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**The Perception of Students on the Need of Career Guidance and Counseling
for Career Decision Making and Association between Career Decision Making
Perceived Employability among Addis Ababa University Undergraduate
Regular Students**

A DISSERTATION

Submitted to School of Psychology

At Addis Ababa University in Partial Fulfilment of the Requirements for
the degree of Masters of Arts in Counseling Psychology

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The Perceived Need of Career Guidance and Counseling for Career Decision Making and self-perceived Employability of Students in Addis Ababa University Undergraduate Regular Students

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This is to certify that this thesis is prepared by Metasebiya Genanew Abiy titled “**The Need of Career Guidance and Counseling for Career Decision Making and perceived Employability Among Addis Ababa University Undergraduate Regular Students**” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (MA) in Counseling Psychology. It complies with the regulations of the University and meets the accepted standards of originality and quality.

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Abstract

This study's main goal was to investigate the student's perception on the need of career counseling for college students career decision making, students career decision making and its association with self-perceived employability. To carry out the needs of the research objectives, a simple descriptive research survey design was used. The research approach was quantitative approach with a minor qualitative approach to support the quantitative approach. The simple random sampling techniques were used in the study. A total of 300 university students from Addis Ababa university were included in the sample 163(54.3%) Males and 137(45.7%) Females. The data was collected through questionnaires. The results were analyzed using inferential statistics and descriptive statistics. The results showed that students (83.7%) were aware of the importance/need of career counseling at the university level and that they saw it as necessary for career advice and decision-making while choosing appropriate university courses for their future careers. It is also observed that there is a positive association between academic career decision making and perceived employability ($r= 0.294$). The result shows that the need for career guidance and counseling at the university is high among the students, and that the awareness about the center and the service is really low, the students also have a positive perception about the need for career guidance and counseling for career decision making. As a recommendation the centers of career guidance and counseling should work harder on creating more awareness to the students about the center and its services as well as creating an inviting environment for the students.

Keywords: career decision making, career counseling needs, perceived employability, university students

Chapter 1

1.1 Introduction

1.1.1 Background of the study

It is said that the term career counseling and guidance is a general one, an all-encompassing phrase that refers to all the ways in which an organization recognizes and meets each students' unique needs, enabling the student to reach his or her full potential (Alemu, 2013) which makes it very essential. Before starting work, career counseling gives clients the chance to examine their skills, interests, and expertise in order to choose a job. When students apply for entrance to universities, they frequently experience trouble choosing their courses of study because they don't know what the subjects and courses will cover in the future or about their own talents. Due to that upon entering the practical realm, they cease to be accomplished professionals in their domain (employment) (Malik & Kiran, 2012).

Even though it is essential, the program of career guidance and counseling bears the risk of low demand and service utilization, which has been linked to students being unaware and having a negative perception toward the program's significance and function (Mwangi & Otanga, 2015). Perceptions about a certain something is a significant determinant of behavior (AlMa'wali, 2017) whether students seek career guidance and counseling is determined by their perception (Al-Darmaki, 2012).

The method used in career counseling must be adaptable and sensitive to the preferences and requirements of students as well as to the circumstances of the community, building a network of tools and resources is essential to improving the depth, applicability, and accessibility of career counseling (Sun & Yuen, 2012).

A person's self-perception of their emotional intelligence is linked to significant job-related outcomes, such as professional hesitation, career indecisiveness, and career decision making. self-efficacy, together with one's perception of employment, as well as in forecasting professional success (Udayar et al., 2018). However, the relationship between career decision

making and self-perceived employability has not yet been thoroughly examined in the literature, and no study has yet to look into the mediation pathways between these factors. According to the Social Cognitive profession Theory, internal processes like self-efficacy and self belief regulate the relationship between inclinations and career choice rather than it being straight forward (Lent et al., 1994).

In order to be adoptive and sensitive first the student's perception of career guidance and counseling should be investigated.

1.1.1.1 Career guidance and counseling

Career guidance and counseling is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices (Dang et al., 2022). The process of assisting a person in solving and accepting their own challenges is known as guiding. It is said that the term career counseling and guidance is a general one, an all-encompassing phrase that refers to all the ways in which an organization recognizes and meets each student's unique needs, enabling the student to reach his or her full potential (Alemu, 2013). When school career counseling first started, it was mostly a service for students in need of career guidance, this included talking to pupils about possible careers and preparing them for jobs after school (Sculli, 2011).

Services for career guidance and counseling are crucial for human development, particularly in youth (Eliamani et al., 2014). Studies collectively revealed that school career counselors had a favorable effect on students' college and career planning (Belew, 2016).

1.1.1.2 The need for career guidance and counseling

In the academic environment of universities, guidance and counseling services are a productive and successful means of helping and guiding students in resolving issues that arise in the areas of education, careers, and personal (students feelings, beliefs, and behaviors, working through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals) or social life (communication skills , assertiveness, respect to others) (Legas & Mengistu, 2018).

The foundations of career awareness and exploration are necessary for good career planning in life; at the adolescence period, it is critical to understand one's own interests, abilities, and personality (ul Islam et al., 2020). Hence before entering the working world, career counseling gives students the chance to examine their skills, interests, and expertise in order to choose a job (Malik & Kiran, 2012). Without access to expert career counseling services, students are unable to comprehend their own interests and skills, their possibilities for school and employment, or how to make future plans, this makes it challenging to move between the various educational levels which makes career guidance essential and needed (Ali & Shafiq, 2019).

The need for thorough career guidance and counseling programs also has become critical due to behavioral and personal changes in the nation's educational and industrial sectors, altered economic patterns, schooling that is in line with vocation, the substantial number of women enrolling, and the rapid population growth (Tristram & Suzanne, 2018).

Counseling and guidance have been conceptualized as a set of actions that have given us an escape out of the many issues that arise in this day and age of advanced scientific and technical advancement (Alebachew & Antehun, 2018). While some struggle to select a profession and land their first full-time job, others must decide on a program of study that will propel them into fulfilling careers. In addition to the type of job they will hold, today's youngsters must think about the type of workplace that will enable them to grow personally as they search for opportunities in the workforce. The youth's career choices likewise get considerably more complicated as the working world grows more technologically dynamic and complex. Making decisions about their futures is still a crucial but difficult developmental responsibility for young people (Maduakolam, 2014).

1.1.1.3 Perception of students on CGC need for career decision making

Despite the importance of career guidance and counseling and in spite of the numerous free services available in the universities, according to university career services, a disproportionate (too small) percentage of students are requesting career assistance compared to all students (AlMa'wali, 2017). The program of career guidance and counseling bears the risk of low demand and service utilization, which has been linked to students being unaware and having a negative perception toward the program's significance and function (Mwangi & Otanga, 2015).

When choosing a job, students' opinions(perceptions) about the functions of career counseling determine whether or not they use the assistance provided by counselors (Awinsong et al., 2015). Perceptions about a certain something is a significant determinant of a behavior (AlMa'wali, 2017).

Perception is the experience of an item, occasion, or connection that is gained by reviewing data and interpreting messages, it provides context for stimulus-response in terms of retrieving data and forecasting messages (Agung et al., 2020). In this case, the perception of the students might be defined as the view that is formed about the need for career decision making in the campus setting for career decision making. Research suggests that a positive attitude toward career counseling increases the likelihood of seeking it (Ibrahim et al.,2014).

1.1.1.4 Self-perceived employability

Employability is the degree to which an individual possesses the abilities and other qualities necessary to secure and maintain the type of work they desire. The method used to elaborate on the psychological notion of employability is perceived employability. The concept of perceived employability refers to a person's assessment of their likelihood of landing and keeping a job (Jeff, 2022).

The self-perceived employability model consists of four parts: views of students' self-belief regarding their talents and abilities, views of the standing of the university they attended, opinions about the standing and reliability of the student's selected area of study and opinions regarding the situation and prospects in the external labor market (Botha, 2021).

Self-belief is defined as one's confidence in one's capacity to realize or effectively complete goals (Quiring et al., 2017), One's opinions about their employability may also be influenced by the situation of the external labor market at the moment and the employment chances that are accessible there, It is thought that a person's opinion of their employability may be influenced by the reputation of the university they attended, which gives legitimacy to their job-seeking potential (Botha, 2021) and lastly, it's thought that there is a greater need for people with degrees in specific fields of study, which might potentially have an impact on one's self-assessed employability. While perceived external employability (PEE) refers to an individual's perceptions of employability with regard to the state of the external labor market, perceived

internal employability (PIE) refers to an individual's perceptions of employability with regard to his or her own (internal) skills and abilities, engagement with study and academic performance, and ambition demand for his or her subject areas and the university's strong brand (Rothwell et al., 2008).

Career management competencies are a crucial component of employability. However, it is indicated that students are not adopting career management to the fullest extent possible and are not participating in early career decision-making (Jackson & Wilton, 2017).

1.1.1.5 Career decision making and self-perceived employability

The lack of use of these career guidance and counseling services has resulted in an unparalleled surge in student career indecisiveness, violence, cultism, poor job choices, dropout rates, HIV, STIs, and other personal and societal issues. Apart from setting up the office, the university has no influence over whether the service is provided appropriately or promotes the social and academic growth of its students (Esuong et al., 2007). It is explained that the goals of career guidance and counseling in schools are to reduce school dropout rates, boost the learning and application of interpersonal abilities, enhance school performance, employability skills and cultivate healthy habits of study (Mghweno et al., 2013). Students without knowing what career paths such classes to take. Consequently, they do not graduate with the essential skills to enter the workforce (Maduakolam, 2014). Employment issues arise across the lifespan of an individual, and one of the most significant factors influencing an individual's sense of fulfillment is their career choice (Maduakolam, 2014).

Obtaining and retaining employment requires specific characteristics and actions that are gained through career guidance and counseling (Savickas, 2013). Career competencies enhance job search skills, while career adaptability allows for smooth career changes (Gerçek, 2024). According to Verbruggen and De Vos (2020), low self-perceived employability can negatively affect job search behavior. Career capabilities, and self-perceived employability are significant elements to consider when seeking employment students who have high career decision making skills also high perception in their future employment. (Gerçek, 2024). It is crucial that undergraduates begin actively managing their careers and acquiring the ability to make decisions about their employment and careers early in their academic careers (Jackson & Wilton, 2017).

Career guidance and counseling is therefore important for both career capability and self perception of employment in students.

1.1.1.6 Career guidance and counseling in Ethiopia

The beneficial effect of career-related interventions with college students is well-supported by research (Ludwikowski et al., 2009). International suggestions have also been proposed for better career counseling and advising practices, However, there is a global shortage of qualified staff offering career counseling at higher education establishments (Likisa, 2018). In underdeveloped regions of the world, professional career guidance and counseling and school guidance is still lacking. It is still in its early stages of development, especially in Africa, Ethiopia. Studies indicate that as early as the 1960s, SGC was acknowledged as a component of Ethiopia's educational system. Nonetheless, career guidance and counseling at schools confront numerous obstacles, such as a shortage of counselors with professional training and a lack of awareness of their contributions to the educational system. The situation in Ethiopia was not all that different until lately. It has numerous issues, including a dearth of counselors with the necessary training and a poor comprehension of its purpose (Belew, 2016).

Since the 1960s, the course of career guidance and counseling has been offered to university students in the psychology department, and those who complete it are assigned to work as guidance and counseling professionals in schools and other social contexts (Alemu, 2013).

Although (the Ministry of Education, 1994's) 1994 Ethiopian Education and Training Policy aims to ensure the relationship between career guidance, career development, and education, Ethiopia's current career guidance system does not support students as they pursue careers or guarantee the quality of their education (Likisa, 2018, Alemu, 2013). Due to a number of factors, including a lack of a thorough guidance structure and professionally trained guidance counselors, a student-to-counselor ratio, a lack of university interest to the program, and a failure of higher education institutions to assist students who are in distress, guidance and counseling services are generally insufficient in Ethiopia, Additionally, how well counseling programs are used is determined by students' negative attitudes toward asking for help and their lack of knowledge of the availability of guidance and counseling services (Yilfashewa, 2011, Alemu, 2013). The student career development office in Addis Ababa University was created in 2020.

1.2 Statement of the problem

It is asserted that in the absence of strong leadership and career counseling, a large number of students lose concentration and turn to negative habits like drug and alcohol abuse, absenteeism, dropping out, and so forth (Tulu & Keskis, 2015). As an outcome, they are completely unsuccessful in life. Despite the stated disciplinary and career challenges, little attention has been given to college students' perceptions towards career guidance and counseling (Mwangi & Otanga, 2015).

To provide a more effective career guidance and counseling the students should be eager for the guidance and have a positive perception towards the career guidance and counseling service. According to a research study carried out at Haramaya University by Seyoum, 2011, students lack sufficient knowledge about the guidance and counseling services provided by educational institutions, and nearly half of the participants believe that these services have never helped students deal with their personal, academic, professional, or social stressors. Students have a negative perception towards career guidance and counseling (Seyoum, 2011). It is also stated in spite of the dire circumstances and unmet demands, Ethiopian higher education educators claimed that career guidance and counseling services are sadly underutilized in universities (Legas & Mengistu, 2018). In order to provide suitable career guidance and counseling services, a needs assessment and understanding of student's perception on the importance of career guidance and counseling is required.

Students require career guidance and counsel in this area in order to understand their vocational self-concept study and make professional decisions (Mghweno et al., 2013). Therefore, it is crucial to consider the need for career guidance and counseling services offered by higher education institutions, as well as their accessibility and the challenges involved in making improvements.

The career guidance and counseling program deserves careful consideration because assisting students with their academic and social growth is essential to fulfilling any university's declared purpose. And as far as researcher knowledge is concerned there is not much research conducted in Ethiopia concerning the perception of students for the need of career guidance and counseling in the universities and on students' perception on the need of career guidance and counseling.

There are no previous researches that focus on the association between career guidance and counseling with perceived employability of students as far as the researcher knowledge.

In order to completely comprehend the unexplored area of career guidance and counseling, a thorough qualitative analysis is a must (Zehra & Saeeda, 2021). This study therefore investigated undergraduates' career guidance and counseling needs in great detail.

This research fills the gap of previous researches by understanding the need for career guidance and counseling in higher education, students' perception towards the career guidance and counseling, the relationship between career decision making and self-perceived employability.

The purpose of this study is to examine the needs and accessibility of the guidance and counseling service to student's career decision making skills and their perceived employability status in Ethiopia higher education institutions, specifically Addis Ababa University 6 kilo campus undergraduate students.

1.3 Research questions

- Do the students have a positive and negative perception towards career guidance and counseling?
- What is the of perceived employability of undergraduate students in AAU?
- Is there a correlation between career guidance and counseling and perceived employability with gender?
- Is gender a predictive variable for academic career decision making and perceived employability?
- Is academic career decision making and perceived employability a predictive variable for each other?

1.4 Objective of the study

1.4.1 General objective of the study

To assess whether the students have a positive or negative perception on the importance of guidance and counseling and association between career guidance and counseling self-perceived employment among students in Addis Ababa University

1.4.2 Specific objectives of the study

The following are the specific objectives of the study.

- ❖ To investigate whether the students have a positive or negative perception on the importance of career guidance and counseling in AAU undergraduate students.
- ❖ To investigate perceived employability of undergraduate students in AAU.
- ❖ To find out if there is a correlation between career guidance and counseling and perceived employability with gender.
- ❖ To find out if gender a predictive variable for academic career decision making and perceived employability.
- ❖ To find out is academic career decision making and perceived employability a predictive variable for each other.

1.5 Delimitation of the study

This study is delimited in one university which is AAU. Because of the limited resources that are available to this study, collecting less data will help in managing the information that is collected and it will also be helpful to finish the study within the given time. limiting the number of universities that the data will be collected on is necessary in order to increase the success of the research.

1.6 Operational definition

Career: Operating definitions of "career" include a person's lifetime path through work-related events, which includes a number of interconnected jobs, responsibilities, and accomplishments within a selected field or occupation.

Career guidance and counseling: It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices.

Career guidance and counseling need: Career guidance and counseling need refers to the necessity for individuals to seek professional assistance in navigating the complex terrain of career-related decision-making.

Career decision making: is the process of identifying and selecting alternatives based on your unique preferences for a future career.

Perceived employability: it is defined as the individual's perception of his or her possibilities of obtaining and maintaining employment.

Chapter 2

2.1 Literature review of the study

2.1.1 Introduction

Career guidance and counseling, or CGC, is something that numerous individuals find essential. The type of demands of CGC are diverse and may differ from person to person. The literature over the past 20 years has identified a number of CGC needs, such as employability (Chowdhury, 2019), career planning (Chircu, 2014; Crisan et al., 2015), decision-making (Crisan et al., 2015), professional and career-related skills, awareness and development of personal abilities, career information (Cojocariu & Puiu, 2014), academic knowledge, job hunting, and job search skills (Keshf & Khanum, 2021).

A learner achieves success and contentment in life if they follow the advised path. Making decisions without advice can lead to dissatisfaction (Jain, 2017). A person's choice of work has an impact on their life long after they retire. Before starting the working environment, career counseling gives clients the chance to explore their interests, skills, and expertise in order to choose a job. When applying for admission to a university, students frequently experience trouble choosing their courses of study because they don't know what the disciplines and courses will cover in the future or about their own talents. They are no longer highly accomplished professionals in their specialty when they reach the working environment (Jain, 2017).

Academic failure in higher education institutions can be caused by different reasons like a student's psychological, interpersonal, or academic issues. The respondents recommended paying more attention to academic and psychological issues in order to support students' academic achievement (Getachew 2020). The career guidance and counselor are said to support the counselee in setting goals and navigating challenges and issues (Pitan & Prelovský, 2015).

Career decision-making is influenced by professional counseling and assistance. A student's career is determined by their education, objectives, values, interests, vision, and abilities. A student may occasionally be unsure about his strengths. He is unsure about his career path approach and his potential could help. Their professional decisions may also be influenced by

other variables (Jain, 2017). For example, the impact of peers and parents has been identified as a significant obstacle to students' professional decision-making. The majority of parents pressure their kids to pursue occupations that don't fit with their values, interests, skills, or abilities. Some of the recommended options are determined by conventional wisdom on well-liked courses that have been surpassed by changes between technology and the labor market (Anne et al., 2018).

Also, the modern world we are currently living in is transitioning from the industrial to the information and communication era, sometimes known as the knowledge-based economy (Pitan & Prelovský, 2015). This includes the employment picture. The traditionally recommended options in the past are determined by long-held notions about popular courses that have been superseded by advancements in technology and changes in the labor market (Anne et al., 2018).

2.1.2 Discussion

Numerous factors, such as personality, interests, self-concept, cultural identity, globalization, socialization, role models, parental influence, social support, and available resources, like course materials and sufficient funding, may have an impact on a student's career aspirations and decisions. In order to help students understand their professional goals and what they can achieve once they graduate, CAGC must be made available.

CAGC supports by enhancing the links between education and the labor market and enhancing people's ability to traverse the educational and employment systems, career advice provides a policy instrument that has been shown in other nations to support economic and educational strategies (Zahid et al., 2020).

The program of career guidance and counseling faces a threat underutilization due to student negative perceptions of its importance and role (Mwangi & Otanga, 2015). College students' reluctance to seek career counseling may stem from a lack of awareness about its availability, nature, and benefits (Al-Darmaki, 2012).

Some studies conclude that students have a positive attitude and perception towards career guidance and counseling, Students of all ages recognize the need of career guidance at university

level (Malik & Kiran, 2012). While other researcher stated that students have a negative perception towards career guidance and counseling at the university (Seyoum, 2011).

An individual's career decision making was typically finished by the time they became 21 years old, according to early research, it is predicted a similar timeframe for his Exploration stage (14–21 years). When it came to making decisions about his profession, he thought that this was the most important period (Crişan et al., 2015). Which is why career guidance and counseling is essential at higher educations.

Lack of guidance and counseling services in schools makes it harder for children to adapt, which can result in poor performance, misbehavior, and dropout rates. Many students lose direction and engage in negative behaviors, such as drug and alcohol abuse, skipping class, dropping out, and so forth, in the absence of strong guidance and counseling. As a result, they lack both focus and direction, which leads to complete failure in life. Students require direction and advice in this area in order to study and make professional choices (Eliamani et. al, 2014).

In research conducted by Alemu, Y. 2013 Participants in the study believed that G&C programs are important for school children. Teachers, however, scored much higher than students on the perceived significance of G&C services. Additionally, compared to less experienced teachers, experienced teachers' perceptions of the value of guiding and counseling were much greater.

Programs aimed at assisting students in understanding that career development is a lifelong learning process founded on a sequential set of educational and occupational choices must be included in career advice programs in higher education. To fully realize their abilities for career development, every student should have the chance to locate and make use of an extensive variety of resources (Litoiu & Oproiu, 2012). It's also critical to comprehend how graduates view their own employability (Donald et al., 2019). Self-perceived employability research can be used in academic settings, and the findings can be used as a tool for career counseling, student assistance, and self-assessment to gauge performance (Chowdhury, 2019). It is essential to understand the relationship between career guidance and counseling and self-perceived employability in university students.

Undergraduate students who understand their self-perception of employability will have a greater understanding of what it takes to get ready for the workforce. Additionally, they are more adept at comprehending how employers view them, which helps them advance their professional development in this area (Chowdhury, 2019).

2.1.3 Theory of career counseling

Proof has been gathered to support the belief that career counseling can alter a person's perception of themselves and that strong theories and practices should serve as the foundation for a person's career development this part of the thesis is to present some of these theories and their input in career guidance and counseling.

Theories of career development offer a conceptual framework inside which to view the kinds of issues that arise in the field of careers (Ireh, 1999). A deep understanding of theories will help the counselors to provide efficient and effective career counseling it will also help them utilize their resources according. Some of career theories include the following Holland theory of vocational types, Trait and factor theory, Social cognitive career theory, Super's theory, Learning and cognitive theories and others. For this review two of the theories will be reviewed. This theory was because its six personality types—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—are simple to apply and can be paired with a comparable environment, Holland's typology theory has gained widespread acceptance among counselors and scholars. It also appears to be appropriate to a wide range of populations (Smith & Peterssen, 2023). The social cognitive theory will also be reviewed in a perspective of student's perception that is affected by perception and attitude.

Social Cognitive Theory

As previously said, choosing a career has always been one of the biggest obstacles faced by university and institute students in recent years (Rajabi, 2012). According to general social cognitive theory, individuals are the result of a dynamic interplay between their past and present behavior, internal subjectivity elements, and external environmental factors (Bandura, 2001).

SCCT builds a three-factor interaction model of career based on Bandura's three-factor causation model, wherein self-efficacy, result expectancies, and personal aspirations (Lent et al.,2016). The

fundamental principle and tenet of the theory is the interdependence of environmental, cognitive, and personal factors in performance determination (Rajabi, 2012). Originally, social cognitive career theory included integrated models of professional and academic interest, choice, and performance (Lent et al.,2016). A model of career self-management that addresses the various professional process duties and obstacles (such as career decision-making, job finding, and job keeping) that arise over the lifespan was one of the latter additions to the theory (Lent & Brown, 2013).

The SCCT has four essential elements: self-efficacy beliefs, outcomes expectations, goals and contextual support and barriers. For this review we will look at the two elements which are outcome expectations and self-efficacy beliefs because Interests are heavily influenced by self-efficacy and outcome expectations, which in turn affect career decisions (Wang et al., 2022)

"Can I do this?" is the crucial query in self-efficacy beliefs, Beliefs are obtained through affective states, social persuasion, vicarious learning, and personal performance accomplishment (Wang et al., 2022). Perceptions of one's capacity to handle particular activities required for professional preparation, entry, adjustment, or change across a variety of career routes are referred to as self-efficacy (Lent et al.,2016). Self efficacy in this context is students' ability for career decision making.

The background contextual affordance and contextual effects close to decision behavior that impact career choice behavior are examples of the contextual factors of SCCT. Among these, the contextual affordance of the background aids in the formation of interests and self-perceptions (Lent et al., 1994). The self-perception in this context is students' assumption of their employability.

Outcome expectations are the individual expectations for certain acts that influence a behavior's inclination or avoidance. Because people anticipate favorable outcomes from their actions, outcome expectations have greater sway. For this reason, people are eager to demonstrate the conduct (Buthelezi et al., 2009). For example, students will be more inclined to participate in a career decision making concerns if they understand that determining those aids in their career outcome (Rajabi, 2012).

Holland theory of vocational types

Future employment choices are determined by one's personality. Holland's theory of vocational categories is precisely predicated on that idea. The RIASEC theory, also referred to as the Holland Codes, suggests that individuals can be categorized into six distinct personality types (Smith & Peterssen, 2023). The six distinct personality types are realistic, investigative, artistic, social, enterprising and conventional. The theory asserts that an individual asserts one or two dominant personalities from the six personalities. People with similar codes often exhibit comparable patterns of preference for their careers and thrive in comparable work environments (Brown & Lent, 2012). When a person/ individual works in an environment that matches its personality, it is called congruence. congruence arises when the environment's and the person's codes are similar or match a mate. Relationships are more congruent when the personality and environment are more similar. For example, social types typically enjoy working in social environments, investigative types favor investigative environments, etc. Consequently, a social type working in an entrepreneurial sales atmosphere is incongruence (Holland & Gottfredson,1976).

Holland's hypothesis is broad enough to cover both the psychological component—the predispositions and behaviors of college students—and the sociological component—the characteristics of surroundings at colleges and universities (i.e., the sociological component).

This well-known notion has perhaps received the greatest attention from researchers both domestically and abroad (Smith & Peterssen, 2023).

2.1.4Conclusion

CAGC supports by enhancing the links between education and the labor market and enhancing people's ability to traverse the educational and employment systems. Career advice provides a policy instrument that has been shown to support economic and educational strategies. It is shown to be effective and essential from the previous studies to students' careers. The need for career and guidance counseling is shown in its effect on how students perceive their future employability and career. CGC needs include employability, career planning, decision-making, professional and career-related skills, awareness and development of personal abilities, and career information. When the counselors provide a career counseling to the students it is advised

to integrate a theory-based counseling to provide a more effective session, and we can see in the above statement that both the holland theory of vocation types and SCCT is encouraged for the university students.

How students perceive career guidance and counseling is essential to the students receiving and being satisfied with the service. The students having a positive attitude and perception towards career guidance and counseling is a predictor for students receiving the service. They are important issues that go together.

Chapter 3

3.1 Research Method

3.1.1 Research design

The research design that was used to do this research is simple descriptive survey research design. The descriptive survey research design was chosen because it is used to understand and describe the population. It is also because it helps to gather detailed information about the target population's characteristics and opinions, it is simple to perform and inexpensive. Descriptive type of study is used to understand and describe the population need for the career guidance need counseling service of the university students. It is commonly used to measure prevalence, analyze and describe characteristics of variables (Aryal et al., 2022).

3.1.2 Research approach

A mixed research approach was employed to produce a more comprehensive image regarding the need for career guidance and counseling. Mixed research is the type of research in which a researcher combines elements of qualitative and quantitative research approaches (Timans et al., 2019). In order to extrapolate the results from the sample to the total population, this mixed strategy is used.

Quantitative approach

The quantitative research goal was to collect numerical data, on the other hand the main goal of the qualitative research method is to gather verbal data by analyzing the meanings that individuals ascribe to their experiences in order to give numbers context (Likisa & Tura, 2020).

Qualitative approach

Qualitative research method collects the perceptions, behaviors, and experiences of people. Rather than addressing how many or how much like quantitative, it addresses how's and whys. Qualitative studies interpret participant language and behavior, draw conclusions based on data, contrast findings with existing literature, and recommend new directions and applications for

future research (Peterson, 2019). Qualitative research was employed to support the main quantitative research.

3.1.3 Study Site

The Addis Ababa University was established in 1950 and was the first university and the oldest in the country. The university has a total of 14 campuses in capital city of Ethiopia, Addis Ababa. At present the University has 10 colleges, 4 institutes that run both teaching and research, and 6 research institutes that predominantly conduct research. Within these academic units, there are 55 departments, 12 centers, 12 schools, and 2 teaching hospitals.

This study was conducted in Arada sub city, Addis Ababa, which is the capital city of Ethiopia in one branch and oldest branch of Addis Ababa university which is the 6kilo campus (main campus). This campus has a total of 8 institutions and colleges, including the freshman students. This campus was chosen due the researches being familiar with the campus and knowing the campus well guides the research to be done smoothly. The study was done on the year 2024.

3.1.4 Population and sampling

The target population for the study included all Addis Ababa university students. However, since the target population would be too great for the researcher considering the fact that the research needed to be done within a stipulated period of time, researcher focus on a population of 1,557 freshman campus students in Addis Ababa 6 kilo university, Arada sub city, Addis Ababa. The population for the study was chosen from Addis Ababa University because; the researcher was an undergrad student at the university and witnessed the need for career counseling in the campus and that motivated the research be done here. The freshman students were chosen to participate in the study because since they are first year students they have not decided on department they are currently taking common courses and they are able to choose when they become second year students so I believe the career guidance and counseling will be essential to them.

Quantitative sampling

The study source population for this research is current active students of Addis Ababa campus freshman undergraduate class students. The total number of the undergraduate students in the 6kilo campus is 1,557. The total number of male undergraduate students in the campus is 934 and the total number of female undergraduate students is 623.

The source population are currently active at the Addis Ababa main campus as a freshman student.

The sample size for this study will be determined using the formula for estimating sample size in a population:

$$n = \frac{N}{1+N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision or Margin of error (MoE), $e = 0.05$. Through using a sample size determination formula, the number of participants that participated in this study for the quantitative data collection is 309. The sampling technique that was implemented for this study is random sampling technique. The simple random sampling technique was applied in the study because it is simple to apply, it is also unbiased, and is cost-effective.

The students were in a set of different classrooms, there were a total of 26 classrooms with an average of 50 students in each classroom. The researcher chose a total of 6 classrooms by using the simple random sampling technique lottery method. The questionnaires were distributed in those six classrooms for a total of 300 students.

Qualitative sampling

The sampling of respondents from the Addis Ababa 6 kilo university students career development was through purposive sampling method where the criteria was (1) access to information, (2) appropriateness to the target study questions and (3) level of influence. The centers in which the respondents were chosen from was the following:

- Students career development center
- Students career guidance and counseling center

The number of respondents was 4 but only two were available and willing to participate in the interview during the interview process.

The inclusion and exclusion criteria that will be used to identify participants is, in inclusion criteria, the respondents who give consent and are currently active in the center. The exclusion criteria is respondents who do not give consent.

3.1.5 Data collection tools

Data was collected through self-administered questionnaires and interviews. The questionnaire is a widely used method due to these apparent benefits (Lammers & Badia, 2004). The data collection tools since the study is mixed research that comprehends both the qualitative and quantitative type of research there will be two parts of the data collection method and procedures.

Quantitative data collection tools

Data was collected through self-administered questionnaires. The questionnaires include two parts. For the first part of the questionnaires the researcher used the socio-demographic factor that is age and sex of the participants in order to obtain sufficient background information of the participants. The second part is assessing the variable which is academic career decision making. The psychometric scale that is used to assess is the career decision making scale, The CDS is a 15-item, 3-point Likert type scale assessing career choice certainty and indecision. It is a good scale because it has reliability coefficients ranging from .70 to .90 (Osipow, 1987). Rogers and Westbrook (1983) found clear support for the construct and concurrent validity of the scale. It also has a good cross-cultural validity. from administering the CDS scale we will be able to find sample population ability on the career decision choice certainty or indecisiveness.

The second questionnaires contain the perceived employability scale. The Self-Perceived Employability Scale was originally developed by Rothwell et al. (2008) for university students and later tested with post-graduate students. The items are presented in a 5-point Likert scale,

from 1 (not strong) to 5 (strongest). It is composed of 16 items. The reliability values previously obtained in those studies (Rothwell et al., 2008) range between .75 and .84, Skewness values ranged between -.567 and -.100, and kurtosis values ranged between -.699 and .879 (Monteiro et al., 2019). The question model consists of four parts: views of students' self-belief regarding their talents and abilities, views of the standing of the university they attended, opinions about the standing and reliability of the student's selected area of study and opinions regarding the situation and prospects in the external labor market.

Data that is collected from both questionnaires are simply arranged, tallied, and evaluated.

Qualitative data collection tools

The instrument of data collection for the qualitative data is an interview. The interview for the qualitative side of the research is a structured interview where the researcher developed a list of interview questions beforehand and records the answers of the respondents.

Pilot study: perceived employability and career decision making among AAU college of education and behavioral science students.

A pilot study was conducted in the same university to check the reliability of the both instruments and to also test the instruments effectiveness and make improvements. Pilot studies are useful for seeing possible problems early so they can be fixed before devoting the time and resources to thorough research.

The pilot was conducted with 30 students, in which 30 of the students was used to check the reliability of the questionnaire and These students were included in the research sample.

Results of the pilot study

The study aims to describe the Needs of Career Guidance and Counseling for Career Decision Making and Employability among Addis Ababa University Undergraduate Regular Students. So, in the pilot of a total 30 individuals from Addis Ababa University, the students were undergraduate freshman students. This pilot specifically aims to check the reliability of the both instruments and to also test the instruments effectiveness and make improvements. Pilot studies

are useful for seeing possible problems early so they can be fixed before devoting the time and resources to thorough research.

The individuals for the pilot study were 13 Males and 17 Females.

Table 1: Reliability statistics

Cronbach's Alpha	N of items
.932	16

The reliability of the perceived employability items is $\alpha = .932$. An alpha of 0.932 is considered excellent, suggesting that the items in the scale are very consistent and reliable. This means that the scale is likely to provide stable and dependable results.

Table 2: Reliability statistics

Cronbach's Alpha	N of items
.744	16

The reliability of the Academic career decision making items is $\alpha = 0.744$. An alpha of 0.744 is generally considered acceptable and indicates good reliability. This means that the items in the scale are fairly well correlated and provide a coherent measure of the construct.

3.1.7 Data collection procedure

Quantitative data collection procedure

The questionnaires are self-administered. The student researcher asked to contact the participants directly in person to conduct the study. The student researcher will collect the data personally.

First the participants got a brief explanation about the research why it is studied and how it is conducted. Also, the goal of doing the research. So that the participants will have enough information regarding the research. Second the participants were assured that the study is to be confidential and that their Identity will not be revealed also the study will not implicate them.

After assuring them on these points the questionnaires will be given to the students. The questionnaires will be given at the classroom where the students learn and after class hours.

The student researcher was present in the classroom while the students filled out the questionnaires. After giving them some minutes that are needed to complete the questionnaires researcher will collect the questionnaires. The researcher will answer any questions the participants have on the questionnaires after the participants are finished filling out the items the questionnaire will be collected through the researcher.

Qualitative data collection procedure

The qualitative part of the data collection procedure was carried out in the form of an interview by selecting the respondents that will participate in the study and the researcher met each of them separately and conducted the interview. The interview was recorded in the office of the center and the interviewer also had taken notes during the interview after having the consent of the interviewees.

The ability to withdraw at any time and the voluntary character of participation were highly valued as means of guaranteeing the participant's autonomy and ethical transparency.

3.1.8 Data analysis

Qualitative data analysis

The method used in the analysis was collective thematic analysis, data from the interviews, the data are first translated, transcribed and then organized into emergent themes and categories. The steps would be as follows familiarization: the researcher would be familiarized with the transcribed data, then it would be coded, the researcher generated themes accordingly, and the generated themes reviewed, defining and naming themes was the last process before reporting the analyzed data (Braun & Clarke 2006). Lastly, the data was integrated with quantitative data for reporting.

The researcher used the 6-step guideline to do the analysis (Braun & Clarke 2006).

Step 1 Familiarizing with the data: The researcher conducted every stage of the data gathering, including interviewing and transcribing the interviews, which made it easier to become fully engaged in the information right away.

Step 2 Generating inductive codes: The researcher carefully reviewed each interview transcript, line by line, making note of every aspect of the unprocessed data. After then, codes were applied to anything that seemed to be the most fundamental part or component of the data that was pertinent to the goals or questions of the study.

Step 3 Generating themes: In this process the researcher generated themes using the initially coded and collated data.

Step 4: Reviewing themes: In order to ensure that the suggested themes showed logical patterns and were connected and related, the researcher thoroughly reviewed the submissions.

Step 5: Defining themes: The information was provided while providing context and effectively expressing concepts that are categorized as a theme.

Step 6: Writing: The researcher wrote the themes incorporating it as a discussion to make it more elaborative.

Quantitative data analysis

In order to analyze the data that is collected by the data collection procedure from a quantitative method, The Statistical Packages for Social Sciences (SPSS 20.) was used in the analysis of the data. The analysis of data was done by calculating percentages. The data collected through the questionnaire was organized and analyzed using descriptive statistics such as frequency, measures of mean, standard deviation. The correlation was also analyzed by simple regression by using the Pearson formula. There was also an independent t-test done for two sex Male and Female. The summarized responses were used to interpret the data and draw conclusions. And the results were combined from the two mixed methods to draw a conclusion on the need for career guidance and counseling services in AAU.

3.1.9 Ethical consideration

The researcher asked for a support letter from the department of psychology in Addis Ababa University. And asked the university administration for permission to conduct the study in the campus by using the support letter from the university.

The first criterion of this ethical consideration is informed consent. This states that the participants or the students have to be informed about the study before participating in case they change their mind about participating. And during this the object of the study also has to be told to the students so that they have knowledge of the study.

The researcher decided the limits of the information he has to pass to the participants after doing so that the study can proceed smoothly for both the participants and the researcher.

The second one is confidentiality. The participants' identities were not written on the published research. And not any information leaked about their identity to any third party. The third one in ethical consideration is the privacy of the participants. The information they fill out or speak of will not be leaked under any circumstances. The researcher has assured the participants that their privacy will be kept.

Chapter 4

4.1 Results

Results of quantitative study

The study aims to describe the Perceived Needs of Career Guidance and Counseling for Career Decision Making and Perceived Employability Among Addis Ababa University Undergraduate Regular Students. So, in the study of a total 300 individuals from Addis Ababa University. The sample individuals were 163 Males and 137 Females.

Table 3: Socio-demographic variables in terms of age, gender and educational level of parents of respondents

Sociodemographic	Variable	N	%
Gender	Male	163	54.3%
	Female	137	45.7%
Age	18 & >	24	8.0%
	19-22	251	83.7%
	23-26	22	7.3%
	26 <	3	1.0%

Among the samples 54.3% were male and 45.7% were females. The age range of the students were 18 years and below were 8%, between 19-22 years of age were 83.7%, between 23-26 were 7.3% and above 26 were 1% of the sample students.

Table 4: Answers for the binary questions

Questions	Yes	No
Have you ever visited the career guidance and counseling center?	28%	72%
Have you ever received a career guidance and counseling service at the university?	23%	77%
Do you believe that you got the service you needed at the university?	19%	81%
Do you think career guidance and counseling is essential/needed at the university?	83.7%	16.3%

Only 28% of the students have visited the career guidance and counseling center and among those students 23% of the students have visited the center, 83.7% of the students believe that there is a need for career guidance and counseling at the university. Please look at the table 4.

Independent sample t-test for the male and female a groups

Table 5: Independent sample t-test on gender with academic career decision making and perceived employability

	Gender	N	Mean	SD	Df	t	F	Sig
Academic career decision making	Male	163	13.0184	5.55386	298	1.34	0.36	.181
	Female	137	12.1533	5.58871				
Perceived employability	Male	163	45.9693	8.76541	298	3.391	3.028	<.001
	Female	137	42.1679	10.65403				

As can be seen in the above table, the independent sample t-test was computed to examine whether there was gender difference in Students' academic career decision making and perceived employability. The results indicated a statistically insignificant difference in Students' academic career decision making and a statistically significant difference in perceived employability between male and female students, the females had also a lower self-perceived

employability (M=42.1679, SD =10.65403, t=3.391, p<.001) compared to male students (M = 45.9693, SD = 8.76541).

Correlation between the variables

Table 6: Correlation between the perceived employability, academic career decision making and gender

	Academic career decision making	Perceived employability	Gender
Academic career decision making	1	.294**	-.077
Perceived employability	.294**	1	-.193**
Gender	-.077	-.193**	1

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

Correlation between the academic career decision making and perceived employability

Table 6 showed that there is a significant positive relationship between the variables career decision making and perceived employability among the students with $r=.294^{**}$, $n=300$ and p value of $<.001(p<0.05)$.

Correlation between academic career decision making and gender

Table 6 showed that there is an insignificant negative relationship between the variables career decision making and gender among the students with $r=-.077$, $n=300$ and p value of $<.181(p>0.05)$. It indicates a very weak relationship between the academic career decision making and gender. Essentially, the correlation is so close to zero that it suggests there is virtually no linear relationship between gender and career decision making.

Correlation between perceived employability and gender

Table 6 showed that there is a significant negative relationship between perceived employability and gender among the students with $r=-.193^{**}$, $n=300$ and p value of $<.001(p<0.05)$. there is a linear negative association between the variables.

Regression results

Linear regression between the academic career decision making and perceived employability

Table 7: Model

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.294*	.087	.084		5.33906	1.945

- a. Predictors: (Constant). PE total
- b. Dependent Variable: ACDM total

Table 8: Linear regression between the academic career decision making and perceived employability

	B	Std.Error	Beta	T	Sig.	Lower bound	Upper bound
ACDM(constant)	20.002	1.422		14.070	<.001	17.204	22.799
PE total	-.167	.031	.294	-5.317	<.001	-.229	-.109

The correlation between the dependent and independent variable is .294, and R value of 0.294 in a linear regression indicates a positive linear relationship between the two variables, meaning that increases in the perceived employability are associated with increases in the Academic career decision making. The significant value is ($p=.001$) which is much less than $p< 0.05$ which means that it is statistically significant.

Linear regression between the perceived employability and gender

Table 9: Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.193 ^a	.037	.034	9.67318

Table 10: Coefficient of Linear regression between the perceived employability and gender

	B	Std. Error	Beta	t	Sig.	Lower bound	Upper bound
PE(Constant)	49.771	1.726		28.835	<.001	46.374	53.168
Gender	-3.801	1.121	-.193	-3.391	<.001	-6.008	-1.595

The R value of -.193 ability of gender to predict changes in the dependent variable is weak. Gender contributes only a small amount to explaining the differences in the perceived employability.

An R value of -0.193 in a linear regression between gender and perceived employability suggests a negative relationship, meaning that gender has an effect on the perceived employability, with females potentially having slightly lower values than males. The significance level is less than .001 which means the value is statistically significant.

Table 11: Perceived employability sub divisions descriptive statistics

Perceived employability sub	Mean	Std. Deviation
University choice	12.0967	2.93873
External labor market	15.0633	4.49742
Self-belief	11.0700	3.13761
Academic choice	6.0033	1.77967

The mean ($M=12.0967$, $SD=2.93873$) shows high results meaning the students have high perception about their university and the university's role in their future employability. A mean of ($M=15.0633$, $SD=4.49742$) in external labor in the fields that they will choose is in the middle which shows the perception students have of the external labor market is neither high nor low. The self-belief of the students shows the students perception of their ability and the mean ($M=11.07$, $SD=3.13761$) is high. And lastly the students' perception of their academic choice on their future employability is a mean of ($M=6.0033$, $SD=1.77967$) which is pretty high.

Qualitative study results

There was a total of three themes found after coding and putting the data in themes they are stated as the following:

Theme (1) is the provision of training, Providing training to the students for example about their career, soft skills, communication skills, effective work habits and job readiness. The center of student's career developments in Addis Ababa 6-kilo campus focuses on providing group training currently than providing individual career counseling. And they provide this service on their own or by partnering with other institutions.

On the next sub-theme, it was that students don't have enough awareness about the center and the services it provides, so the center is working on creating more awareness. It is stated that the students do not have enough knowledge about the center and most of the time they only participate in trainings only if there is a certificate or other incentives so the center is currently working on creating more awareness about the center and the service it provides for the students through social media and notice board.

Theme (2) is that shortage of staff and materials, it was stated during the interview that there are counselors but they provide counseling based on experience and short-term training rather than a degree or a masters so it was stated that the center needs more professional counselors to provide the service to the students in order to provide effective career counseling. The respondent stated that there is no shortage of counselors currently because there are not many students coming to get the career counseling service, if more students start coming then there will be shortage of professionals.

There are sufficient spaces around the campus to provide services but the offices do not meet the criteria in the APA guideline. As stated by the respondent this might hinder the services that are being provided.

Theme (3) Career counseling is very much essential and needed in the university especially for first year students. According to the statement of the interviewees career guidance and counseling is very much essential to students, because career defines a person's life after graduating in order for the students to understand the working world, understand how their personalities align with their personality, to understand their role and to be successful in life the guidance in career is very much needed.

” In order for the students to identify, understand and be satisfied with their choice and work on their role the career counseling and guidance is very much needed”.

Chapter 5

5.1 Discussion

The study aims to describe the Needs of Career Guidance and Counseling for Career Decision Making and Employability among Addis Ababa University Undergraduate Regular Students and student's perception towards the need for career guidance and counseling at the university. The students were undergraduate freshman students the 300 samples data were used. Among the samples 54.3% were male and 45.7% were females. The age range of the students were 18 years and below were 8%, between 19-22 years of age were 83.7%, between 23-26 were 7.3% and above 26 were 1% of the sample students.

From the 300 sample of students only 28% have visited the career counseling and guidance center at their university, 23% have received the service that the career guidance and counseling center provides, 19% of students believe that they got the service that they needed at the center which shows that career decision-making is influenced by professional counseling and assistance (Jain, 2017).

83.7% of the students believe that the career guidance and counseling service is much needed at the university. which surprisingly contradicts with the study done in Haramaya university in which the result stated that career guidance and counseling is not helpful (Seyoum, 2011). It is states from the data that the fresh students of Addis Ababa University have a positive perception towards the career guidance and counseling. It is also visible from the qualitative study that there is a great need for the career guidance and counseling in the university, On the second theme the need for career guidance and counseling is very much shown from the data it was stated in the interview several times by the interviewee how important and essential is career counseling and guidance in terms of student's self-awareness, career information, work skill, career path (Crişan et al., 2015). As stated by the interviewees below:

-” Career guidance and counseling is very much needed because career is life”.

-”This office of student's career development and students career counseling is very essential for students”.

-”in order for the students to identify, understand and be satisfied with their choice and work on their role the career counseling and guidance is very much needed”.

The students also stated that there was not enough awareness about the center provided to the students. They commented that they should focus on creating awareness about the center and its services that are provided. The interviewees in the career guidance center in the university stated that students don't have enough awareness about the center and the services it provides, so they are currently working on creating more awareness by using different platforms like the social media.

Association between the variables

When we look at the relationship between the variables we will see three association. Association between career decision making and perceived employability, career decision making with gender whether males or females have a higher career decision making ability and lastly association between perceived employability and gender and whether there is an association between being a male and female and its difference in their perceived employability.

Correlation between the academic career decision making and perceived employability the result indicates a significant positive relationship between the academic career decision making and perceived employability. Meaning as the value of one variable (academic career decision making) increases, the value of the other variable (perceived employability) tends to increase, and vice versa. This can be interpreted as students who have a high career decision making have also a high perception on employability. this aligns with the study Gerçek, 2024 did that states higher career competencies are associated with increased employability and self-efficacy during job seeking.

The correlation between academic career decision making and gender is extremely weak and not practically significant. Gender does not appear to have a notable association on the scale variable in this context.

The correlation between perceived employability and gender indicates a significant negative association, where one the male gender tends to have lower values on the perceived employability compared to the female gender. Which mean female fresh students have high

perception on employability, they believe they can get a job and keep that job in the near future compared to the fresh male students, which contradicts the research by (Donald et al.,2019) which stated in their research that male students have a higher perceived employability compared to the females.

A linear regression indicates a weak positive linear relationship between the two variables, meaning that increases in the perceived employability predictability is associated with only slight increases in the Academic career decision making. The linear regression between gender and academic career decision making indicates a very weak positive relationship, meaning that gender has almost no predictability effect on the academic career decision making. A linear regression between gender and perceived employability suggests a weak positive relationship, meaning that gender has a small effect on the perceived employability, with females potentially having slightly higher values than males, but the relationship is not strong.

The independent t-test for the male and female groups showed that there is no significant difference between the gender of males and females in academic career decision making. However, there is a significant difference between the male and female students in perceived employability.

In the qualitative study as it is seen in the results, we have got three important themes. (1) provision of training, (2) the need for career guidance and counseling and (3) shortage of materials.

When we look at the provision of training during the interview it was stated that the students career guidance and counseling center currently focuses on facilitating and providing training rather than focusing on the individual career counseling. Most of the students are not aware of the center and its services due to that the students career development center is currently working on group training and creating awareness to the students through student's club and social media. The university's career development services were insufficient and weak in to provide sufficient knowledge on the traits of career information and awareness (Getachew & Daniel 2016). As stated by the interviewees:

- *“Most of the students are not awake about their career. They come to career counseling and training only if it's stated that there is a certificate or a bonus being provided with the training.”*
- *“Career development centers prepare different kinds of soft skills training for students. For example, communication, life skills, job readiness and effective work habits.”*

On the third theme is shortage of materials, there seems to be a shortage of experts with the career counseling or psychology background in the center, many of the counselors in the center are with different background but work on the center through years of experience. Another problem seems to be the offices in the AAU center do not meet the criteria for what a counseling office should be. The majority of counselors are not professionals have been stated in research done in Ethiopian (Disassa, 2020). Agreeing on the research it seems to be affecting the quality of the service that is provided in the center. The interviewees state these issues as a problem to be fixed in the future. In the interview one person stated as follows:

“As far as I know there is no one with a counseling psychology background aside from myself.”, “they are experts who have taken a counseling training and through the experience they have gained to provide career counseling to the students”.

The above statement shows the current level of career counseling that is provided and the quality of service it delivers to the students.

Chapter 6

6.1. Summary

This study's main goal was to investigate the student's perception on the need of career counseling for college students career decision making, students career decision making and its association with self-perceived employability, a simple descriptive research survey design was used. The research approach was quantitative approach with a minor qualitative approach to support the quantitative approach. The simple random sampling techniques were used in the study. A total of 300 university students from Addis Ababa university were included in the sample. The data was collected through questionnaires and interview. The results were analyzed using inferential statistics and descriptive statistics. We can see from that results that students have high value for career guidance and counseling even though they have a little awareness about the center and the service it provides. It is also observed that there is a positive association between academic career decision making and perceived employability students who have high career decision making skills also have a high perceived employability. the students also have a positive perception about the need for career guidance and counseling for career decision making. The male students seem to be having a higher perceived employability than the female students. As a whole students have a high value for their university (Addis Ababa University) and believe that they will get employed because of the high states of their university.

Overall, the university should work on providing more awareness about the center by using the positive perception the students have towards career guidance and counseling. The university should also provide a well-developed center to welcome students and have enough resources to cover all students at the campus.

6.2. Conclusion

The findings in the study were from data that were collected through quantitative methods and qualitative analyzed using statistics. The study concentrated on perceived need of career guidance and counseling at the university and career decision making association with the perceived employability of students. The data were collected through questionnaires that were tested to be valid. We can see from the result that students have a positive perception towards the service of career guidance and counseling. The also result shows that the need for career

guidance and counseling at the university is high among the students, and that the awareness about the center and the service is really low. The students have an overall positive perception towards career guidance and counseling and believe that it is important at the university. The students also have a low academic career decision making skills.

It is essential that the career guidance and counseling become students' part of life in the campus and each of the students receive individual counseling. The university should work on the materials and the counselor's number to provide effective counseling to the students. There is also a shortage of awareness among the students about career guidance and counseling center and its services. The center should use the positive attitude students have on career guidance and counseling to approach the students and provide the guidance. As a whole we can clearly see the need for the career guidance and counseling in the university.

6.3 Recommendation

- The center should use the positive attitude students have on career guidance and counseling to approach the students.
- The centers of career guidance and counseling should work harder on creating more awareness to the students about the center and its services
- The center should work on creating an inviting environment for the students.
- To reach all students, well-established career advising and counseling programs are necessary.
- The goal of career counseling and guidance services for students should be to improve the prospects for future employment.
- The university should work on employing more counselors to balance the ratio between the students and counselors.
- The university should provide career counselors with sufficient resources and increased training so they can assist students with career recommendations and counseling.
- The university should prepare a well fit office that fits the criteria of the APA guidelines to provide career counseling and guidance.

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Annex

Quantitative research questions

Academic career decision making questionnaires

After reading each statement **mark (x) in the box** that best represents your level of agreement.

The level of agreements is assigned numbers as follows: low (0), neutral (1) and high (2).

No	Items	Low	Neutral	High
1	I know what I would want to learn, but this choice is really not possible for me and I haven't given much consideration to any other alternatives	0	1	2
2	Several academic careers have equal appeal to me. I'm having a difficult time deciding among them.	0	1	2
3	I know I will have to choose one academic career, but none of the academic careers I know about appeal to me	0	1	2
4	I'd like to learn a certain field, but I'd be going against the wishes of someone who is important to me if I did. Because of this, it's difficult for me to make an academic career decision.	0	1	2
5	I haven't given much thought to choosing an academic career. because i don't have enough information to make career decision right now	0	1	2
6	I feel discouraged because everything about choosing an academic career seems so uncertain; so I'd like to put off making decisions for the time being.	0	1	2
7	I recently found out that it wouldn't be possible for me to pursue the career I want. Now I've got to start looking for other possible academic careers	0	1	2
8	I want to be absolutely certain that my academic career choice is the "right" one, but none of the academic careers I know about seem ideal for me	0	1	2
9	I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me	0	1	2

10	I can't make an academic career choice right now because I don't know what my abilities are.	0	1	2
11	I don't know what my career interests are.	0	1	2
12	So many things interest me. It's hard for me to find just one thing that I would want as an academic career	0	1	2
13	I have decided on an academic career, but I'm not certain how to go about implementing my choice.	0	1	2
14	I need more information about what different study fields are like before I make a career decision	0	1	2
15	I think I know what to major in, but I feel I need some additional support to make that choice for myself	0	1	2

Perceived employability scale After reading each statement **mark (x) in the box** that best represents your level of agreement. The level of agreements is assigned numbers as follows: disagree (0), somewhat disagree (1), neither agree nor disagree (2), somewhat agree (3), and Agree (4).

No	Items	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree
1	I achieve high grades in relation to my study	4	3	2	1	0
2	I regard my academic work as top priority	4	3	2	1	0
3	Employers are eager to employ graduates from my university	4	3	2	1	0
4	The status of this university is a significant asset to me in job seeking	4	3	2	1	0
5	Employers specifically target this university in order to recruit individuals from my subject area(s)	4	3	2	1	0

6	My university has an outstanding reputation in my field(s) of study	4	3	2	1	0
7	A lot more people apply for my degree than there are places available	4	3	2	1	0
8	My chosen subject(s) rank(s) high in terms of social status	4	3	2	1	0
9	People in the career I am aiming for are in high demand in the external labor market	4	3	2	1	0
10	My degree is seen as leading to a specific career that is generally perceived as highly desirable	4	3	2	1	0
11	There is generally a strong demand for graduates at the present time	4	3	2	1	0
12	There are plenty of job vacancies in the geographical area where I am looking	4	3	2	1	0
13	I can easily find out about opportunities in my chosen field	4	3	2	1	0
14	The skills and abilities that i possesses are what employers are looking for	4	3	2	1	0
15	I am generally confident in job interviews and selection events	4	3	2	1	0
16	I feel i could get any job so long as my skills and experience are reasonably relevant	4	3	2	1	0

Please provide answers for the following questions.

1. Have you ever visited a career guidance and counseling at the university?
Yes No
2. Have you ever received a career guidance and counseling service at the university?
Yes No
3. If the answer for the above question is yes, did you meet your need at the career guidance and counseling service?
Yes No
4. Do you think career guidance and counseling is needed at the university?
Yes No
5. What do you suggest for the career and guidance service at the university to improve?

Qualitative research interview questions

1. What is your name?
2. What is your role in the center?
3. How long have you worked as a university counselor?
4. Have you received training prior to starting career counseling or during your service by the university?
5. Does the center work on creating awareness among students about the center and its services it provides, if so, how?
6. Do students come to receive counseling on their own motivation? If so, how many this year? And do you follow up to the students?
7. After students receive career counseling do you see differences in their way of career decision making?
8. Does the university provide an office that is fit to provide the service?
9. Are there enough counselors to cover all the students in the university?
10. From your perspective do you think career guidance and counseling is needed in the university?
11. What are some things that you believe the university or the center should improve to provide a better service?
12. Any other comments you want to add?