. They fall under the category of individuals who are considered vulnerable because of their ages. The researcher spent one month to engage the respondents from the first contact with them through to the time they filled the questionnaires. Therefore, they assented the informed consent forms with their guardians who in the Ghanaian school setting are their teachers and school authorities anytime they are in school. The researcher assured the respondents that their responses and identities would not be exposed to third parties since it is purely for academic purposes. The respondents accepted the responsibility for providing correct and complete information about themselves with all honesty before they filled the questionnaires. The researcher also discussed COVID-19 protocols with the relevant authorities at the study sites. It did not end there; it continued throughout the whole process of contact with Guidance Counselors and the students. Data was administered face-to-face with the assistance of guidance counselors in the various schools where the investigation was carried out.

In an attempt to answer the research problem, the study used 3 three sets of survey instruments for data collection. These were: (1) Self-made questions, (2) Career Development Program Student Inventory (CDPSI) and (3) Career Readiness Questionnaire (CRQ). The first instrument consisted of 4 questions based on the demographic characteristics of the respondents namely: name, sex, age and year level of respondents. The second and third instruments, the Career Development Program Student Inventory, and Career Readiness Questionnaire were originally adopted from Clemenia's work (Dulay, 2019) with their components, scoring and interpretations.

In that study, the questions were validated by experts in the Philippines and for that matter are valid. On its reliability, the 25 questions on Career Development Program Student Inventory had a Cronbach alpha coefficient of .854 and the 40 questions on the Career Readiness Questionnaire also had a Cronbach alpha coefficient of .937. This means the two instruments from the Philippines had excellent internal consistency.

On its reliability in the Ghanaian setting, the 25 questions on Career Development Program Student Inventory had a Cronbach alpha coefficient of 0.947 and the 40 questions on the Career Readiness Questionnaire also had a Cronbach alpha coefficient of 0.947 for 20 respondents comprising of 10 males and 10 females from the two schools on 65 items on the scale. The coefficient alpha of 0.947 was obtained through the use of the Statistical Package for the Social Sciences 25. This means that it has an excellent internal consistency. These were validated by an expert on the field in Ghana. Furthermore, for the hypothesis test, this study uses the correlational test.

The demographic variables are: sex, age, and the year level. The variables under competencies are: Career Awareness, Employment Readiness, Acquiring Career Information, Identifying Career Goals and Acquiring Knowledge. The variables under career readiness are also: Self-Information, Career Information, Career Decision Making and Career Planning.

Data Analysis

The researcher employed the quantitative research design with 69 questions from 420 respondents to gather the data. Descriptive and correlational methods were used to analyze the data. The following were used in the statistical treatment of the data: frequency, percentage, mean, standard deviation, T-tests Levene's Test for Equality of Variances and Pearson r.

Result and Discussion

Table 1 shows that of the 420 respondents, the distribution of gender and grade level was balanced, each consisting of 210 males and 210 females, as well as 210 Year 2 and 210 Year 3 students.

Table 1. The Sex, Year level and Ages of respondents

Sex	Frequency	Year Level	Frequency	Ages	Frequency
Male	210	Year 2	210	15	25
Female	210	Year 3	210	16	73
				17	171
				18	147
				No Response	4
Total	420		420		420

Based on age, the majority of respondents were in the 16–18-year range, with the largest number at 17 years old, followed by 18 and 16 years old, while the age of 15 years was relatively small and there were several who did not respond. This indicates that respondents were predominantly late adolescents who are relevant to the career readiness study.

Table 2. T-test showing the perception of the respondents on the extent of the career guidance services in developing competencies

Career Competencies	Mean	S.D.	t-value	p-value	Sig
Career Awareness	4.12	0.695	4.949	P = 0.000 < 0.05	S
Employment Readiness	4.04	0.778	7.068	P = 0.000 < 0.05	S
Acquiring Career Information	3.86	0.770	6.845	P = 0.000 < 0.05	S
Identifying Career Goals	3.88	0.813	6.713	P = 0.000 < 0.05	S
Acquiring Knowledge	3.85	0.866	6.947	P = 0.000 < 0.05	S
Career Development Program	3.95	0.652	7.989	P = 0.000 < 0.05	S

Table 2 shows that all aspects of career competency have high mean values (≥ 3.85) and are statistically significant ($p < 0.05$), which means that respondents consider career guidance services to play an important role in developing their competencies. The aspect with the highest value is career awareness ($M = 4.12$), followed by employment readiness ($M = 4.04$), while other aspects such as acquiring career information, identifying career goals, and acquiring knowledge are also in the high category. In addition, the large and significant t-values for all indicators indicate a meaningful difference, so it can be concluded that the career guidance program as a whole ($M = 3.95$) is effective in improving student competency.

Table 3. T-test showing the level of readiness of respondents about their future career

Caer Readinerss	Mean	S.D.	F-value	p-value	Sig
Self-Information	3.38	0.446	5.311	P = 0.000 < 0.05	S
Career Information	3.13	0.506	1.667	P = 0.141 > 0.05	NS
Career Decision Making	3.19	0.502	3.371	P = 0.005 < 0.05	S
Career Planning	3.11	0.529	3.363	P = 0.005 < 0.05	S
Overall Career Readiness	3.20	0.420	4.123	p = 0.001 < 0.05	S

Table 3 shows that respondents' career readiness levels were generally in the sufficient and significant category ($M = 3.20$; $p < 0.05$). The self-information aspect had the highest and most significant score, indicating that students adequately understand themselves in a career context. The career decision-making and career planning aspects were also significant, although with more moderate mean values, indicating a need for further strengthening in career decision-making and planning. Meanwhile, career information was the only aspect that was insignificant ($p > 0.05$), indicating that students still lacked career-related information. Overall, these results indicate that although students are adequately prepared for their future careers, there are still several aspects that need improvement, particularly in access to and understanding of career information.

Table 4. Pearson r test on the Extent to which School Career Development Programs Develop Students' Competencies and their Level of Career Readiness

		Self-Information	Career Information	Career Decision Making	Career Planning	Career Readiness
Career Development Program	R	.529**	.567**	.550**	.504**	.636**
	p-value	Substantial Relationship	Substantial Relationship	Substantial Relationship	Substantial Relationship	Marked Relationship
	N	.000	.000	.000	.000	.000

Table 4 shows that career development programs in schools have a positive and significant relationship with all aspects of student career readiness ($p < 0.05$). The correlation coefficient (r) is in the moderate to strong category, namely between 0.504 and 0.636. The relationship with overall career readiness is the strongest ($r = 0.636$), which is included in the high relationship category (marked relationship). Meanwhile, the relationship with other aspects such as self-information, career information, career decision-making, and career planning is in the substantial relationship category. This finding indicates that the better the career development program provided by the school, the higher the career readiness of students, so that the program plays an important role in improving their competence and career readiness.

Discussion

The Sex, Year level and Ages of respondents

The results of this study indicate that in terms of the age as a characteristic of the respondents in Adugyama Senior High School and Nkawie Senior High Technical School, 391 of the respondents fall within 16–18 years. This is the typical ages for students in the public second cycle institutions in Ghana, and thus suggests that the findings largely reflect the experiences and opinions of late adolescents. The high response rate also facilitates reliability by data. This suggests a predominantly adolescent population, which is suitable for studies dealing with education, behavior, or youth development (Simmons, 2024). It demonstrates that career programs are more effective for older students. This may reflect an increasing awareness and readiness to engage with career development as students mature. However, as Bandura's 1997 Social Cognitive Theory suggests, individuals' self-efficacy in career development increases with positive experiences (Koutroubas & Galanakis, 2022). Hence, it is crucial to strengthen

career guidance efforts for younger students to build foundational skills early in their academic path.

There is a balanced sex distribution in this study. This balance heightens the credibility of the findings, with the opinions and experiences represented not being skewed to either of the sexes. These results are in line with research indicating that male and female students equally benefit from career development programs (Kerimova, 2021). Earlier studies of gender differences in career readiness found female are much readier for their careers their male counterparts (Kumara et al., 2021) but generally not enough to justify differentiated career development programs. Instead, individualized focus should be put on other traits such as socioeconomic status and academic history. There is an even split between the two-year groups, with 210 respondents from Year 2 students and 210 from Year 3 students. This even distribution guarantees that the results represent the views of students in both Year 2 and Year 3 equally. The choice of Year 2 and Year 3 students above Year 1 students is that they have just been introduced to the career guidance services.

T-test showing the perception of the respondents on the extent of the career guidance services in developing competencies

On the perception of the respondents on the extent of the career guidance services in developing competencies, a mean score of 4.12, S.D. = 0.695, t-value of 4.949 and $P = 0.000 < 0.05$, for Career Awareness suggest that respondents view the career guidance services as contributing significantly towards the development of their competencies (Sahito et al., 2025). A mean score of 4.04, S.D. = 0.778, t-value of 7.068 and $P = 0.000 < 0.05$ for Employment Readiness imply that the career guidance services play an important role in equipping students with the skills and knowledge required for future employment as a way of building their competencies (Alnajjar & Hashish, 2024). A mean score of 3.86, S.D. = 0.770, t-value of 6.845 and $P = 0.000 < 0.05$ for Acquiring Career Information indicate that respondents perceive career guidance services as greatly facilitating the acquisition of relevant and useful career information. A mean score of 3.88, S.D. = 0.813, t-value of 6.713 and $P = 0.000 < 0.05$ for Identifying Career Goals imply that through the career guidance services, Guidance Counselors have given the respondents the opportunity to express their interests, strengths, and career aspirations and translate them into realistic and achievable career goals (Okyere, 2021). A mean score of 3.85, S.D. = 0.866, t-value of 6.947 and $P = 0.000 < 0.05$ for Acquiring Knowledge supports the contention that the career guidance services help respondents to acquire understanding of workplace expectations, career options, and professional development opportunities, resulting in the creation of a solid foundation for career planning and development (Gashi et al., 2023). With an overall mean of 3.95, S.D. = 0.652, t-value of 7.989 and $P = 0.000 < 0.05$ for the Career Development Program, the general trend observed is that a significant proportion of respondents are having very positive attitudes towards career guidance services across a range of activities under the Career Development Program (Roy, 2020).

T-test showing the level of readiness of respondents about their future career

On the respondents' level of readiness about their future careers, the results of the study are as follows. A mean score of 3.38, S.D. = 0.446, F-value of 7.989 and $P = 0.000 < 0.05$ for Information about Themselves reflects a high significant level of readiness, which is to say that the respondents generally concur that they are prepared in this area (Hirschi & Koen, 2021). A mean score of 3.13, S.D. = 0.506, F-value of 1.667 and $P = 0.141 > 0.05$ for Career Information falls under the not significant category. This shows that respondents are of the view that they lack some career information which will further build them (Milosheva et al., 2021). This is one of the reasons a career enhancement program will be useful for students in the selected schools and possibly beyond in order for them to attain higher career readiness levels. A mean score of 3.19, S.D. = 0.502, F-value of 3.371 and $P = 0.005 < 0.05$ for Decision Made about their Future

Career is moderately significant. It suggests that they may need further guidance even as they seek to make well-informed career decisions (Tobias, 2024). A mean score of 3.11, S.D. = 0.529, F-value of 3.363 and $P = 0.005 < 0.05$ for Plans about their Career is fairly significant. This suggests that while respondents view themselves as ready for their future careers, there might be some gaps in the planning of their future careers.

The overall mean of 3.20, S.D. = 0.420, F-value of 4.123 and $P = 0.001 < 0.05$ for the Career Readiness is fairly significant for respondents. It indicates that they may need extra help in this aspect of the career guidance services they are currently receiving (Azhenov et al., 2023).

Pearson r test on the Extent to which School Career Development Programs Develop Students' Competencies and their Level of Career Readiness.

To test the relationship between the extent to which the career guidance services and their level of readiness for their future careers is to test the null hypothesis of the study. In this study it is that, there is no significant relationship between the extent to which the career guidance services have developed competencies and the level of career readiness of the respondents. The correlation coefficients in Table 4 indicate that the school Career Development Program have statistically significant positive correlations with each of the various dimensions of Career Readiness which are: Information About Themselves, Career Information, Decision on Future Careers, Career Plans, and overall Career Readiness. In addition, all the correlation coefficients (r) were significant at the 0.01 level ($p < 0.01$), with strong evidence against the null hypothesis. Since all p -values are less than 0.05 and the correlations are statistically significant, the null hypothesis (H_0) is rejected.

Statistically significant positive correlations between all competency areas measured and career readiness areas at $p < 0.01$ have been indicated, demonstrating that as career development competencies rise, so does career readiness. The greatest correlation was between Total Career Readiness and the Career Development Program ($r = .636$), which is a marked relationship. This indicates that a structured and coordinated school career development program significantly enhances students' readiness for careers in the future. It highlights the effectiveness of such programs in equipping students with the needed knowledge, skills, and guidance to enter the world of work successfully. These findings emphasize that when students are supported in determining definite career goals, gaining work-related information, and developing relevant skills and knowledge, they will be better prepared and confident regarding their career choice.

In addition, the results confirm that well-informed career decisions are the product of targeted school programs that develop awareness, planning, goal-setting, and knowledge acquisition abilities. Generally, the findings indicate the imperative role of career development activities in determining students' readiness for the future (Brookover, 2021). For this reason, the study proposes a career enhancement program for Adugyama Senior High School and Nkawie Senior High based on the findings of the study. The researcher is of the view that the proposed program can be generalized for other schools in the Ashanti Region and beyond to the other parts of Ghana.

Table 5. The Program Matrix and Framework

Findings from the Research	Objective (s)	Title of Activity	Time Frame	Persons Involved	Resources	Expected Outcome (s)
Respondents perceive that career awareness programs significantly contribute towards the development of	To increase the career awareness development of students through their	“Day-in-the-life”	One academic year or more.	Year 1 Students, Professionals from different fields and School Guidance	Magazines and flyers about different professions with their	That students will understand better the various career paths they can pursue in future.

their competencies. For this reason, professionals from diverse backgrounds should be put together to further explain to students the various career paths.	interactions with professionals.			Counselors.	required skills needed.	That students will have a solid foundation for career planning and development.
Respondents perceive that they have acquired some career-related knowledge. For that reason, they should be given the opportunity to demonstrate the career-related knowledge while in school so as to make room for further polishing.	To help students to further develop the necessary skills for future career. To allow students to role-play the various career paths they have developed interest for.	Career Days/Skills Demonstration Workshop	The first six months of the second year.	Year 2 Students, Guidance Counselors and the Entertainment Committee.	Costumes depicting people in the various industries they are role-playing.	That students will be thoroughly equipped with the skills and knowledge required for future employment.
Respondents perceive the information they have about themselves have moderately prepared them for their future careers. For that reason, students will need to engage the school counselors on individual basis as and when the need arises.	To further clarify the career information they have acquired as they engage the school counselors.	Individual Counseling Sessions	At least twice a semester for each student aside emergency situations.	Year 2 Students and Guidance Counselors.	Furnished Office set aside for Guidance Counseling purposes.	That students will seek further clarification and understand better the information about the careers they have acquired.
Respondents perceive they have been able to identify some of their career goals. For that reason, they should be given opportunities outside the school to have real encounters with their desired	To expose students to the real-world of work so that they can shape the career goals they have identified.	Field Trips/Weekend Apprenticeships/Holiday Internships	At least three times in the third year.	Year 3 Students, Guidance Counselors and people in the various fields.	Money for transporting students to the various fields.	That the exposures students will gain on the fields will help them to set realistic and achievable career goals.

career paths so that they can set clearer career goals.	To fine-tune the understanding of students on workplace expectations and opportunities available to students on the labor market.					
Although respondents perceive they are ready for their future careers, there are some gaps in the planning. For that reason, they should be exposed to the programs at the tertiary level through seminars so that students can fill the gaps in the planning of their future careers.	To increase the knowledge students have acquired about the courses to pursue at the tertiary education level.	Seminar on Higher Education	At least three times in the third year.	Year 3 Students, Guidance Counselors, former students (alumni) of the schools and lecturers from the tertiary institutions.	Money for transport for the resource persons.	That students will gain more insights about the courses they can pursue at the tertiary level.

Conclusions

Despite the challenges earlier research works have identified about the career guidance services in developing the competencies of students and making them career ready in Ghana and other parts of the world, the overall implication of this research is that the career guidance services are significantly developing the competencies of students and making them career ready. Based on the findings, this was the conclusion. That Curriculum developers and planners should put up an enhancement program for Guidance Counselors in the public second cycle institutions as a guide to help them take students through the step-by-step process of helping students to develop their competencies and also prepare for their future careers. The results of this study can be used as reference data to conduct further research using other sets of questions on career guidance and also the competencies and career readiness of students in the second cycle institutions from other regions of Ghana or other parts of sub-Saharan Africa.

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