

**Addis Ababa University**  
**School of Graduate Studies**

**Career Choice of Students at Preparatory  
Schools in Wolayta Zone**

**A Thesis Submitted to the School Graduate Studies in  
Partial Fulfillment of the Requirements for the Degree  
of Master of Arts in Developmental Psychology**

By Mebratu Belete

Approved by the Board of Examiners



Chairman, Department of  
Graduate Committee



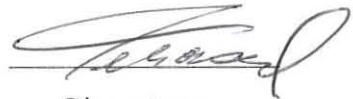
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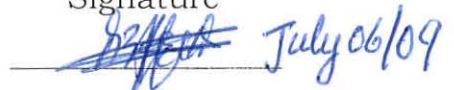
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## **Acknowledgements**

First of all, I would like to thank my advisor Dr. Teka Zewdie, for his intellectual guidance and assistance from the beginning of the work to its completion. Though he was so busy both in administrative and teaching duties, he devoted his time to help me and played an important role for the improvement and completion of the thesis.

This research work was funded by the Graduate School of Addis Ababa University. Hence, I owe great thanks to the Institution. I am also grateful to my colleagues in the Department of Psychology for their assistance and advice.

I am indebted to the principals of Sodo, Boditti and Areka Preparatory Schools for their cooperation in the administration of instruments and collection of the data. Finally, the collaboration of classroom teachers in the administration of instruments and collection of the data was unforgettable.

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## **Abstract**

*The main purpose of this study was to assess adolescents' career choice status and factors related to career choice at preparatory school students in Wolayta Zone. To this end, the study examined career pattern development and choice of 341 students (195 males and 146 females) in grades eleven and twelve. The sampling technique adopted was simple random sampling. Hence, among five preparatory schools in Wolayta Zone, three were selected by employing lottery method. The instruments employed in the study were self report questionnaire and semi structured interview. Methods of data analysis employed in the study were descriptive statistics, bivariate correlations, multilevel analysis of variance and multiple regressions. The results of quantitative and qualitative analyses of the data disclosed that the sex of respondents and the level of their parental education had no statistically significant effect on adolescents' career choice pattern. However, age and grade level of students and also the nature of parental occupation strongly determined adolescents' career choice statuses. Age and grade level of students were found to be strong predictors of adolescents' career choice statuses. Adolescents felt most comfortable approaching their fathers for help in their career choice. Fathers appeared to be in a top position followed by peers, family members, teachers and mothers. Adolescents greatly valued their fathers' suggestions and opinions in their career choice pattern. On the bases of the findings, the study finally provided discussions and recommendations for concerned individuals and institutions.*

# **Chapter One**

## **Introduction**

### **1.1 Background of the Study**

Adolescence, as a stage in the life course, was not invented during the early decades of twentieth century, as it is sometimes suggested by cultural historians. It was; however, identified and institutionalized during the period when many western societies were shifting from primarily agrarian to predominantly industrial economies (Neil and Paul, 2001).

The extension of schooling and other social sectors, accompanied by the disappearance of employment opportunities for youth, all contributed importantly to create a more distinct phase between childhood and adulthood- a period when parental control was relinquished and peer influence became more prominent (Kimmel and Weiner, 1995). However, the period of adolescence was not universally noted until after G. Stanley Hall popularized the term, helping to draw professional and public attention to this part of life span. No doubt, too, the creation of the developmental science in psychology and other related social fields helped to establish expectations, norms and social understanding of adolescence (Santrock, 2000).

After clearly demarcating adolescent stage, many scholars and researchers gave emphasis to studying it. Individuals entering adolescent stage, start to widen their development in different aspects and involve in social and cultural issues in a greater depth compared to earlier stages. One of the extensively studied areas at this stage is formation of ego identity and its different dimensions. The formation of an ego identity is a major event in the development of personality and other social and self dimensions. Occurring

during adolescence, the consolidation of identity marks the end of childhood and the beginning of adulthood (Marcia, Waterman, Matteson, Archer and Orlofsky, 1993).

According to Marcia (cited in Kimmel and Weiner, 1995, p.386), identity formation builds on what people have learned about themselves as individuals having certain distinctive characteristics. A sense of identity consists of being reasonably sure of what kind of person we are, what we believe in and what we want to do with our lives. Furthermore, forming an identity involves achieving an integrated view of our aptitudes and capacities, values, preferences and our ways of reacting to and being perceived by others.

In line with the above statement Erikson (cited in Conger, 1991, p.54), once realized the integrated view of self generates a feeling of certainty and purpose in moving from the past to the future and lends continuity to how people think, feel and act from one time and one situation to another. Establishing a sense of identity is a central task in human development. Who we are and how we see ourselves in different aspects of life and how we count with others are all aspects of identity (Erickson, cited in Boyatzis, 2002).

Furthermore, achieving a sense of identity involves considering alternative educational and career goals and making a commitment to some that seem advisable. Vocational choice is thus an integral aspect of identity formation. The relationship between identity formation and choosing a career revolves primarily around when adolescents begin working different tasks in the society and how they decide what kind of work they want to do (Kimmel and Weiner, 1995).

Knowing ones own potential, interest, capacity and making commitment to social and cultural expectations inline with own capability helps to become productive in personal and social issues. According to Super, Starishevsky, Matlin and Jordan (cited in Papalia, 2004 p.416), for most people, young and adult, vocational identity is an important part of overall identity. Consequently, it is essential that having a job that the society values that matches with one's own talent, interest and preference and doing it well enhances self-esteem and aids in the development of an increasingly secure and stable sense of identity (Erikson and Marcia, cited in Conger, 1991, p.378).

Information used by adolescents in making decisions about their future career include attitudes and beliefs acquired during childhood, including specific information provided by a number of sources. Such as parents, teachers, other family members, family friends, peers and individual's own life experiences. Adolescents appear to approach certain individuals such as friends, teachers and family members more frequently because of their availability rather than because adolescents believe that these individuals will be of most help in their career exploration (Papalia, 1982).

Collectivist way of life is more favored than the individualistic one in Wolayta culture. At early stages, children are to adhere to cultural expectations and norms. Self directed decisions in life roles are usually discouraged. Future goals related to career, marriage etc, are mostly suggested by parents, family members/relatives and significant others at home and outside home. Parental belief systems, societal norms, interactions with peers and developmental expectations play significant roles in the life of an individual.

According to Super and Harkness (cited in Gardiner and Kosmitzki, 2002, p.25), every individual's development is bounded within three components. Such as setting or context of everyday life, culturally determined customs and characteristics of child's parents. They further propose that the psychology of others, specially peers/mates affect the overall development and life role decisions of individuals.

To career theorists and developmental psychologists, career identity does not develop in haphazard manner rather it occurs in predictive and adaptive processes. Ginsberg (cited in Wrobel and Raskin, 2003), views career decision making as an adaptive process that unfolds over three stages during childhood and adolescence: fantasy, tentative and realistic.

The *fantasy stage* lasts throughout childhood. During this time, children imagine themselves in an array of roles from those of real figures seen in every day life to those of cultural heroes. The *tentative stage* captures the years of early and mid adolescence when ones thought about a vocation begin to reflect ones own interests. During mid adolescence, young people also begin to consider more carefully their abilities as well as what they value. How much value they put on such issues as education, money, social service, working alone or with others, job security, opportunity for development and having free time will now enter into their pool of potential employment opportunities. Mid and late adolescents enter *realistic stage* when they actually begin to explore their tentative choices. This process might include taking courses in a given area at school or trying out different types of jobs after school (Kroger, 2008).

Ginsberg (cited in Lefrancois, 1993, p.471) speaks of three sub stages within realistic period. The first, *exploration*, consists of actively investigating and trying out some of the various options. The individual then moves from

exploration to *crystallization*, which entails a relatively firm commitment to a career. The final stage, *specification*, involves doing the things required to implement the career decision.

The developmental career task of early adolescence is *exploration*, typically done in conjunction with school and family. During late adolescence, the construct of career maturity is added to exploration, i.e. the idea that there are age appropriate skills to be mastered at every career stage. Considerable research works have been done on the career maturity construct in western countries, especially in USA and Canada. Findings of research in this area included the notion that career maturity increases with age, and it is positively correlated with optimism and also related to an extroverted adjustment style and positive orientation to social norms and family expectations ( Patton and Creed, Creed et al, and Savickas et al; cited in Wrobel and Raskin, 2003).

In vocational literatures, there is a renewed interest in the issues of developing occupational identity, turning to the lack of qualifications and several unresolved matters to attempt to explain how people elaborate their future and make vocational directions. Several researchers have contributed to the study of vocational identity in foreign countries specially stated above. In adolescence, the question of best route to take in school, society and professional life are among the important and difficult issues to be solved. Hence, the primary purpose of this study was to assess career identity statuses of preparatory school adolescents in the context of Ethiopia and examine some factors that influence adolescents' development of identity statuses, which in turn affect their career goals and planning.

## **1.2 Statement of the Problem**

Identity versus identity diffusion, the fifth stage in Erikson's psychosocial model, is a task of adolescent years. It is during this time that young people form a sense of what kind of people they will be and what kind of occupational direction they will pursue. Some adolescents do these aspects by adopting the values and beliefs of their parents as their own, some reject their parents beliefs and forge their own way, some explore multiple selves and have difficulty choosing one self definition and some do not resolve this task and stay in state of identity diffusion, drifting among different paths without ever solidifying an identity (Widick, Parker and Knepelkamp, cited in Matsuba, 2002).

Identity formation is the result of "the silent doings of ego synthesis" and "happens" given an average expectable environment. In other words, identity begins to be constructed when the individual begins to make decisions about who to be, with which group to affiliate, what beliefs to adopt, what interpersonal values to espouse and what occupational direction to pursue (Erikson, cited in Marcia, Waterman, Matteson, Archer and Orlofsky, 1993 p.7).

In accordance with the above statement, identity formation involves several year process of trying different roles and ideologies. It makes adolescents consider various job and career possibilities, dates and make friends and weigh the merits of alternative social, political, economic and religious attitudes. Successful identity formation requires an active effort to examine various types of work, friends, potential peers and philosophies of life (Kimmel and Weiner, 1995). Career exploration, making decision and commitment are very important during adolescence as they begin to engage in self exploration and explore career options.

According to Erikson (cited in Amy E.Yoder, 2000), adolescents enter a time in their lives when seeking career information and becoming aware of their vocational interests is a major developmental task. Information used by adolescents in making decisions about their future career include attitudes and beliefs acquired during childhood, specific information provided by a number of sources like parents, peers, family members, friends, social norms and expectations and also teachers' at schools. Among the many sources of information, research findings cite parents as strong influential figures in their children's career decision making. The research findings further explain that parental influence may have both positive and negative effects on adolescent career decision making and choice.

Parent-adolescent factors, such as feeling a sense of connectedness and attachment to parents, have been found to be beneficial for adolescent career exploration. In addition, parents who enjoy their work and share their enjoyment with their children help them to learn positive work values. Contrary to these positive influences, parental influence may have a less beneficial impact on adolescents' career exploration and decision making when it is characterized by non-involvement, indifference or negative involvement (Papalia, 2004). This may create barriers for adolescents who are attempting to achieve their own career identity goals.

Adolescents' perceptions of parental expectations have also been shown to have an influence on educational aspirations. Other parental factors such as educational and occupational statuses, attitudes and personal biases towards their own and others occupation(s), financial concerns, rules and expectations may affect the career information passed on to their adolescents. On the other side, adolescents who are overly dependant on their parents may eliminate potential career paths (Caprara and Pastorelli; and Bandura et al, cited in Papalia, 2004, p.418).

On the other hand, the experience of parental separation may be the formation and maintenance of close peer relationships with outside people. Felsman and Blustein, (cited in Neil and Paul, 2001, p.397), examined the role of peer relationship in career development in individuals and found that attachment to peers was positively associated with environmental exploration and progress in committing to career choices. Felsman and Blustein further proposed that the development of close peer relationships is an important part of engaging in healthy separation from one's family and helps to examine one's ego strength and decision in career directions.

The study conducted by Savickas (2003) on adolescent's career construction showed three distinct patterns of career construction, each leading to different types of career commitment. Savickas explained that different commitment patterns result from three distinct behavioral styles by which people form, maintain and revise their psychosocial identities: *the informative style, normative style and avoidant style*.

The first life portrait illustrates the *informational style* of making commitments that involves exploration and problem focused coping to integrate identification with role models into a unified and cohesive identity and make suitable and viable choices that implement identity in occupational roles. The informational style usually produces adaptive coping and mastery of developmental tasks because it includes openness to change, exploration of alternatives, acceptance of feedback, introspection and a healthy separation from the family of origin.

As to Robert (cited in Mortimer and Finch, 1996, p.179), individuals who adopt informational style tend to use a rational problem solving strategy to seek information before deciding important life choices. When applied to vocational identity formation and career construction, the informational style typically includes planned activities toward the future, broad

exploration of options, a fund of knowledge about preferred alternatives and rational decision making. Once individuals with an informational style select educational and vocational goals, they usually settle in to a course of action, work persistently toward their goals and use problem focused coping to meet the challenges they meet along the way.

The second life portrait illustrates the *normative style* of making commitments, one that conforms to the prescriptions and expectations of significant others. This norm adhering style springs from preoccupation with pleasing parents and seeks to preserve an existing identification as part of the family (Martin and Saltzman, cited in Savickas, 2003).

Individuals who use a normative style often settle in a course of action without investigating occupational alternatives that may displease significant others. Rather than exploring the self and situation in the process of making self chosen commitments, they succumb to external pressures and protect the self from external threats by adhering to the family's, peers and significant others occupational specifications. The identities they may form have coherence and continuity with outside forces that shape and stabilize their commitments (Brown, 2005).

In contrast to the informational style, which often leads to the self authoring of an integrative vocational identity, the normative style often leads to identity foreclosure and pseudo-crystallization of occupational preferences. Problems arise when the normative style is used to respond to powerful others who constrain the individual's occupational options. Furthermore, family pressure to follow a preordained path may cause the individual to inhibit the use of decisional competencies and forgo performance of choice behaviors, thereby delaying or impairing the individual's adaptive efforts. A normative style combined with healthy family relations may reflect an interdependent pattern of career construction (Taylor, Marcia, and Taylor, 2004).

The third career construction life style that Wallace (cited in Savickas, 2003) illustrates is the *avoidant style* of identity processing. This style uses delay, procrastination and indecision in an effort to ignore problems and choices. Individuals who use the avoidant style prefer emotionally focused coping and generally lack role models. They are reluctant to face conflict and make choices; instead they avoid the anxiety of choosing and committing as long as possible. The avoidant type spring from negative perceptions of others and lead to a diffuse identity. Lacking coherence and continuity, individuals with diffused identities generally experience unstable and disjointed work histories (Wrobel and Raskin, 2003).

In summary, vocational planning is vital aspect of adolescents' search of identity. The question "what shall I do?" is very close to "who shall I be?" To form strong occupational/career identity, adolescents must ascertain and organize their abilities, needs, interests and desires, so they can be expressed in a social context in a better ways (Conger, 1991). Based on the information concerning the theme of study and foreign research findings described under background and statement of the problem, the following research questions were forwarded for the purpose of this study.

- Do adolescents have a separate identity from their parents, peers, family members and/relatives, teachers at school and societal norms/expectations in determining their career goals?
- Are there relationships among parental educational level, parental occupation and career choice statuses of adolescents?
- Is there sex, age and grade level difference in career identity statuses among adolescents?
- Do parents, peers, teachers at school and other family members' opinions are influential in determining career goals of adolescents?

- What is (are) the most important variable(s) that predict career identity statuses of adolescents?
- What are the barriers on the adolescents' development and implementation of career goals?

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The general objective of this study was to assess identity statuses of adolescents in relation to their career choice and some impacts and/barriers in implementing career goals.

### **1.3.2 Specific Objectives**

The specific objectives of this study were the following.

- To examine whether adolescents have a separate identity from their parents, family members/relatives, teachers at school and societal norms/expectations in determining their career choice.
- To examine the sex, age and grade level differences in career choice statuses of adolescents.
- To assess the relationship among parental education level, parental occupation and career identity statuses of adolescents.
- To assess whether parental and other family members opinions are influential in determining career goals of adolescents or not.
- To identify some barriers in the development and implementation of adolescents career goals.

## **1.4 Significance of the Study**

Students' self ego identity and their confidence in educational and social prospects shape their occupational options they consider and the way they prepare for careers. Meanwhile, adolescents' commitment to a particular career is also influenced by different individuals, factors and/or

combination of the two. Such as parents, peers, family members, schools and teachers, societal and cultural norms. Hence, this study explored the gaps in knowledge in the following areas:

- The role of parents, family members and significant others outside home in the development of adolescents' career identity statuses.
- The impact of sex and/or gender in career aspirations and planning among adolescents.
- The role of career education, school psychologists, teachers at school and cultural expectations in inculcating career related issues and exposure to the real world of work before actual career decisions among adolescents.

### **1.5 Delimitation of the Study**

The scope of this study was delimited only to preparatory school students in Wolayta Zone. Hence, the conclusions reached only consider students in the stated zone.

### **1.6 Operational Definition of Terms**

**Identity**- is a person's self definition as a separate and distinct individual that involves the adoption of a set of values, ideas and philosophy of lifestyle which influence career pattern development and choice.

**Achievement**- is a career identity status characterized by active exploration of various career options and commitment to a certain career that fulfills one's interest, talent and desire.

**Foreclosure**- refers to a situation when adolescents' vocational identity status is determined by parents, family members and other significant individuals outside home and social expectations/norms.

**Moratorium**- is a type of occupational identity status characterized by the presence of active exploration on various career areas but lack of commitment.

**Diffusion-** refers to the least developed occupational identity status where adolescents' have not made any firm commitment to a career plan and choice.

**Career Identity Status-** refers to adolescents' position in career identity as achieved, diffused, foreclosed and in a state of moratorium as measured by Moura and Veiga's Occupational Identity and Revised Extended Objective Measure of Ego Identity Scales.

**Adolescence-** is the developmental period in which youngsters experience an identity crisis, which they resolve by making career choices regarding their future work.

**Career Exploration-** refers to activities directed toward enhancing knowledge of self and external environment that an adolescent engages in to foster in career choice.

**Attachment-** is the emotional bond of adolescents with parents, peers, family members/relatives and teachers at school which in turn affect their career choice.

## **Chapter Two**

### **Review of Literature**

In this section of the research, some conceptual and theoretical frameworks related to the theme of the study are reviewed. Developmental theories related to career development and choices are vastly explained. Implications for career choice in line with developmental theories are also explained. Moreover, some factors determining adolescents' occupational identity statuses are also treated in depth.

The primary developmental task of the adolescent is to integrate and synthesize the skills, abilities and identifications of childhood in light of rapidly expanding cognitive abilities in the new social and cognitive structure and his or her identity. Evidence of identity formation is particularly evident in two areas: occupational choice and development of a philosophical/political belief system (Marcia cited in Grotevant, 2004). The centrality of occupational choice in adolescent development has also been stressed by Conger (1991), who considers it as one of the primary developmental tasks of adolescence.

Adolescents face a range of developmental issues. Havighurst suggested the two important areas included work and relationships. Levinson (cited in Borgen and Amundson, 2008) focuses on changing relationships and on exploration, while Erikson commented on intimacy and commitment to goals. Super indicated that exploring and crystallizing vocational choice is important to older adolescents and young adults. What seems evident is that older adolescents and young adults enter transitions with the goal of becoming independently functioning adults, as they strive to meet evolving personal and career related needs.

with a less well developed identity is not able to define his or her personal strengths and weaknesses, and does not have a well articulated sense of self (Creasey, 2006).

Marcia describes the adolescent in terms of the extent to which a positive, stable identity has been achieved. Four distinct types of identity statuses have been identified. Distinctions among them are based on whether the adolescent has undergone (or is currently undergoing) a crisis and on whether a commitment has been made to a specific identity (Lefrancois, 1993).

### **2.2.1 Identity Diffusion**

This is the status in which the adolescent does not have a sense of having choices; he or she has not yet made (nor is attempting or willing to make) a commitment. In other words, diffusion is a state of affairs in which the person has not made any firm commitments to ideological, occupational or interpersonal stance and is not currently considering any such commitments (Kimmel and Weiner, 1995).

### **2.2.2 Identity Foreclosure**

It is the status in which the adolescent seems willing to commit to some relevant roles, values or goals for the future. Adolescents in this state have not experienced any identity crisis. They tend to conform to the expectations of others regarding their future (e.g. allowing a parent to determine a career direction). As such, these individuals have not explored a range of options (Fabes and Martin, 2000). In other words, these people have made commitments to an occupational future, but have not experienced an identity crisis. They have conformed to the expectations of others concerning their future career directions.

### **2.2.3 Identity Moratorium**

Individuals in moratorium are actively exploring alternative commitments but have not yet made a decision. They are experiencing an identity crisis, but appear to be moving forward toward identity formation and making commitments (Fabes and Martin, 2000).

A large group of adolescents actively explore various roles and experiment with different commitments during a moratorium. According to Erikson, one of the important functions of adolescence is to serve as a time during which it is not essential to be fully committed to one lifestyle, one vocation, and one set of beliefs. It is a period when the adolescent can explore the tremendous variety of alternatives that might be available for their future career (Lefrancois, 1993).

### **2.2.4 Identity Achievement**

It is the status in which adolescent has gone through an identity crisis and has made a commitment to a sense of identity (i.e. certain role or value) that he or she has chosen (Knapp, 2006). The core idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. The work done in this paradigm considers how much one has made certain choices and how much he or she displays a commitment to those choices. A well developed identity gives on a sense of one's strengths, weaknesses and individual uniqueness in different aspects of life (Santrock, 2006).

## **2.3 Contexts Affecting Adolescent Identity Development**

The impact of contextual factors on adolescent identity development is complex. And although individual contexts most commonly affecting the identity formation process of mid adolescents are addressed in the following sections, their interactive effects must be appreciated. Researchers now beginning to appreciate and investigate the relationship between an adolescent and his or her social contexts in terms of dynamic systems (Conger, 1991).

The family, peer groups, teachers, schools and neighborhood community activities are the primary groups affecting and being affected by adolescents' identity development. One might consider the family and peer group to be most directly involved in an adolescents' socialization. However, community cultures and expectations also provide invaluable sources of connection and regulation for those desiring connection to a larger social order (Zimmer-Gembeck and Mortimer, 2006).

### **2.3.1 The Family**

The relationship between differing styles of family communication and identity development among mid and late adolescents has been widely researched. According to research findings by Cooper and Grotevant, (cited in Kroger, 2008), adolescents in family that encourage autonomy and also attachment are more likely to explore various identity alternatives prior to commitment; those adolescents in families discouraging individuation are less likely to explore identity alternatives.

A related observational study of mid adolescent ego development and various styles of family communication also found that adolescents with high levels of ego development came from families where there was respectful sharing of perspectives as well as presentation of challenges in the context of support (Marcia, Waterman, Matteson, Archer and Orlofsky, 1993). From these researches; however, it is not possible to determine the direction of cause; it may be that adolescents in differing identity statuses or levels of ego development evoke differing parental behaviors or that differing styles of parenting facilitate or arrest adolescent ego development. The main concerns to researching issues of adolescent-family relationships proposed by the above researchers may be valuable in understanding the developmental nature of parent-adolescent relationships.

Studies reveal strong relationship between family factors and adolescent identity development. A New Zealand study found that the quality of a mid adolescent's affect toward both their mothers and fathers has a significant and meaningful effect on the overall sense of self esteem and coping and exploration abilities (Mortimer and Finch, 1996).

Other study in Germany by Zimmerman and Becker-Stroll (cited in Kroger, 2008), directly examined the relationships between identity achievement and diffusion statuses and the stability of attachment representations by a group of many mid adolescents that were followed over a two year period. Results indicated high stability of attachment representations during this time, with secure attachment associated with identity achieved individuals and dismissing attachment associated with diffuse individuals.

Thus, adolescent identity exploration and commitment appear positively related to a secure attachment representation and type of family interaction style that encouraged individuality within a supportive context (Santrock, 2006).

### **2.3.2 Friendships and the Peer Group**

Friendships and interactions with larger peer groups serve important functions in mid adolescent identity development. During mid adolescence, youths begin to shift away from parental control and authority and become more intensely involved with friends and peer groups (Conger, 1991).

Although this shift of focus certainly does not imply that parents no longer make a significant contribution to their adolescents development, it does mean that subtle intrapsychic changes are taking place as mid adolescents begin to individuate, to renegotiate both external and intra psychic ties with parents and assume more responsibility for their own decision and life courses (Silverberg and Gondoli, cited in Kroger, 2008). In doing so, feedback

from friendships and the peer group provides not only support but also a mirror for the self as different behaviors are tried and different possibilities for self definition are tested.

Friendships and peer groups serve some what different functions to mid adolescent identity development. Friendships provide mid adolescents with confidants and experiences of closeness with both same and opposite sex companions. Among mid adolescents, mutually identified best friends have shown similarities interms of identity status, as well as many behaviors, attitudes and goals related to ego identity and its different aspects (Mortimer and Finch, 1996).

### **2.3.3 The School**

Like families and peer groups, schools are a further context in which adolescents spend a significant period of time. Many vital dimensions of adult life are critically dependent on the kinds of decisions that mid adolescents make in the context of the school environment, as well as the kinds of experiences they have there (Creasey, 2006). What subjects to take, what vocational directions to pursue, what extracurricular activities to join and what friends does one seek? All of these issues require important decisions of mid adolescents involved in the identity formation process. And factors such as the general school structure and climate alongside interactions with teachers and peers will all provide social and emotional experiences with possible long term implications for identity development. The outcomes of one's mid adolescent decisions and experiences in school will thus help to set the foundations for vocational pathways into adult life (Lerfrancois, 1993).

However, despite the critical role that schools play in adolescent identity development, research on the impact of schools in relation to this process has been scant. As Eccles and Roeser (cited in Kroger, 2008), noted that

developmental researchers interested in adolescents have focused primarily on the family and peer group as facilitators of identity development and educational researchers have attempted to understand the impact of schools on scholastic and intellectual rather than socio-emotional outcomes. The general structure and emotional climate of schools have been the focus of several investigations in to mid adolescent identity development.

#### **2.3.4 The Community**

Apart from attending a school in which community service is a requirement, the two best predictors of community service among school students are having parents who are actively involved in volunteer community work and being involved in other community services (Marcia, Waterman, Matteson, Archer and Orlofsky, 1993). Thus, the community is a further context in which many mid adolescents are spending significant periods of time; such venues offer further opportunities for promoting identity development. Mortimer and Finch (1996) examined the roles that of community service activities play in the process of identity clarification during the high school years. The authors hypothesized that community service involvements would provide youths with opportunities to develop occupational commitments that could give meaning and direction to their lives.

### **2.4 Developmental Theories of Career Development and Choice**

There are three general groups of theories that influence much of the thinking in career choice. One is based on the notion that individuals and jobs should be matched with respect to the individual's interest and talent and the job's requirements. This approach is sometimes referred to as job-person matching.

The other emphasizes the development of career related abilities rather than simple job-interest matching and includes what are termed developmental models of career choice. A third family based model combines aspects of the above two basic models, but pays more attention to the individual's context. Most theories of career development have typically highlighted the important role of the family in influencing or shaping children's occupational outcomes.

#### **2.4.1 Holland's Job-Person Matching Theory**

Psychologists, who adopt the job-person matching model attempt to identify talents that are essential for specific occupations. They administer batteries of tests to discover talents and then try to match the two. The matching generally takes into account the individual's interests as well as talents (Bailey and Stadt, 1973). The prominent person in this model is Holland. He primarily stressed trait-interest matching and job-person similarity (Holland, cited in Lefrancois, 1993 p.471). Trait-interest matching approaches to career issues have proved highly useful and continue to be widely used both in schools and in placement and employment offices.

#### **2.4.2 Ginsberg's Career Development Theory**

Ginsberg's developmental model of career selection is concerned less with matching jobs and persons than with understanding and facilitating the chronological development of career decisions. The model typically view career choices as beginning in childhood and as involving a gradual, decision making process (Carson, 2004).

Ginsberg's model describes three sequential pre adult stages in career development: *the fantasy period*, *the tentative period* and *the realistic period*. In other words, Ginsberg views vocational decision making as an adaptive process that unfolds over three stages during childhood and adolescence

(Kroger, 2008). The *fantasy stage* lasts throughout childhood. During this time, children imagine themselves in an array of roles, from those of real figures seen in everyday life to those of cultural heroes and to those of the imaginary characters seen on television or in comics.

The *tentative stage* captures the years of early and mid adolescence, when one's thoughts about a vocation begin to reflect one's own interests. During mid adolescence, young people also begin to consider more carefully their abilities as well as what they value. How much value they place on such issues as education, money, social service, working alone or with others, job security, opportunity for development and having free time will now enter into their pool of potential employment possibilities (Kimmel and Weiner, 1995). Mid and late adolescents enter the *realistic stage*, they actually begin to explore their tentative choices. This process might include taking courses in a given area at school or trying out different types of jobs after. Ginsberg, (cited in Conger 1991, p.381) discusses how adolescents then begin to crystallize or pull together the many factors that will bear on a career choice- the training required, opportunities that exist for employment in this line of work, their own interests and abilities as they work toward a vocational decision. Ultimately and ideally, late adolescents will develop a given area of vocational interest.

In summary, Ginsberg and et al (cited in Sarah, 2007) postulated that career decision making is a process. This process happens from puberty through the early 20s. Ginsberg stated that the process of career decision making is usually irreversible once crystallized. The resolution of a career choice is a compromise, according to the theorist (Sarah, 2007).

### **2.4.3 Grotevant and Cooper's Family Based Lifespan Career**

#### **Theory**

Most approaches to career exploration and development have several assumptions in common and these assumptions are not always valid. According to Grotevant and Cooper (cited in Lefrancois 1993, p.472), young adult will leave home to establish a commitment to work and to intimacy as well.

Many career development models assume that adolescents and young adults have a relatively unlimited number of options from which to select a career. While this may be true for many, it does not take into consideration various constraints or factors such as economic opportunity, gender, race and intelligence sometimes place on career choice. This model also assumes that career exploration begins late in adolescence, that career choice and development progresses in a linear and irreversible fashion and that the process is complete with the adoption of a career (Grotevant and Cooper, cited in Kroger, 2008).

The family influences career choice not only by providing models of occupational roles, educational levels and lifestyles, but also through parental attitudes, which might strongly affect the developing person's values and ultimately career choice. Parental attitudes towards female achievement and leadership, for example, may be reflected in a daughter's career choice, aspirations and accomplishments of siblings might also exercise profound influences (Kimmel and Weiner, 1995).

Family influence can have a wide range of more subtle and less easily identified influences on career as well. According to Hoffman (cited in Conger p.390), the nature of the individual's attachments as a child might later be reflected in a tendency to explore or not to explore as well as in quality of interpersonal relationships in young adulthood. Also important in

career choice are individual qualities such as self-esteem, self-confidence and creativity which are strongly influenced by mutual interactions between growing children and their family contexts (Pakhare, 2008). On the other hand, factors such as intellectual and motor ability are important, as are contextual factors. In certain geographical, social or ethnic contexts, choice of occupations might be more limited or at least different.

#### **2.4.4 Gottfredson's Career Theory of Circumscription and Compromise**

Gottfredson's theory offers developmental and sociological perspectives on career development that is focused on the types of compromises people make in formulating their occupational aspirations. Circumscription involves the process of eliminating unacceptable occupations based primarily on gender and social class. Compromise involves the process of modifying career choices due to limiting factors (Carson, 2004). Adolescents and adults become more introspective and self-aware, establishing a self-identity or self-concept and related personal goals. Compromise occurs as preferred careers are eliminated due to external realities, such as job opportunities.

Furthermore, Gottfredson's theory posits social-learning influences in the progressive circumscription of career aspirations (Pakhare, 2008). In general, Gottfredson highlights the importance of career education programs to promote systematic exploration of career choices. Research on the theory has not been extensive; however, her concepts describing boundaries and motivation related to choice and aspiration are noteworthy.

### 2.4.5 Super's Career Development Theory

Donald Super and other theorists of career development recognize the changes that people go through as they mature. People change with time and experience, and progress through the following vocational stages (Kroger, 2008).

Vocational Stages	Age	Developmental Tasks
Crystallization	14-18	Developing and planning a tentative vocational goal
Specification	18-21	Firming the vocational goal
Implementation	21-24	Training for and obtaining employment
Stabilization	24-25	Working and confirming career choice
Consolidation	35+	Advancement in career

Donald Super's Life Span Theory focused on career development patterns that resulted from socioeconomic factors, mental and physical abilities, personal characteristics and opportunities encountered by individuals (Creasey, 2006).

Additionally, career maturity is based on success in age and stage development tasks across the life span. This broadened perspective of career allowed transferability of skills to also include experiences outside of the traditional paying job. Super has continued to develop and refine his theory and described vocational maturity in terms of: 1) awareness of the need to plan ahead; 2) decision making skills; 3) knowledge and use of information resources; 4) general career information ; 5) general world of work information; 6) detailed information about occupation of preference (Upton, 2006).

Another refinement to Super's Life Span Theory, is the *Career Rainbow* concept that recognized the integration of nine key life roles including child, student, worker, partner, parent, citizen, home maker, leisurite and pensioner with each role situation in a particular "*theater*". Career development challenges therefore result from the interrelationship between personal and situational elements occurring throughout the life span. Combining his ideas about self-concept and life span, Super has now created a theory that allows for and includes the heterogeneity and variability that an individual typically faces in his or her career (Kroger, 2008).

#### **2.4.6 Krumboltz's Social Learning Theory**

Krumboltz's theory is based on the social learning theory of Albert Bandura and emphasizes the reinforcement theory. According to this theory, the individual encounters constantly learning experiences, the reaction of the individual will lead to consequences, each of which is followed by rewards or punishments that inturn influence the individual. The interaction between receiving stimuli (learning experience) and the reaction to the produced consequences will shape the individual into a unique person (Brown, 2005).

The individual will learn from different encounters and apply (action) what was learned up on new events and encounters. This will lead to feedback from other persons (sometimes persons who are to be considered as role model) and give an impression on success or failure of the own actions. The totality of these reactions will influence the individual when ever new choices or decisions have to be made and help to increase the likelihood of making choices leading to success and avoid choices leading to failure (Upton, 2006).

#### **2.4.7 Roe's Theory of Occupational Choice and Personality**

In 1956, Anne Roe published a landmark book, *The Psychology of Occupations*, in which she set forth a theory of career development rooted in Maslow's need theory and in personality theory. She theorized that early childhood environments predisposed children to enter certain occupational groups. Roe also developed a low (field of interest) by level (occupational level) classification of occupations (Pakhare, 2008).

### **2.5 Common Themes among Theories of Career Development**

Several common themes can be found among the various theories of career development. First, career development is commonly viewed as a life long process that is influenced by an interaction of environmental and genetic factors. Second, it is characterized by progression through a series of hierarchical stages, each associated with certain developmental tasks or objectives. At each stage, the career development process entails a series of ongoing, interrelated decisions that individuals must make. These decisions influence the career development of the individual, and the decision making process itself is influenced by vocation/career experiences.

Third, personality development or traits assume an important role in career development or choice. Because different people possess different traits and because different traits are required for success in different occupations, certain types of people are best suited for certain types of occupations. Lastly, feelings about oneself (self concept, self efficacy, etc) influence career development and choice.

## **2.6 Implication of Career Development Theories**

The operationalization of career choice problems is dependent up on the particular theoretical approach to which one subscribes. For example, according to Gottfredson, career choice difficulties may occur because of a premature narrowing of viable occupation alternatives. In contrast according to Super, career development challenges result from the interrelationship between personal and situational elements. Moreover, career problems are as individual as each student. However, career choice is recognized as a common problem in most theories and has garnered much attention in the career development literature.

Among individuals or students, career choice problem is seen in the unnecessary restriction of their occupational options. This often is reflected in the following: (a) the student is unable to name one or more career options; (b) the student's interest and ability are inadequate for the chosen career; (c) the student is not satisfied with the alternatives; (d) the student has unnecessarily restricted alternatives; and (e) the students is unaware of career opportunities or unrealistic about obstacles for implementing their chosen occupation. In that these factors tend to focus on circumscription of career options as they relate to social class, gender, intellectual assets and personality characteristics of individuals.

## **2.7 Influences on Development of Occupational Goals and Aspirations**

As the time approaches when young people must support themselves, they are likely to spend more time thinking about vocational goals. According to Ginsberg and Super (cited in Conger 1991, p.381), before adolescence occupational goals tend to reflect fantasy more than reality; adolescents are

likely to select occupations that seem active exciting. With the advent of more mature cognitive ability, young people tentatively begin to balance their interests against actual job opportunities and their own capabilities. As a number of theorists have noted, occupational choice is clearly an implementation of the self concept and self identity is a necessary precursor to career commitment. Conversely, difficulty in choosing a career can be viewed as a problem in the development of a clear sense of identity (Lankard, 1995).

In a complex society, in which the actual requirements of most jobs and their availability in the labor market are not matters of common knowledge, young people clearly need help. However, the availability of knowledgeable skilled assistance is extremely limited. As a result the young person's vocational interests usually develop in a rather unsystematic fashion, guided by such influences as parental desires, relationships with parents, suggestions by school counselors, contact with people in various occupations and the kinds of jobs friends are choosing (Zimmer-Gembeck and Mortimer, 2006).

### **2.7.1 Sub cultural Influences on Vocational Choice**

Two broad sub cultural influences have a significant effect on adolescent's vocational goals: *social class* and *sex*. Social class membership influences vocational goals in a variety of ways. For one thing, it helps to determine the kinds of occupations to which the young person is exposed and hence is likely to consider. Moreover, it plays an important role in determining the social acceptability of particular occupations. Certain types of occupations are considered appropriate to the members of a particular social class, while others are felt to be inappropriate (Conger, 1991).

## **2.7.2 Family Role in Career Development**

Family influence is an important force in preparing youth for their roles as workers. Young people form many of their attitudes about work and their careers as a result of interactions with family. Family background provides the basis from which their career plans and decision making evolve. However, within each family, the level of involvement can vary, offering both positive and negative influences (Grotevant, 2004).

### **2.7.2.1 The Influence of Family Background**

Family background factors found to be associated with career development of adolescents include parents' socio-economic status (SES), their educational level and occupation (Penick and Jepsen, cited in Lankard, 1995). In a study of the influences on adolescents' vocational development reported by Mortimer et al (Cited in Mortimer and Finch, 1996 p.198) the variable that had the most effect on educational plans and occupational aspiration on adolescents was parental education. They further stated that the presence of teachers in the family was a significant factor influencing teacher candidates' decision to teach.

De Ridder (cited in Porfeli, 2007); however, points out that lower level of parent education can retard adolescents' career development. Being born to parents with limited education and income reduces the likelihood of going to college or achieving a professional goal and essentially predetermines the child's likely vocational choice.

Family income is another aspect of family background that influences the career development of youth, especially for girls. One reason for this may be that families with limited economic resources tend to direct them first to the males of the family, giving less hope and encouragement for further education to the daughters in the family. Also, some parents especially working class or lower income parents may hold values that place girls in

the home maker role and reflect less emphasis on occupational preparation. Given this disposition, it is understandable that the self efficacy of girls with respect to career opportunities is linked to the economic support they can expect to receive from their parents (Mortimer and Finch, 1996).

#### **2.7.7.2 The Influence of Family Processes**

Although much of the research on the role of family in vocational and career development has focused on family background, the investigation of family processes viewed in relation to life roles offers additional insight into the influences of the family. Family process of interaction, communication and behavior influence what the child learns about work and work experiences (Creasey, 2006).

Attitudes about school and work, educational and career goals and aspirations and values have a long term impact on youths' career choices, decisions and plans. Parents as daily models provide cultural standards, attitudes and expectations and in many ways determine the eventual adequacy of self-acceptance and confidence, and social skills and of sex roles. The attitudes and behaviors of parents while working or discussing their work is what the children respond to and learn (Taylor, Marcia and Taylor, 2004).

Through the process of educating their children about life roles, parents can influence the employability skills and values that children subsequently adopt. The interaction of many individual variables in family process is a significant factor to consider in studying family influence on career development. Middleton and Loughhead (cited in Lankard, 1995), suggest that adolescents career aspirations be examined from an interactionist perspective rather than a unilateral process of influence, focusing on the extent and situations in which adolescents career development occurs.

### **2.7.2.3 Negative Effects of Parental Influence**

Middleton and Laughead (cited in McConnel, 1997), present three categories to describe types of parental involvement in adolescents' career development: positive involvement, non involvement and negative involvement. The greatest anxiety adolescents feel about their career decisions or explorations, quite understandably, is the response to parents' negative involvement. Parents in the negative involvement category are often controlling and domineering in their interactions with their children. The children of such parents often pursue the careers selected by their parents rather than those they desire so as not to disappoint their parents or against their wishes.

### **2.7.3 Personality Characteristics and Interest Patterns**

Clearly personality characteristics, interests and needs are related to vocational interests. Adolescent boys with vocational interests in artistic fields are more likely than boys with other interests to perceive themselves as introspective, intuitive, disorderly, imaginative, original, sensitive and impractical. In contrast, boys who express interest in scientific vocations are more likely to perceive themselves as analytical, curious, imaginative, reserved and scholarly (Marcia, Waterman, Matteson, Archer and Orlofsky, 1993).

### **2.7.4 Different Social and Economic Factors**

College bound and work bound young adolescents are influenced by vastly different social and economic contextual factors in their pursuit of markedly different occupational paths. College bound and work bound youth exist side by side in high school, but face the transition to the workplace in different time frames and with different expectations for career opportunities available to them. Colleges bound youths have career trajectories that were future oriented, with the first step being college participation (Mortimer and Finch, 1996).

### **2.7.5 Ideal Job**

The career choice that young adolescents make is embedded in their perception of the ideal job and their career decision making maturity. Occupational choice is not a mere matching process; rather it is a choice made in a context of many influencing factors. The perception of the ideal job acts as a filter for job appropriateness and influences the choice process. Initial career decision-making is a cultural, developmental task that adolescents are expected to have accomplished by the end of their high school year (Creasey, 2006).

In summary, career choice pattern and development is determined by the setting or context of everyday life, culturally determined customs and background characteristics of an individual's family. Adherence to cultural norms, parental, peers and significant others' expectations are important concerns that determine the life role decisions of individuals including career choice.

Wolayta, as one of the ethnic groups in Ethiopia, shares many things in common with people in different geographical settings. At early stages, children are taught to adhere to parental and social expectations. Individualistic decisions in different life roles are usually discouraged. Career choice and other life role decisions are arrived at gathering information from different sources like parents, family members and/relatives, peers and significant others.

## **Chapter Three**

### **Methods**

#### **3.1 Study Area/Setting**

The study site was Wolayta Zone. It is one of the zones in Southern Nations Nationalities and People's Region (SNNPR). Wolayta zone has twelve woredas. It is among the densely populated zones in the region (1.72 million, Central Statistics Agency, 2009). The main source of livelihood for Wolayta people is agriculture followed by trade. The language spoken in the zone is Wolayta Language, which is one of the languages in the *omotic* family. The reason for selecting this zone as a study site was that the researcher was born and grew up in Wolayta Zone. Moreover, the researcher attended primary up to high school educational levels in the stated zone. (See the map of Wolayta Zone attached in the appendix, source: *Central Statistics Agency, 2009*)

#### **3.2 Participants of the Study**

The participants of the study were the preparatory school students in Wolayta zone. Namely; Sodo, Boditti, Areka, Gesuba and Bedesa Schools. Since it was quite impossible to incorporate all students as participants in the five preparatory schools, three schools among the five were selected by employing simple random sampling (i.e., lottery method). Namely; Sodo, Areka and Boditti Preparatory Schools.

#### **3.3 Sample Selection and Sampling Procedures**

Data for this study were obtained from a self report questionnaire and semi structured interview. These instruments were administered to selected students in the three schools stated above. Since the number of classes and class sizes (11<sup>th</sup> and 12<sup>th</sup> grade levels) in the selected schools were large, again lottery method of simple random sampling technique was employed to select sample classes from each grades 11<sup>th</sup> and 12<sup>th</sup>.

The sample students were drawn from eleventh to twelfth grade levels. Out of two thousand one hundred fifty eight (2158) students enrolled in the selected schools, three hundred forty one (341) students; eighty and eighty five students were selected from Areka and Boditti Schools respectively, the rest one hundred fifty nine students were randomly selected from Sodo School as the target population of the study. This was done by stratifying students in their grade level and sex as it is depicted in the table below.

Table1: General Characteristics of Participants (N=341)

School Name	Grade Level	Sex	No.	Total	Samples Selected
Sodo Preparatory School	11	M	315	470	43
		F	155		26
	12	M	307	414	58
		F	107		32
Areka Preparatory School	11	M	213	315	19
		F	102		19
	12	M	197	276	22
		F	79		20
Boditti Preparatory School	11	M	246	368	25
		F	122		24
	12	M	208	315	28
		F	107		25
Total				2158	341

### 3.4 Instruments of Data Collection

The main sources of data for this study were self report questionnaire and semi structured interview which contained two sets or categories. The first set consisted of six items concerning demographic characteristics of the respondents.

The first instrument used – *career identity scale*- has forty items sorted into four statuses of vocational identity: achievement, moratorium, foreclosure and diffusion. The second instrument used- *frequency of vocational discussion with different individuals and measure of value of vocational opinions*-has eight items included opinions of parents, peers, other family

members and/or relatives and school teachers on career development of adolescents and value judgment by adolescents on different sources of opinions and information. The last instrument employed was *-interview-* which included three items on the degree of influence by different individuals and other contextual and/or community factors on adolescents' career decisions and barriers in their career goals implementation.

### **3.4.1. Measures of Demographic Characteristics**

In this section, all respondents were provided information regarding their age, sex, grade level, parental education status, parental occupation and the number of their family size.

Students sex was coded as male=1 and female=0 and students' grade level was coded as 11<sup>th</sup>=0 and 12<sup>th</sup> =1. Each year level used as a proxy for age was considered for later data analysis. Parental education was coded as a fourth level variable (illiterate =0; primary school (1-8) completed =1; secondary school (9-12) completed =2 and post secondary education=3). Finally, parental occupation was coded as (farmer = 0; private business worker=1; government employed =2; and NGO employed =3).

### **3.4.2. Occupational Identity Status Measure**

The sample adolescents' occupational identity status was measured by adapting Adolescents' Vocational Identity Scale, which has twenty eight items (OIS, Veiga and Moura, 1999), and twelve items related to career identity and choice were also taken from Extended Objective Measure of Ego Identity Status Scale (EOM-EIS2, Bennion and Adams, cited in Yekoyealem Dessie, 2005). The Occupational Identity Scale (OIS) is most widely used, highly developed and validated, group administered questionnaire for assessing adolescents vocational identity statuses.

Career Identity Scale has twenty eight items sorted into four statuses of career identity: achievement, moratorium, foreclosure and diffusion and twelve items from (EOM-EIS2) were added to the scale. Hence, forty items were intended to measure vocational identity statuses of adolescents. Each of the four statuses of career identity was measured by ten items. Career identity scale items were measured in four point Likert Scale type. Each item was given numerical label. For instance, strongly agree- 4, agree- 3, disagree-2 and strongly disagree- 1. Items were scored based on the construct they measure

### **3.4.3. Frequency of Career Discussion and Measure of the Value of Opinions**

This instrument was developed by the researcher in order to examine adolescents' degree of career discussion with parents, peers, teachers, family members and/or relatives and significant others concerning their career goals and value judgment of opinions from different sources by adolescents. This instrument consisted eight items. Finally, the interview items were also developed by the researcher, which were intended to measure the degree of influence on adolescents' career development by different individuals. This scale was measured in three point Likert Scale Type. Namely; agree-3, undecided-2 and disagree-1.

### **3.5. Instruments Pilot Testing**

Before the pilot study, the instruments were translated into Amharic language by the researcher with the help of two graduate students in the department of TEFL and one Psychology Department graduate student.

One graduate TEFL candidate translated English version in to Amharic with the researcher and one Psychology Department graduate student while another TEFL graduate candidate translated it back from Amharic to English language. Some differences that appeared in the forward and

backward translations were corrected out by the translators jointly with the researcher. In addition, in order to check whether items were pertinent to the culture and context of participants/respondents, items were reevaluated by the researcher because of familiarity with the respondents' culture. Finally, the Amharic version of the instrument was pilot tested on randomly selected sample of fifty students based on sex stratification from Boditti Preparatory School. To prevent test contamination, the section from which subjects for pilot study were selected, was excluded for sample selection in the main study administration. The responses of pilot study respondents were coded (scored) and the internal consistency (reliability) of items was computed using SPSS (version 12.0).

The previous reliability of occupational identity scale was 0.75 (total). For the purpose of this study, the researcher computed the alpha coefficients for four component statuses of vocational identity and also the total. Accordingly, in the pilot testing the coefficients were 0.81(achievement), 0.82 (moratorium), 0.76 foreclosure), 0.83 (diffusion) and 0.82(total). Moreover, the cronbach alpha coefficient for the frequency of vocational discussion and measure of value of vocational opinions was 0.77.

### **3.6. Procedures of Data Collection for the Main Study**

The finalized Amharic version of instrument based on information from pilot test was administered to three hundred twenty four students in the selected preparatory schools. Filling in the questionnaire was supervised by the teachers of classes involved in the study. This task took place during the normal school hours and students collaborated voluntarily, taking up all the time that was necessary to fill in the questionnaire properly. The interview sessions with 17 students (9 from twelfth grade and 8 from eleventh grade) were conducted on free class times.

All of the students in attendance on each day of administration were explained the purpose of the study and told that all of their answers would be confidential. And respondents were asked to complete the questionnaire genuinely and confidently. Furthermore, to avoid the response biases because of poor reading and misunderstanding, all instructions and items were read to students by the class teachers and the researcher.

### **3.7 Procedures of Data Analysis**

The completed and crosschecked data was analyzed by employing both descriptive and inferential statistics. This task was done with the help of Statistical Package for Social Scientists (SPSS). To compute multilevel analysis of variance, SPSS (Version 15.0) was used while for other computations SPSS (Version 12.0) was employed. Before proceeding with the actual statistical analyses, assumptions associated with the use of each of the analysis were checked. Furthermore, alpha value of 0.05 was determined for all significance levels. After the data from respondents coded and organized, different statistical analysis techniques were employed based on different purposes.

1. To summarize respondents' demographic characteristics and interview data, descriptive statistics such as means, standard deviations, variances and percentages were computed.
2. To examine the interrelationship among variables (independent and outcome), Pearson's  $r$  was employed.
3. Multivariate analysis of variance (MANOVA) and multiple regression analysis were used to analyze the significant effects of each independent variable on outcome variable and the extent of varying effects of each predictor variables on criterion variable (four career identity statuses) respectively, taken simultaneously as outcome variable. For significant MANOVA analysis, Tukey HSD post hoc

multiple pair wise comparison was employed to check cell mean differences.

4. Finally, percentage analysis was also employed to examine the frequency of career related discussion with different sources and measure of value of vocational opinions by adolescents.

## **Chapter Four**

### **Results**

Different statistical techniques were employed in the analysis of variables included in the study. Descriptive statistics (percentages, means, standard deviations and frequencies) were used to analyze the extent and variations of the scores of the measures considered in the study. Intercorrelations among the predictor and outcome variables were computed to show the interrelationship among the variables.

Multivariate Analysis of Variance (MANOVA) and Multiple Regression Analysis were also employed to examine significant effects, mean differences among variables and independent effects of each predictor variables on the criterion variable, respectively. Finally, post hoc multiple pair wise comparison was used to compare the relative contribution of statistically significant predictor variables on the outcome variable.

#### **4.1 Background Characteristics of Participants**

Total of 341 students were participated in the study. The predictor variables of in the data analysis were adolescents' sex, age, grade level, parental education status and parental occupation. Table 2 on page 44 showed some general background characteristics of participants and independent variables of the study.

Table 2: Participants' Background Information (N = 341)

No	Variables	Categories	No.	Percentage
1.	Sex	Male	195	57.18
		Female	146	42.82
2.	Age	16-18	192	56.32
		19-21	128	37.53
		22-25	21	6.15
3.	Grade Level	Grade-11	173	50.73
		Grade-12	168	49.27
4.	Parental Education	Illiterate	137	50.73
		Primary level(1-8)completed	62	18.18
		Secondary level (9-12)completed	40	11.73
		Post secondary level	102	29.91
5.	Parental Occupation	Farmer	198	58.06
		Government employed	107	31.37
		Private business	26	7.62
		NGO employed	10	2.93

As depicted in the Table 2 above, total of 341 preparatory school students were involved in the final analysis of the data. Out of three hundred twenty four one students, 195 (57.18percent) were males and the rest 146 (42.82 percent) were females.

The table above also showed that the great number of participants' age ranges from 16-18 years 192(56.32 percent) and 128 (37.53 percent) participants' age ranges from 19-21. Among the respondents, whose age ranges from 22-25 were only 21 (6.15 percent). With respect to the grade level, of the total 341 students, 173 were eleventh graders and the rest 168 were twelfth graders. Concerning participants parental education status, the majority 137 (50.73percent) and 102 (29.91percent) were illiterate and postsecondary educational level completed respectively. With regard to

parental occupation, the majority of participants' parents were farmers 198 (58.06 percent) followed by government employed, 107 (31.37percent). Self employed or parents carrying out private business were 26 (7.62percent) and small number of parents were non government organizations employed 10 (2.93percent).

#### 4.2 Adolescents' Career Identity Statuses across Sex, Age and Grade Level

Table 3: Number of Cases, Means and Standard Deviations (Sex vs. Vocational Identity Statuses) (N= 324)

Variable		Vocational Identity statuses			
Sex		Moratorium	Achievement	Foreclosure	Diffusion
Female (139)	Mean	30.37	29.75	19.07	23.80
	Std dev.	2.71	5.33	2.96	6.06
Male (185)	Mean	30.25	29.83	18.32	23.56
	Std dev.	2.93	4.89	3.69	6.36
	<b>F-test</b> (p>.05)	3.32	5.46	3.72	2.09

As it can be seen from the Table 3 above, there were no statistically significant effects of participants' sex on their career choice statuses. When the mean scores of participants' assessed, female students in the four career identity statuses were not significantly greater than the mean scores of their male counterparts.

Therefore, when compared the mean scores and the F-test of male and female students across four career identity statuses, participants' sex had no significant effect on their career choice statuses.

Table 4: Number of Cases, Means and Standard Deviations across Grade Level and Age vs. Career Identity Statuses of Adolescents (N=324)

Variables	Categories	Mean & std.	Career Identity Statuses			
			Moratorium	Achievement	Foreclosure	Diffusion
1. Grade Level	11 (N=165)	Mean Std.	29.79 2.62	26.11 4.00	19.09 3.61	29.04 3.61
	12 (N=159)	Mean Std.	30.83 2.97	33.62 2.66	18.08 3.14	18.08 2.07
		<b>F-test</b> (p<.05)	27.03 4.51	26.13 4.60	18.68 2.47	27.03 5.13
2. Age	16-18 (N=185)	Mean Std.	27.03 4.51	26.43 4.60	18.68 2.47	26.08 5.13
	19-21 (N=123)	Mean Std.	32.31 2.18	33.08 4.99	18.34 3.18	20.08 3.48
	22-25 (N=16)	Mean Std. <b>F-test</b> (p<.05)	33.08 1.75 7.78	33.25 3.06 13.64	18.05 7.53 1.83	17.58 1.54 14.32

Table 4 above depicted significant effects of grade level on career identity statuses of students. When the mean scores of students in eleventh and twelfth graders compared, twelfth graders' scored high on achievement status compared to eleventh graders (Mean=33.62 and 26.11 respectively). On the other hand, eleventh graders scored high on the mean values of foreclosure and diffusion (mean = 18.08 and 29.04, respectively).

There was a great mean value score difference among eleventh and twelfth graders on measures of diffusion identity status (mean= 29.04 and 18.08, respectively). Therefore, the result discussed above implied that the number of students with diffused and foreclosed vocational identity statuses decreased as grade level increased, where as the number of students with achievement identity statuses increased as grade level increased.

### 4.3 Career Identity Statuses of Adolescents in Relation to Parental Education and Occupation

Table 5: Adolescents Career Identity Statuses with regard to Parental Education and Occupation (N = 324)

Variables	Categories	Outcome Variables				
Parental Education			Moratorium	Achievement	Foreclosure	Diffusion
	Illiterate	Mean std.	30.47 3.04	29.70 5.37	18.88 3.41	23.36 6.47
	Primary (1-8) Completed	Mean std.	29.88 2.25	29.66 3.99	18.03 2.26	23.81 5.91
	Secondary (9-12) Completed	Mean std.	30.02 2.82	29.45 5.15	18.08 2.80	23.64 5.73
	Post Secondary	Mean std. <b>F-test</b> (p>.05)	30.83 2.74 4.56	30.09 4.99 4.08	18.59 3.90 5.56	22.19 6.09 2.96
Parental Occupation	Farmer	Mean std	30.18 2.78	29.24 4.95	18.31 3.18	24.12 6.31
	Private Business	Mean Std.	29.50 3.42	30.66 4.22	18.41 2.04	22.58 5.82
	Government Employed	Mean Std.	30.53 2.78	30.21 5.28	19.11 3.98	21.48 6.20
	NGO Employed	Mean std <b>F-test</b> (p<.05)	33.33 0.51 3.32	37.00 0.89 5.46	22.33 0.51 3.72	19.00 2.36 2.09

The F-test in the Table 5 above showed statistically insignificant effects of parental education level on career identity statuses of adolescents. On the contrary, parental occupation status greatly determined the career identity status of adolescents as the F-test showed in the Table 5 above. Lower levels of parental occupation resulted in higher mean scores on diffusion career identity measures. In other words, students whose parents were unemployed, either in governmental and non governmental organizations, scored high on the mean score values of identity diffusion measures.

#### 4.4. Bivariate Correlation among the Predictor and Outcome Variables

One of the basic questions of the study was to check whether there exists relationship between predictor variables (adolescents' sex, grade level, age, parental education and occupation) and the four types of career identity statuses. Table 6 below shows the intercorrelations among these variables.

Table 6: Intercorrelations among Predictor and Outcome Variables (324)

Variables	Intercorrelations							
	2	3	4	5	6	7	8	9
Sex	.015	.038	-.346**	-.302**	.008	-.021	-.109	-.019
Grade Level		-.033	.053	.117*	.741**	.184**	-.133*	-.880**
Age			.012	.034	.171**	.195**	.151*	.252**
Parental Education				.897**	.115*	.065	.190**	-.037
Parental Occupation					.149**	.090	.148**	-.084
Achievement						.200**	.023	-.693**
Moratorium							.113*	-.046
Foreclosure								.223**
Diffusion								-

\*\* p < .01

\* p < .05

As it can be observed from the bivariate correlation results in the Table 6 above, the predictor variables (grade level, age, parental education and parental occupation) revealed statistically significant correlation with career identity statuses. Specifically, grade level and age of students had significant correlation with each of the four career identity statuses while parental education and parental occupation had positive significant correlations with the two of career identity statuses (achievement and foreclosure). However, the predictor variable, sex did not show significant relationship with any of career identity statuses.

When the intercorrelations among the four types of outcome variables examined, there was positive and significant relationship between the two low levels of identity statuses (diffusion and foreclosure). Moreover, there

was also positive and significant relationship between the two high (matured) levels of identity statuses (moratorium and achievement). Correlation between the lowest and highest identity statuses category (diffusion and achievement) revealed significant negative relationship.

#### **4.5 The effects of sex, age, grade level, Parental Education and Parental Occupation on Career Identity Statuses**

Once the bivariate correlation analysis among the predictor and outcome variables was examined, the next task was testing the effects of each predictor variables on the four types of outcome variables. Hence, multivariate analysis of variance (MANOVA) was conducted for the four types of career identity statuses, taken simultaneously as outcome variables, with adolescents' sex, grade level, age, parental education and parental occupation as independent variables.

Hence, in this section the independent effects of each predictor variables on four types of vocational identity statuses taken as outcome variables was examined using multivariate test. The results of MANOVA tests are summarized in Table 7 and 8 on pages 50 & 52.

Table 7: Summary of Multivariate Tests on the Effects of Each Predictor Variables on Four Types of Outcome Variables (N=324)

Effects	Outcome variables	Test Names	Value	F	P
Sex	Achievement	Pillai	.023	1.460	.215
	Moratorium	Wilks	.977	1.460	.215
	Foreclosure	Hotelling	.024	1.460	.215
	Diffusion	Roy	0.24	1.460	.215
Age	Achievement	Pillai	.294	2.452	.000
	Moratorium	Wilks	.731	2.502	.000
	Foreclosure	Hotelling	.335	2.542	.000
	Diffusion	Roy	.190	5.835	.000
Grade Level	Achievement	Pillai	.577	8.777	.000
	Moratorium	Wilks	.423	2.166	.000
	Foreclosure	Hotelling	1.362	3.622	.000
	Diffusion	Roy	1.362	7.311	.000
Parental Education	Achievement	Pillai	.042	.878	.570
	Moratorium	Wilks	.958	.874	.573
	Foreclosure	Hotelling	.043	.871	.577
	Diffusion	Roy	.027	1.666	.159
Parental Occupation	Achievement	Pillai	.109	2.319	.007
	Moratorium	Wilks	.893	2.359	.006
	Foreclosure	Hotelling	.118	2.392	.005
	Diffusion	Roy	.100	6.130	.000

As shown in the Table 7 above, the overall MANOVA test of significance revealed the effects of adolescents' age on the four types of career identity statuses for all the four multivariate test statistics employed namely, Pillai's

Trace, Wilk's Lambda, Hotelling's Trace and the Roy's Largest Root test. Similarly, the result of the overall MANOVA test of significance depicted the significant effect of students' grade level on the four career identity statuses for all the multivariate tests employed. Moreover, the effect of parental occupation on adolescents' career identity statuses was also found to be statistically significant for all tests.

A further assessment on the MANOVA table on page 50 clearly showed that it was not only the main effects of age and grade level which had significant effects on adolescents' career identity statuses difference but also the analysis displayed a significant interaction effect of these variables on the outcome variables.

However, the MANOVA analysis indicated that both the main as well as the interaction effects of sex and parental education on the four types of identity statuses were not found to be significant for all types of multivariate tests.

Table 8: Summary of Multivariate Tests on the Interaction of Independent Variables on Career Identity Statuses (N=324)

Effects	Outcome variables	Test Names	Value	F	P
Grade Level x Parental Education	Achievement	Pillai	.091	2.930	.003
	Moratorium	Wilks	.910	2.942	.003
	Foreclosure	Hotelling	.097	2.954	.003
	Diffusion	Roy	.078	4.748	.001
Age x Grade Level x Parental Education	Achievement	Pillai	.068	2.161	.029
	Moratorium	Wilks	.933	2.161	.029
	Foreclosure	Hotelling	.071	2.161	.029
	Diffusion	Roy	.053	3.238	.013
Age x Grade Level	Achievement	Pillai	.111	1.769	.031
	Moratorium	Wilks	.892	1.782	.030
	Foreclosure	Hotelling	.118	1.786	.029
	Diffusion	Roy	.076	4.680	.001

The interaction effects of grade level and parental education and also the interaction effect of age, grade level and parental education further evidenced significance analysis outcome as depicted in the table above. Moreover, the interaction effects of other independent variables indicated in the table above evidenced significant statistical outcome.

In general, the overall MANOVA test of significance revealed the effects of age, grade level and parental occupation on four sets of career identity statuses, taken simultaneously as outcome variables, was found to be significant for all the four multivariate test statistics employed.

Finally, to check parental occupation and age contribution to the variation on adolescents' career identity statuses, cell mean differences were tested by using a pair wise multiple post hoc Tukey HSD method for comparison. Even though students' grade level was significant, post hoc test comparison was not performed because there were fewer than three groups/grade levels. The result of Tukey HSD post hoc pair wise mean comparisons are presented in table 9 below and in table 10 on page 54.

Table 9: Post Hoc Multiple Pair wise Comparisons among Adolescents' Age across the Achievement Identity Statuses (N=324)

Dependant Variables	Age (I)	Age (J)	Mean Difference(I -J)
Achievement	16	19	- 6.4944*
		20	- 6.7679*
		21*	- 9.5972*
	17	19	-5.3283*
		20	-5.6036*
		21	-8.4311*
	18	19	-3.2762*
		20	-3.5516*
		21	-6.3790*

\* The mean difference is significant at the .05 level

As shown in the table above, the results of post hoc multiple comparisons displayed significant mean differences among adolescents of different age ranges. In the case of achievement career identity status, all cell means revealed a significant difference between adolescents of different age levels except for ages above 21.

Table 10: Post Hoc Multiple Pair wise Comparisons among Adolescents' Age across the Moratorium and Diffusion Career Identity Statuses (N=324)

Dependant Variables	Age (I)	Age (J)	Mean Difference(I -J)	
Moratorium	16	17	3.2052*	
		18	2.7303*	
	17	19	-2.0149*	
		20	-2.0868*	
		21	-2.8996*	
		23	-3.9552*	
	18	19	-1.5400*	
		20	-1.6119*	
		21	-2.4248*	
		23	-3.4803*	
	Diffusion	16	18	5.0870*
			19	8.0065*
20			10.9703*	
21			11.2013*	
23			12.0625*	
17		19	5.0447*	
		20	8.0086*	
		21	8.2396*	
		23	9.1007*	
18		19	2.9195*	
		20	5.8833*	
		21	6.1143*	
	23	6.9754*		

As indicated in the table on page 54, significant cell mean differences were observed for most of cell means on moratorium identity status for adolescents at different age levels. In the case of diffusion status, the post hoc multiple comparisons also depicted significant mean differences at different age levels. The greatest mean difference was observed between the ages 16 and 23 (mean difference = 12.0625,  $p < .05$ ).

Table 11: Post Hoc Multiple Comparisons among Parental Occupation across the Four Career Identity Statuses (N=324)

Dependent Variable	Parental occupation(I)	Parental occupation (J)	Mean difference	Std.error
Achievement	Farmer	NGO employed	7.7578*	2.0632
	Private business	NGO employed	6.3333*	2.2712
	Government employed	NGO employed	6.7884*	2.0892
Moratorium	Farmer	NGO employed	3.1491*	1.1663
	Private business	NGO employed	3.8333*	1.2838
Foreclosure	Farmer	NGO employed	4.0228*	1.3993

\* The mean difference is significant at the .05 level

As depicted in the Table 11 above, the result of post hoc multiple comparisons revealed a significant mean difference among parental occupations and career identity statuses of adolescent except for diffusion status. In the case of achievement status, the greatest mean difference (7.7578,  $p < .05$ ) was observed among adolescents whose parents were farmer and NGO employed. Meanwhile, with regard to moratorium identity status, mean difference (3.8333,  $p < .05$ ) was observed among adolescents whose parents were farmers and adolescents whose parents were NGO employed.

## 4.6 Multiple Regression Analysis on Predictor Variables across the Four Career Identity Statuses

Table 12: Regression Analysis Results Summary on Adolescent's Achievement Identity Status across Predictor Variables (N=324)

Multiple R=0.748	R square=0.559
Adjusted R square =0.552	Standard error=3.398

Analysis of Variance Table

	df	Sum of squares	Mean square	F	Sig.
Regression	5	4657.289	931.458	80.644	0.000
Residual	318	3672.069	11.547		
Total	323	8329.358			

Variables in the Equation

Variables	B	Std error	Beta	t	Sig.
Sex	0.164	0.412	0.016	0.399	0.690
Age	0.230	0.140	0.072	1.644	0.101
Grade level	7.131	0.440	0.703	16.208	0.000
Parental education	0.478	0.341	0.121	1.401	0.162
Parental occupation	-0.174	0.449	-0.033	-0.388	0.698
Constant	21.427	2.516		8.517	0.000

Multiple regression analysis revealed that the predictor variables (sex, age, grade level, parental education and parental occupation) combined together added significantly to the prediction of adolescents' achievement identity statuses ( $F(5,318) = 80.64$ ,  $p < .05$ ) accounting for 55.9 percent of variance. 55.9 percent of variation observed concerning career identity status among adolescents' was because of the predictor variables included in the study. The rest 44.1 percent was attributed to other predictor variables not included in the study. Among the predictor variables, grade level of students had greatly contributed to the variance ( $Beta = 0.703$ ,  $t = 16.208$ ,  $p < .05$ ).

#### 4.7 Frequency of Adolescents' Vocational Discussion and Measure of Value of Vocational Opinions from Different Individuals

Table16: Individuals Preparatory School Students Feel Most Comfortable Approaching for Career Planning Help (N=324)

Items	Agree		Undecided		Disagree	
	No.	Percent	No.	Percent	No.	Percent
1. I often discuss my future career plans with my father	322	99.40	-	-	2	0.60
2. I often discuss my future career plans with my mother	85	26.10	73	22.50	166	51.20
3. I often discuss my future career plans with peers at school	233	71.90	81	25.00	10	3.00
4. I often discuss my future career plans with teachers at school	102	31.50	48	14.80	174	53.70
5. I value the opinions of my father on my future career plans	284	87.60	23	7.10	17	5.20
6. I value the opinions my mother on my future career plans	78	24.00	83	25.60	163	50.30
7. I often discuss my career future with family members and/relatives	227	70.00	18	5.50	79	24.40
8. I often value my own decision concerning my future career	204	62.90	39	12.00	81	25.00

Table 16 above showed the extent of vocational discussion and value judgment of opinions that adolescent make with people at home and outside home. Among 324 students, 322 (99.4 percent) students most frequently discussed about their career choice with their fathers as it was expected. Only two respondents (0.6 percent), disagreed concerning vocational discussion with their fathers.

More than half of respondents, 166 (51.2 percent), never discussed with their mothers on the issues of their career planning and choice. Most of the students who discussed with their mothers on the issues of their career choice were those whose mothers' were educated and employed.

Adolescents also discussed with their peers on the issues of their career choice followed by their fathers, 233 (71.9 percent). Only 10 respondents (3 percent) did not agree with the statement of career discussion with their peers at school. Family members and/or relatives were also found to be influential figures with whom adolescents discussed on the issues of their future career directions. As the Table 16 on page 60 depicted, among the total 324 respondents, 227 (70 percent) discussed with them on career related issues.

Peers were the second most important figures with whom adolescents confront with the issues of career choice, 233 (71.9 percent), followed by family members and/or relatives. Among the respondents, only 3 percent replied that they were not comfortable in discussing career issues with their peers at school. As the Table 16 on page 60 showed, only a few number of students, 102 (31.5 percent) discuss with their school teachers concerning their future career directions compared to their degree of discussion with fathers, peers and family members.

Concerning the value of career opinions from different individuals, adolescents gave much value to the suggestions of their fathers, 284 (87.6 percent) on their future career plans. On the other hand, only 78 respondents (24 percent) valued their mothers' opinions concerning their career directions. Adolescents who valued their own decisions on their future career directions were 204 (62.9 percent). Among the respondents, 81 (25 percent) did not value their own decisions on their future career direction and choice.

Interview data obtained from seventeen students (nine from twelfth grade and eight from eleventh grade) confirmed the data gathered through questionnaire. Parents, especially fathers, were the most influential figures on their children future career directions and planning. Secondly, peers at school had also the greater influence on adolescents' career decisions

followed by social context of the family and community. Among the seventeen respondents, two stressed the role models at home and community on their future career decisions.

The last interview question forwarded was concerning the barriers that exist in implementing adolescents' future career decisions and choices. All of the adolescents voiced that interdependence of family and culture, different social and economic contextual factors, school administration, college acceptance and being capable of graduating were the most of important barriers for their future career goals.

Therefore, depending on the data presented above, it could be said that adolescents discussed their future career plans and goals with parents (especially fathers), peers and family members and/or relatives in the greater extent compared to others. Moreover, adolescents greatly valued their fathers' opinions on their future career goals followed by their own decisions. Some adolescents, whose mothers were educated and employed, valued their mothers' opinions on their future vocational goals. Adolescents also uncovered the existence of barriers which would hinder the development, implementation and realization of their future career goals.

## **Chapter Five**

### **Discussion**

The present study examined career identity statuses of preparatory school students with the objective of identifying differences with regard to sex, age, grade level, parental education and parental occupation. The study also investigated the extent of adolescents' vocational discussion and value judgment of opinions from parents and other significant individuals. Further more, the study explored some barriers in developing and implementing adolescents' career goals and choice.

The F-test and the mean score computation on adolescents' vocational identity statuses with regard to sex did not reveal statistically significant differences. In the past years, boys were more encouraged by parents and significant others to surpass girls in their academic, social and career related issues in Wolayta culture. Furthermore, boys were relatively autonomous and independent to decide on their personal and social roles. The current finding might reflect a recent turn in sense of dismantling traditional stereotypes.

The study finding in England by Roker and Banks (cited in Kroger, 2008) revealed contradictory finding compared to the present study result. Girls were found to be in a status of achievement or moratorium statuses in their career choice statuses compared to male students. Similarly, a study by Veiga and Moura (2005) showed girls' inferiority concerning foreclosure and diffusion statuses. Contrary to the sex of adolescents, grade level depicted significant differences among adolescents with regard to career identity statuses. Students of grade twelve had scored higher on the measures of moratorium and achievement identity statuses, where as they had scored lower on the measures of lower identity statuses (foreclosure and diffusion).

A more recent study by Bregman and Killen (cited in Kroger, 2008) reported that adolescents and young adults support responsible vocational decisions that nurture personal growth and that they disapprove of self indulgent choices concerned with short range goals. According to them, career planning decisions are reconsidered as age increases.

The level of education students' parents had completed did not show statistically significant mean differences on career identity statuses of adolescents. However, parental occupations revealed significant influence on career identity statuses of adolescents. In Wolayta society, adolescents whose parents are employed either in governmental institutions or non governmental organizations, decide on their life roles and career patterns earlier than adolescents whose parents are farmers or private business owners. The nature of parental occupation greatly determines adolescents' overall identity.

Other research findings show contradictory results on vocational identity statuses of adolescents concerning parental education level. For example, Denney and Mortimer (cited in McConnell, 1997), found that parental education influences the educational and occupational plans of both boys and girls.

Similarly, research finding by Guerra and Braungart-Rieker, Lankard, Mickelson and Valasco (cited in Taylor, Marcia and Taylor, 2004), strengthens the above study results. Parental education level influence career aspirations and goals of their children. In summary, De Ridder (cited in Porfeli, 2007) pointed out that the lower level of parental education can retard adolescents' career development.

However, the present research finding on adolescents' career identity statuses with regard to parental occupation coincided with earlier findings.

The nature of parental occupation strongly influences career aspirations and planning among students. According to Trice and Downey (cited in Mortimer and Finch, 1996), parental occupations as one of family variables, influence career aspirations of children. The father's occupational status is highly correlated with his son's occupational planning.

Intercorrelations matrix of the present study evidenced significant relationships among predictor and outcome variables except for sex of students. For instance, grade level of students had significant positive relationship with achievement and moratorium identity statuses. Meanwhile, it had negative significant correlation with lower levels of identity statuses.

The fore mentioned result was consistent with other study findings. Specific career decision increases as grade level increases. According to Witko, Bernes, Magnusson and Bardick (2005) found that there is significant relationship between grade levels and career identity statuses of individuals. Their study result evidenced those students of grades eleven and twelve rated career planning and specific decisions as more important than students in grade ten.

Age was also found to be a strong predictor of adolescents' career identity statuses, which evidenced positive significant relationships with all the four identity statuses. Super (cited in Pakhare, 2008), suggested that adolescents are capable of making responsible and effective career related decisions and that this ability improves overtime. He further found a positive relationship between adolescents' age and decision making skills. MANOVA analysis depicted that sex and level of parental education did not have significant effects on adolescents' career identity statuses. This was found to be contradictory to others' research findings. Both sex (Kroger, 2008) and parental education level (Mortimer and Finch, 1996) have strong influence on adolescents' career goals and planning.

On the contrary, multivariate tests showed significant effects of age, grade level and parental occupation on adolescents' career identity statuses. This finding strengthened others' study results. For instance, Veiga and Moura (2005) reported that success status was significantly lower in seventh grade than in ninth grade and in ninth grade than in eleventh grade, moratorium status was significantly lower in the eleventh grade than in ninth grade. Foreclosure status was significantly lower in eleventh grade than in ninth grade and diffusion status was significantly lower in eleventh grade than in ninth grade.

Furthermore, MANOVA test of significance depicted that the intercepts of different variables were also found to be significant. This showed that different variables intercept or combine together in determining adolescents' career identity statuses than only a single variable effect and unilateral process.

Inline with the above statement, Middleton and Longhead (cited in Lankard, 1995) suggest that adolescents' career aspirations be examined from an interactionist perspective rather than a unilateral process of influence focusing on the situations in which adolescents' career development occurs. In other words, occupational choice is made in the context of many influencing factors (Lefrancois, 1993).

A multiple regression analysis revealed that age and grade level of students as strong predictors of adolescents' career identity statuses. More generally, students who were relatively young and at lower grade level were in low levels of identity statuses while students who were relatively old and at higher grade level were in high levels of identity statuses. Unexpectedly, the present study showed that sex of students and parental education level as insignificant in predicting occupational identity statuses of adolescents. This was found to be contradictory to others' study findings. Low parental

education was found to be a strong predictor of adolescents' career aspiration. Perhaps adolescents with fathers who have received less education were further encouraged by their fathers to seek success (Meeus, 1993).

The current study also revealed that adolescents approach different individuals for help in their career planning even though the extent and the value they place on different opinions vary. Fathers were found to be influential figures with whom adolescents often discussed about their career plans and goals. Almost all (99.4 percent) reported that they felt comfortable in discussing career issues with their fathers. The current result showed the real characteristics of child-parent relationship in Wolayta culture. That is, children mostly share their opinions with their fathers and value ideas suggested by their fathers on their future goals. As expected a few respondents discussed their future career plans with their mothers (only 26.1 percent).

The findings in this study appeared to replicate and contradict with some findings of the previous studies. Students indicated that they would felt most comfortable approaching fathers for help with career planning. Fathers appeared to be in a top position to provide career related information and support. Other studies indicated mother or father was most often ranked first or second (Carson, 2004). Current study did not show mothers in first or second position in providing information related to career choice related to their children.

Contrary to the present finding, other studies that have separately examined the influences of each parent on career choices of their sons or daughters have found that mothers tend to have more influence on career decisions/aspirations of their children than fathers. For instance, Mickelson and Velasco, (cited in Taylor, Marcia and Taylor, 2004) found that mothers were the most influential than fathers on children's occupational aspirations.

Other study also found that students wanted to discuss career planning primarily with their mothers (Mortimer and Finch, 1996). In summary, different researchers have attempted to understand the parental variables that influence students' occupational goal. There have been varying opinions and findings; however, as to which specific parental characteristics influence career aspirations.

Students put their peers in a second position as influential figures in their career development process. In line with the current finding, Felsman and Blustein (cited in Neil and Paul, 2001, p.397), examined the role of peer relationships in career development and found that attachment to peers was positively associated with environmental exploration and progress in committing to career choices even though their study did not put peers in the second position. Family members and/or relatives opinions were also valued by adolescents with regard to their career goal.

Teachers were ranked fourth by students with regard to approaching for help in their career planning process. Other studies reveal supporting and contradicting findings to the current finding. For instance, Taylor, Marcia and Taylor, (2004) found that teachers were ranked first almost as often as a parent. On the contrary, according to research finding by Witko, Bernes, Magnusson and Bardick (2005), students indicated that they were not as likely to approach teachers for help with career planning. Students may perceive that teachers may not be a source of help during their career planning.

Adolescents also valued their own decisions on their future career goals followed by their fathers' opinions. Lastly, respondents also uncovered some barriers in implementing their career decisions such as family and cultural interdependence, social and economic factors, school administration, college acceptance and capable of graduating from it.

Consistent with the present study result, Julien in two Canadian high schools (cited in Kroger, 2008) found that student faced significant barriers to career planning, including not knowing where to go for help with career decision making, finding it difficult to locate all the information they needed to make a career decision and not knowing where to get answers to questions about their future career directions.

In summary, the results of this study indicated that career choice planning was important to preparatory school students. They are seeking out information and advice from a variety of individuals, look for professional guidance and direction to help them with their career planning. This result was coupled with the previous research findings that have found that adolescents are prepared to make career related decisions. Programming that helps students to see that career planning and development is a life long process rather than a stage or single decision that needs to be made may help to engage students in the continual process of career exploration.

## **Chapter Six**

### **Summary, Conclusions and Recommendations**

In this section of the paper summary, conclusion and recommendation of the study are presented.

The conclusion is specific to the particular situation of students in the study area/site, so that the finding does not represent students in another place outside the selected study site. However, there are some universal facts found in the previous studies which show the existence of impacts on adolescents' career pattern development, career planning and choice. Therefore, the conclusion is particular but with general truths specific to career development process and commitment to it.

The selected sample students for the study are the reflections of the general situations of other students in the study site (area) interms of career development and choice pattern and also barriers in developing and implementing career plans. Therefore, the recommendations are useful to the majority of other students, parents, peers, family members and/relatives, school teachers, other influential figures and also institutions.

#### **6.1 Summary**

The present study examined career development and choice of preparatory school students, impacts and barriers related to it. This was the major objective of the study. With regard to coming up with findings in relation to the grand objective stated above, the following research questions were formulated:

- Do adolescents have a clear separate identity from their parents, peers, family members and/or relatives, teachers at school and societal norms/expectations in determining their career goals?
- Are there relationships among parental education level, parental occupation and career identity statuses of adolescents?
- Is there a sex, age and grade level difference in occupational identity statuses of adolescents?
- Do parental, peer, teacher and other family members' opinions are influential in determining adolescents' career goals?
- What are the barriers in the development and implementation of career goals among adolescents?

In order to deal with these basic questions, different research findings and other literatures related to the theme of the study were reviewed and also different methodological procedures and techniques were implemented. In this study, 341 (195 males and 146 females) preparatory school students (adolescents) were included. The sampling procedure adopted in the study was simple random sampling. Three preparatory schools in Wolayta Zone were randomly selected. Students in the selected schools were further stratified by sex and grade level.

The data collection instruments employed in the study were self report questionnaires and semi structured interview. Before the final administration, the reliability coefficient of instruments was calculated using SPSS (version 12.0). After pilot studying the instruments' reliability, scales were administered to selected students during normal school hours supervised by the teachers of classes involved in the study. Moreover, interview sessions were conducted with selected seventeen students (9 from twelfth grade and 8 from eleventh grade) in free class times.

To analyze data different statistical techniques were employed. Such as Descriptive Statistics, Bivariate Correlation, Multilevel Analysis of Variance (MANOVA) and Multiple Regression Analysis. Percentage statistical procedure was employed to analyze respondents' background information and the extent of adolescents' vocational/career related discussions with different individuals and value judgment of opinions from different sources by students. Pearson's  $r$  was employed to examine intercorrelations among predictor and outcome variables. MANOVA was implemented to assess significant effects of selected independent variables on dependent ones. Finally, multiple regression statistical technique was employed to examine the prediction power of each independent variable on criterion variables.

In general, with the help of questionnaire and structured interview, respondents' background information, career development and planning interms of different intervening factors were examined and the associations among different factors were assessed. Further more, the findings were analyzed and discussions were made on the basis of existing literature.

## **6.2 Conclusions**

Based on the general and specific objectives of the study, research questions and data analysis, the findings of the study can be concluded as follows:

1. Sex of respondents had no significant effect on adolescents' vocational identity statuses and career development. The results indicated more similarities than differences between male and female students. Thus, measures taken to improve females' career identity statuses should also be directed toward raising males' identity statuses.
2. Contrary to the sex, grade level of students had significant effect on career identity statuses of adolescents. Students of grade twelve had scored higher on the measures of advanced identity statuses than eleventh graders.

3. Age of adolescents determined vocational identity statuses of adolescents. Students within lower age ranges among others scored higher on the measures of lower levels of vocational identity statuses.
4. The level of education students' parents have completed had no effect on adolescents' career development process. However, the nature of parental occupation had influential effect on development of adolescents' career identity statuses. The nature of parental occupation determines career development patterns of adolescents.
5. Age and grade level of students were found to be strong predictors of adolescents' career identity statuses among other variables included in the study. It suggested that adolescents were capable of making responsible and effective career related decisions with maturity overtime. In other words, success status was significantly higher among students who were relatively matured in age compared to their younger counterparts. More generally, students who were relatively young and at lower grade levels were in low levels of identity statuses while students who were relatively old and at higher grade levels were in high levels of identity statuses.
6. Fathers were influential figures with whom adolescents felt most comfortable in approaching for help and discussion in their career planning and choice followed by peers, family members/relatives and teachers. Fathers were in a top position to provide career related information and support to their children. A few numbers of students discussed and valued opinions of mothers in their career development and choice. Mothers were not put in a top position by majority of adolescents as a source of information in their career development and choice.
7. Adolescents not only value opinions of their fathers, peers, family members/relatives and teachers but also their own decisions in career planning and choice. This manifested that adolescents career

choice pattern was the result of interactions of many influencing factors rather than a unilateral process of influence.

8. Adolescents did not totally accept the existence of smooth surface in implementing their career goals and planning. They forwarded some barriers. Such as family and cultural interdependence, social and economic factors, school administration, college acceptance and capable of graduating from it.

### **6.3 Recommendations**

In light of the findings of the study, I would like to make the following recommendations:

- Career identity formation can be encouraged by providing adolescents with educational environments that enhance exploration and commitment. Mover specifically, an identity enhancing curriculum should promote student exploration, responsible choice and self determination.
- Educating parents and peers on how best to support students during their career planning and involving community resources would be helpful to students throughout their career planning process.
- Students reported that they would least likely to approach their teachers for help with career planning, indicating that future research examining the reasons for this reluctance may best assist in program planning and creation of nurturing relationship among students and teachers.
- A comprehensive career curriculum would address students' career planning needs by providing students with career information related to their developmental needs delivered by individuals trained in career planning who would support them throughout their career planning process.

- Integrating career planning into course content and providing teachers with training in career planning may be helpful to students in their career development process.
- Achieving ones own career identity status improves throughout time, therefore, adolescents should not be imposed to adopt others interest and choice until maturity time is realized.
- Both male and female students should be equally assisted in the development of career goals and choice.

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# APPENDICES

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Psychology**

**A Questionnaire to be filled by preparatory school students**

The aim of this questionnaire is to gather information on career choice pattern and career identity statuses of preparatory school students. The questionnaire has two main parts. The first part tries to explore general and background information about you and your family, while the second part contains items intended to measure occupational identity statuses of students at preparatory school level.

Dear students, the information obtained from you is very essential to complete this study successfully. You have been selected as respondent, and it is believed that you could answer the items by yourself and you could give all the necessary information frankly and honestly. Your responses will be kept in absolute confidentiality and it will be only used for the purpose of this study. Hence, it will not affect you and the people related to you. **N.B- You are not required to write your names.**

*Thank you very much for your sincere cooperation!*

**General Instruction:** Please fill your answer in blank space, encircle the letter of your choice or put a tick mark (✓) in front of your choice from parts one to two.

**PART I: General/background Information**

This part seeks general information about you and your parents (guardians). Please encircle your choice and/or write your response for blank items.

1. Sex \_\_\_\_\_  
. Male \_\_\_\_\_. Female \_\_\_\_\_
2. Age \_\_\_\_\_
3. Grade Level: . 11<sup>th</sup> \_\_\_\_\_  
. 12<sup>th</sup> \_\_\_\_\_
4. Family Size:  
. 2-4 \_\_\_\_\_  
. 5-8 \_\_\_\_\_  
. more than 8 \_\_\_\_\_
5. Educational level of your parents (guardians)
  - 5.1. Fathers' (guardians) educational level  
. Illiterate \_\_\_\_\_  
. Elementary school complete (1-8) \_\_\_\_\_  
. High school complete (9-12) \_\_\_\_\_  
. College and above \_\_\_\_\_  
. Other \_\_\_\_\_
  - 5.2. Mothers' (guardians) educational level  
. Illiterate \_\_\_\_\_

- . Elementary school complete (1-8) \_\_\_\_
- . High school complete (9-12) \_\_\_\_\_
- . College and above \_\_\_\_\_
- . Other \_\_\_\_\_

6. Parents (guardians) occupation

6.1. Fathers' (guardians)

- occupation
- . Farmer \_\_\_\_
- . Private business \_\_\_\_
- . Gov't employee
  - . teacher \_\_\_\_
  - . office worker \_\_\_\_
  - . lawyer \_\_\_\_
  - . other \_\_\_\_\_

6.2. Mother's (guardians')

- occupation
- . House wife \_\_\_\_
- . Private business \_\_\_\_
- . Gov't employee
  - . teacher \_\_\_\_
  - . office worker \_\_\_\_
  - . lawyer \_\_\_\_
  - . other \_\_\_\_\_

**PART II: Occupational Identity Status Measuring Scale**

Please read each items carefully and put a tick mark (✓) in front of your choice that shows your agreement concerning your occupational identity status. Items are organized in four scales.

**Scales:** 4- strongly agree  
3- agree

2- disagree  
1- strongly disagree

No	Items	Strongly agree(4)	agree (3)	Disagree (2)	strongly disagree(1)
1	At the present moment, I do not know exactly what I want as a career, but I am examining several occupational perspectives				
2	A person's professional life tends to solve itself on its own, so it is not worth worrying about career choice				
3	After many doubts and considerations, I have it clearly in my mind what my occupation will be				
4	The occupation I have chosen is a tradition in my family and I feel I would like to follow the family tradition				
5	After analyzing many possible occupational options, I believe I have decided on a specific career				
6	The fact of not being certain about my occupational future bothers me				
7	At this point, I am not worried about what type of job I will do most successfully; I will think				

	about it in the future				
8	When I was a child I decided on my career and I have never seriously considered other alternatives				
9	I am struggling with several ideas in mind for my future occupation and I feel I have to choose something specific very soon				
10	Although I am in a certain line of studies, I am still actively looking in to other things for my studies and future work				
11	It is too early for me to be concerned about my professional future				
12	I am presently trying to decide about my future occupation but nothing is resolved yet				
13	My parents recommendations for my future occupation helped me in deciding what my profession will be				
14	I have not yet made any choices regarding my career because it is too early to make a decision				
15	I haven't had any problem in choosing my future occupation, since my parents gave me a good orientation long ago				
16	I don't have it clear in my mind what my professional place in society is, but I am not concerned about it				
17	I wish I could soon decide on my ultimate career goal out of the options I am considering, so that I could choose the more appropriate program of study				
18	My folk's suggestions have helped me avoid a lot of problems in picking out a career				
19	Nowadays the occupational world is so complex that I cannot commit myself to any type of occupation				
20	After asking a lot of people and finding information, I am sure of what I want and I will not be comfortable until I reach that				
21	I am thinking seriously about my professional future, since I have many doubts about it				
22	I am committed to my vocation and I would not easily change it, since it took me so much effort to make up my mind				
23	It was hard for me to decide on a career, but now when I look at myself I feel that I will fit the				

	profession I have chosen				
24	In choosing a career, I did not go through a struggle because my folks gave the right direction for me				
25	Some time ago I went through a crisis of decision, but now I can say that I have a clear goal regarding my future occupation				
26	My father/mother seem to enjoy so much in their occupation that I am going into his/her type of job				
27	I have gone through a lot of struggle to decide what my career will be, but that is not a problem anymore				
28	Although I do not have a clear idea of what my occupation will be, I do not care at this point				
29	I have not chosen the occupation I really want to get into and I am just working at what is available until some thing better comes along				
30	It took me a while to figure it out but now I really know what I want for a career				
31	I might have thought about a lot of different jobs, but there is never really been any question since my parents said what they wanted				
32	I just cannot decide how capable I am as a person and what jobs I will be right for				
33	My parents decided a long time ago what I should go for employment and I am following through their plans				
34	I cannot just decide what to do for an occupation. There are so many possibilities				
35	It took me a long time to decide but now I know for sure what direction to move in for a career				
36	I have been experiencing a variety of occupational activities in the hope of finding right job for me				
37	I have looked in to various kinds of work, made my choice and am satisfied with my occupation				
38	At this time I am still checking on a number of things to get a clear picture of the occupation I want				
39	I have long known what occupation I want to take up. That is why I did not have to look at other jobs				
40	I am not so concerned with a profession yet; I do not want to choose until the time is ripe				

**Part III: Frequency of Vocational Discussion and Measure of the Value Judgment of Opinions Scale**

Please choose the answer you most agree with frequency of vocational discussion and measure of value of vocational opinions of parents, peers and other significant figures. Put a tick mark (√) in front of your choice.

3- Agree      2- Undecided      1- Disagree

No.	Items	Agree (3)	Undecided (2)	Disagree (1)
1.	I often discuss my future career plans with my father			
2.	I often discuss my future career plans with my mother			
3.	I often discuss my future career plans with my peers at school			
4.	I often discuss my future career plans with my teachers at school			
5.	I often discuss my future career plans with family members/relatives			
6.	I value the opinions of my father on future career plans			
7.	I value the opinions of my mother on future occupational plans			
8.	I often value my own decision concerning my future career			

**Part IV: Interview Guide**

1. Personal and family background information

- . Age \_\_\_\_\_
- . Sex \_\_\_\_\_
- . Grade Level \_\_\_\_\_
- . Parental education level
- . Father (guardian) \_\_\_\_\_
- . Mother (guardian) \_\_\_\_\_
- . Parental occupation
- . Father (guardian) \_\_\_\_\_
- . Mother (guardian) \_\_\_\_\_

1. Who or what helped you learn about your career choice?
2. Who or what has had the greatest influence on your career decisions?
3. What are the barriers to achieve your career goals?

አዲስ አበባ የኒቨርሲቲ  
ድህረ ምረቃ ት/ት ቤት  
የሳይኮሎጂ ት/ት ክፍል

ለመሰናዶ ት/ቤት ተማሪዎች የቀረበ  
የመጠይቁ አጠቃላይ አላማ

የዚህ መጠይቅ ዋና አላማ የመሰናዶ ት/ቤት ተማሪዎች የሥራ ሙያ ምርጫና ሌሎች ተዛማጅ ሀሳቦችን ለማጥናት የሚያስችል መረጃ መስጠት ነው። መጠይቁ ሁለት ዋና ዋና ክፍሎች ሲኖሩት የመጀመሪያው ክፍል ስለተማሪዎችና ወላጆች አጠቃላይ መረጃ (background) ማግኘት የሚያስችሉ ጥያቄዎችን የያዘ ነው። ሁለተኛው ክፍል ደግሞ መሰናዶ ት/ቤት ተማሪዎች የሥራ መሰክ ምርጫ ማንነት ደረጃ የሚመዘኑ ጥያቄዎች የቀረቡበት ክፍል ነው።

ውድ ተማሪዎች :-

የዚህ ጥናት አስተማማኝነትና ትክክለኛነት የሚወሰነው እናንተ ለእያንዳንዱ ጥያቄ በምትሰጡት ምላሽ በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ መልስ በመስጠት የበኩላችሁን አስተዋጽኦ ታደርጉ ዘንድ ከወዲህ በትህትና እጠይቃለሁ። በዚህ መሠረትም:-

1ኛ በመጠይቁ በየትኛውም ቦታ ላይ ስም መጻፍ አያስፈልግም

2ኛ እያንዳንዱ ጥያቄ የራስን ሀሳብና የስምምነት ደረጃ የሚገልጽ እንጂ አንድ ትክክለኛ መልስ ስለሌለው የሌላን ሰው መልስ በማየት ወይም ተወያይቶ መስራት የመጠይቁን ዓላማ ስለሚያዛባ የየራሳችሁን መልስ ብቻ በመመለስ አንዲትተባበሩኝ

3ኛ ለመጠይቁ የምትሰጡት ምላሽ በሚስጥር ተጠብቆ ለጥናቱ ውጤት ብቻ የሚውል መሆኑን እየገለጽኩ ለምታደርጉልኝ ቀና ትብብር ሁሉ ከወዲሁ አመስግናለሁ።

ክፍል 1: አጠቃላይ መረጃዎች

መመሪያ ቀጥሎ ስለ እናንተ እና ቤተሰቦቻችሁ (አሳዳጊዎቻችሁ) አጠቃላይ መረጃዎችን የሚሹ ጥያቄዎች ቀርበዋል። በምርጫ መልክ ለቀረቡት ጥያቄዎች ትክክለኛ አማራጮችን በመክበብ ፣ በክፍት ቦታ ሙሉ መልስ ለቀረቡት ደግሞ በክፍት ቦታው ላይ መልሱን በመጻፍ መልሱ።

- |                       |       |              |
|-----------------------|-------|--------------|
| 1. የታ ሀ. ወንድ          | ለ. ሴት | 4. የቤተሰብ ብዛት |
| 2. ዕድሜ -----          |       | ሀ. 2-4       |
| 3. የክፍል ደረጃ 11ኛ ----- |       | ለ. 5-8       |
| 12ኛ -----             |       | ሐ. ከ 8 በላይ   |

5. የቤተሰብ የትምህርት ደረጃ ሁኔታ
- ሀ. ያልተማረ-----
  - ለ. አንደኛ ደረጃ ት/ት (1-8) -----
  - ሐ. ሁለተኛ ደረጃ ትምህርት (9-12) -----
  - መ. የኮሌጅ ወይም የዩኒቨርሲቲ ደረጃ ትምህርት-----
  - ሠ. ሌላ ካለ ይግለፁ-----

6. የወላጆች (የአሳዳጊዎች) ሥራ ሁኔታ
- 6.1 የወላጅ አባት/አሳዳጊ/
  - 6.2 የወላጅ እናት/አሳዳጊ/

የሥራ ሁኔታ

የሥራ ሁኔታ

አርሶ አደር -----  
የግል ሠራተኛ -----

የቤት እመቤት -----  
የግል ሠራተኛ -----

የመንግስት ሠራተኛ  
አስተማሪ -----  
የቢሮ ሠራተኛ -----  
የጤና ሠራተኛ -----  
የልማት ሥራተኛ -----  
የህግ ባለሙያ (ጠበቃ) -----  
ሌላ ካለ ይገለፅ -----

የመንግሥት ሠራተኛ  
አስተማሪ -----  
የቢሮ ሠራተኛ -----  
የጤና ሠራተኛ -----  
የልማት ሥራተኛ -----  
የህግ ባለሙያ (ጠበቃ) -----  
ሌላ ካለ ይገለፅ -----

**ክፍል ሁለት : የሥራ ምርጫ ማንነት ደረጃ መመዘኛ መጠይቅ**

በዚህ ክፍል ውስጥ የቀረቡትን ጥያቄዎች በጥሞና ካነበባችሁ በኋላ በአያንዳንድ ጥያቄ ፊት ለፊት ከቀረቡት ደረጃዎች መካከል ለአያንዳንድ ጥያቄ የእናንተን የስምምነት ደረጃ ይበልጥ ይገልፀዋል ብላችሁ በምታስቡት ደረጃ ላይ የ / ✓ / ምልክት በማስቀመጥ መልሱ

ደረጃዎቹም :-

- 4: በጣም አስማማለሁ
- 3: እስማማለሁ

- 2: አልስማማም
- 1: በጣም አልስማማም

ተ. ቁ	ጥያቄዎች	በጣም እስማማለሁ (4)	እስማማለሁ (3)	አልስማማም (2)	በጣም አልስማማም (1)
1.	በአሁን ሰዓት ምን ዓይነት የሥራ መስክ እንደሚሰማኝ በእርግጥ አላውቅም ነገር ግን የተለያዩ የሥራ ዘርፎችን እየፈተኸኩ ነው				
2.	የሰው ልጅ የዕለት ተዕለት ህይወት የሥራ አቅጣጫዎችን ያሳያል፤ ስለዚህ ባሁን ሰዓት ስለሥራ ምርጫ መጨነቅ አያስፈልገም				
3.	ከብዙ ጥርጣሬና ግምገማ በኋላ የራሴን የወደፊት ሥራ መስክ በትክክል አውቋለሁ				
4.	የመረጥኩት የሥራ መስክ የቤተሰባችን ደንብ ስለሆነ የእነሱን ደንብ መከተል እፈልጋለሁ				
5.	ብዙ የሥራ ምርጫዎችን ከፈተኸኩ በኋላ ለራሴ የሚሰማኝን እንደወሰንኩ አምናለሁ				
6.	የወደፊት የሥራ መስክን በተመለከተ እርግጠኛ ያለመሆኔ ያሳስበኛል				
7.	በአሁን ሰዓት በጥሩ ሁኔታ ወደፊት ስለምሠራው የሥራ መስክ አልጨነቅም ስለእሱ ወደፊት አስብታለሁ				
8.	ገና ልጅ እያለሁ ስለወደፊት የሥራ መስክ (ምርጫ) ወስኛለሁ ስለሌሎች የሥራ መስክ ምርጫዎች አስበበት አላውቅም				
9.	ስለወደፊት የሥራ መስክ ከብዙ ሀሳቦች ጋር እየታገልኩ እገኛለሁ ነገር ግን ቶሎ ብዬ ምርጫዬን እንደምወስን ይሰማኛል				

10.	በአሁን ሰዓት እየተማርኩ ባለሁበት ትምህርት መስክ ብኖርም ስለወደፊት ትምህርት መስክና ሥራ ሌላ አቅጣጫ እየተመለከትኩ ነው				
11	ስለወደፊት የሥራ ህይወት ብዙ ማሰብ አልፈልገም፤ ጊዜው ገና ነው				
12	በአሁኑ ሰዓት ስለወደፊት የሥራ መስክ ውሳኔ ላይ ለመድረስ እየሞከርኩ ነው ነገር ግን ገና ውሳኔ ላይ አልደረስኩበትም				
13.	የወላጆቼ የስራ መስክ አስተያየትና ምክር የወደፊት ስራ ምርጫዬን እንድወስን ረድቶኛል				
14	እስካሁን ድረስ የስራ መስክ ምርጫዬን አልወሰንኩም ምክንያቱም ውሳኔ ላይ ለመድረስ ጊዜው ገና ነው				
15	የወደፊት የስራ ምርጫዬ በተመለከተ ምንም አልተገርም ምክንያቱም ወላጆቼ ድር ጥሩ የስራ መግለጫና አቅጣጫ አሳይተውኛል				
16	በማህበረሰብ ውስጥ የራሴ የሆነ የስራ ሙያ መስክ ምን እንደሆነ ግልፅ አይለሁም፤ ነገር ግን ስለ እሱ አስቤም አላውቅም				
17	ከሥራ መስክ አማራጮች የራሴ የሆነውን ቶሎ ብዬ መወሰን አፈልጋለሁ ይህ ለእኔ የሚበጀውን የጥናት መስክ እንድመርጥ ያስችለኛል				
18	የዘመዶቼ (የቤተሰብ አባሎቼ) አስተያየት የሥራ መስክ ምርጫዬን በተመለከተ ብዙ ነገሮች እንዳልጋፈጥ ረድተውኛል				
19	በአሁን ዘመን የሥራ አለም በጣም ውስብስብ ነው፤ ስለዚህ ራሴን በአንድ የሥራ መስክ መወሰን አልችልም። ወደፊት ምን እንደሚከሰት አያለሁ				
20	ብዙ ሰዎችን ከጠየቅኩና መረጃ ካገኘሁ በኋላ የምፈልገውን የሥራ መስክ እንዳገኘሁ እርግጠኛ ነኝ፤ ያንን ደርሼ ለማረጋገጥ እቻኮላለሁ				
21	ስለሥራ ህይወቴ ጥርጣሬ ስላለኝ ስለወደፊት የሥራ ሙያዬ በከፍተኛ ሁኔታ እያሰብኩ ነው				
22	የሥራ መስኬን ወስኛለሁ በቀላሉ የሚቀየር አይመስለኝም፤ ምክንያቱም እራሴን ለማሳመን ከፍተኛ ጥረት አድርጌያለሁ				
23	የሥራ መስክ በተመለከተ ውሳኔ ላይ ለመድረስ በጣም ከብደኝ ነበር፤ አሁን ግን የመረጥኩትን የሥራ መስክ እንደሚመጥን ከፍተኛ ስሜት ይሰማኛል				
24	የሥራ መስክ ምርጫዬን በተመለከተ ምንም አልተገርኩም ምክንያቱም ዘመዶቼ /የቤተሰብ አባሎቼ/ ትክክለኛ አቅጣጫ አሳይተውኛል				
25	ከአሁን በፊት የስራ መስክ ምርጫዬ ውሳኔ ቀውስ ውስጥ አልፈያለሁ፤ አሁን ግን የወደፊት የሥራ መስክ በተመለከተ የራስ የሆነ ግብ አለኝ				
26	ወላጆቼ በራሳቸው የሥራ ሙያ በጣም ይደሰታሉ፤ ስለዚህ እኔም የአባቴን ወይም የእናቴን የሥራ ሙያ መስክ እመርጣለሁ				
27	የወደፊት የሥራ መስክ ለመወሰን ብዙ ውጣ ውረዶችን አሳልፈያለሁ፤ አሁን ግን ችግሩን አቃልያለሁ				
28	ስለወደፊት የስራ መስክ ግልጽ የሆነ አቅጣጫ ባይኖረኝም አሁን ግን ስለእሱ አልጨነቅም				
29	እስካሁን የምፈልገውን የሥራ መስክ አልመረጥኩም፤ የተሻለ እስኪሆን ድረስ ያገኘሁትን እሰራለሁ				
30	ለመለየት ጊዜ ወስዶብኛል እንጂ ምን ዓይነት ሥራ እንደሚስማማኝ በርግጠኝነት አውቁኋለሁ				
31	ስለተለያዩ የሥራ መስኮች ባስብም ወላጆቼ የፈለጉትን ሥራ መያዜ አይቀርም				

32	በየትኛው የሥራ መስክ ብቁ እንደሆንኩ ትክክለኛ አቅጣጫ አሁን መወሰን አልቻልኩም				
33	ስለኔ የወደፊት ሥራ ወላጆቼ ድሮ ስለወሰኑ የነሱን እቅድ እከተላለሁ				
34	ብዙ አይነት አማራጮች ስላሉ ለወደፊቱ የሚሆነኝን የሥራ መስክ ለመወሰን አልቻልኩም				
35	ወደፊት ስለሚኖረኝ የሥራ መስክ ምርጫ ብዙ ጊዜ ቢፈጅብኝም አሁን በእርግጠኝነት ትክክለኛውን ምርጫዬን በመያዝ ላይ እገኛለሁ				
36	የሚስማማኝን የሥራ መስክ ለማግኘት የተለያዩ የሥራ ዘርፎችን እየሞካከርኩ እግኛለሁ።				
37	የተለያዩ የሥራ ዘርፎችን ተመልክቻለሁ ለራሴ የሚስማማኝን መርጫለሁ፤ በሥራ ሙያ ምርጫዬ በጣም ረክቻለሁ				
38	ስለሚፈልገው የሥራ መስክ ተጨባጭ መረጃዎችን ለማግኘት የተለያዩ አቅጣጫዎችን እየፈተኸኩ እገኛለሁ				
39	የምፈልገው የሥራ መስክ ድሮ አውቂያለሁ፤ ስለዚህ ወደሌላ የሥራ መስክ አይኔን አላነሳም				
40	ስለወደፊት ሥራ ዘርፍ እስካሁን ድረስ ትኩረት ሰጥቼ አስቤ አላውቅም፤ ትክክለኛ ጊዜ እስከሚደርስ ድረስ መወሰን አልፈልግም				

ክፍል ሦስት፡ ተማሪዎች የወደፊት የሥራ ሙያ ምርጫን በተመለከተ ከተለያዩ ሰዎች ጋር የሚያደርጉትን ውይይትና የሚሰጡትን ዋጋ ለመለካት የተዘጋጀ መጠይቅ

የሚከተሉትን ጥያቄዎች በጥምና ካነበባችሁ በኋላ የእናንተን የስምምነት ደረጃ ይበልጥ ይገልፀዋል ብላችሁ በምታስቡት ደረጃ ላይ የ / / ምልክት በማስቀመጥ መልሱ።  
ደረጃዎቹም ፡-

3. እስማማለሁ                      2. አልወሰንኩም                      1. አልስማማም

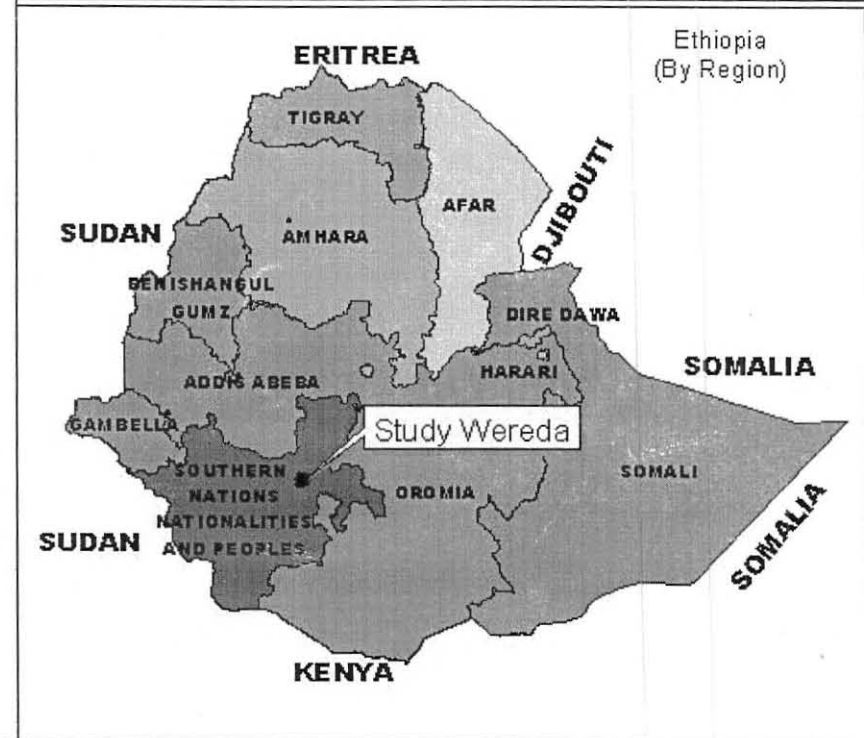
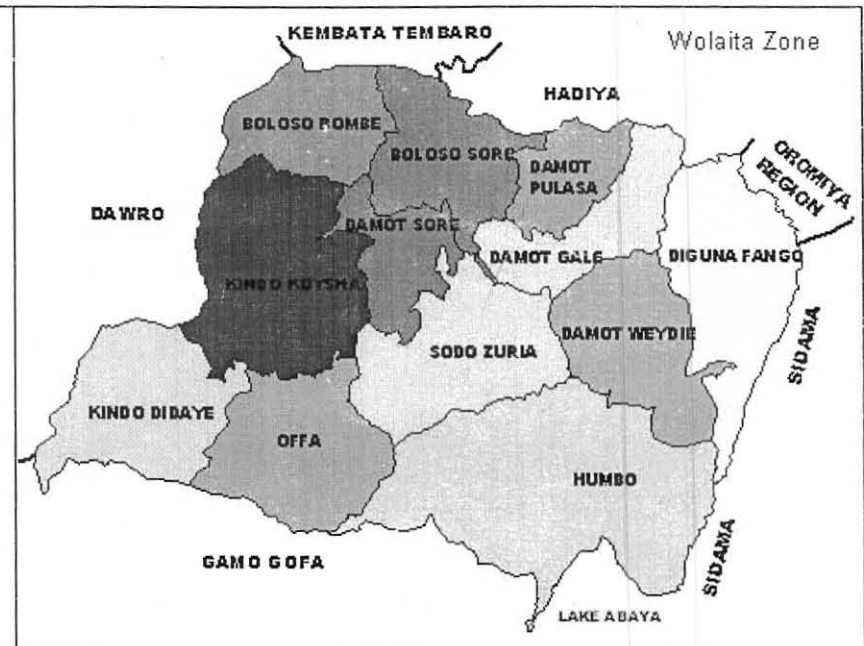
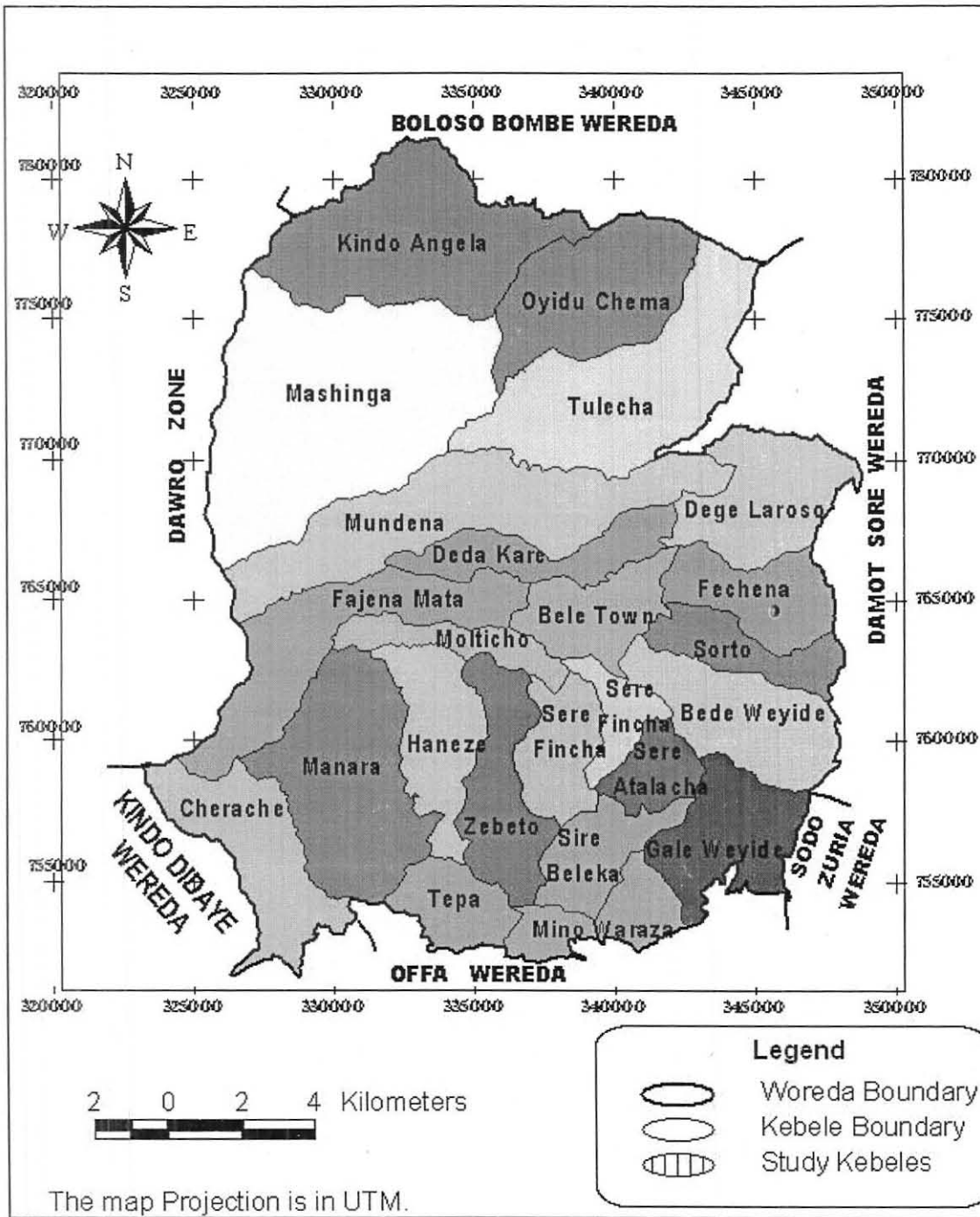
ተ.ቁ	ጥያቄዎች	እስማማለሁ (3)	አልወሰንኩም (2)	አልስማማም (1)
1.	ስለወደፊት የሥራ እቅድ ሁል ጊዜ ከአባቴ ጋር እወያያለሁ			
2.	ስለወደፊት የሥራ ዕቅድ ሁል ጊዜ ከእናቴ ጋር እወያያለሁ			
3.	ስለ ወደፊት የሥራ ዕቅድ ሁል ጊዜ ከት/ቤት ጓዳኞቼ ጋር እወያያለሁ			
4.	ስለ ወደፊት የሥራ ዕቅድ ሁል ጊዜ ከት/ቤት መምህራን ጋር እወያያለሁ			
5.	ስለ ወደፊት የሥራ ዕቅድ ሁል ጊዜ ከቤተሰብ አባሎቼና ከዘመዶቼ ጋር እወያያለሁ			
6.	አባቴ በእኔ የወደፊት ሥራ ዕቅድ ላይ ለሚሰጠው ሀሳብ ዋጋ እሰጣለሁ			
7.	እናቴ በእኔ የወደፊት ሥራ ዕቅድ ላይ ለሚሰጠው ሀሳብ ዋጋ እሰጣለሁ			
8.	የወደፊት ሥራ ዕቅድን በተመለከተ ለራሴ ሀሳብ ወይም ውሳኔ ዋጋ እሰጣለሁ			

ክፍል አራት፡ ቃለ መጠይቅ

1. አጠቃላይ መረጃ

- ዕድሜ
- ፆታ
- የክፍል ደረጃ
- የወላጅ ወይም ያሳዳጊ የት/ደረጃ
  - አባት (አሳዳጊ)
  - እናት (አሳዳጊ)
- የወላጅ ወይም ያሳዳጊ የሥራ ሁኔታ
  - አባት (አሳዳጊ)
  - እናት (አሳዳጊ)

1. ስለ ወደፊት ሥራ ምርጫ በይበልጥ እንድታውቅ/ቁ ያደረገህ/ሽ ማነው?
2. በሥራ ሙያ ውሳኔ ላይ ከፍተኛ ተፅዕኖ ያደረገብህ/ሽ ማነው ?
3. የሥራ ሙያ ምርጫ ውሳኔህን/ሽን ያደናቅፋሉ ብለህ/ሽ የምታስባቸው/ቢያቸው ምንድን ናቸው ?



## Declaration

I, the undersigned, declare that this thesis is my original work and that all sources of the material in this thesis have been duly acknowledged.

Name: Mebratu Belete Beka

Signature 

Date: July 07/09

This thesis has been submitted for examination with my approval as a university advisor.

Name: Dr. Teka Zewdie

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

