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**Addis Ababa University**

**College Of Education and Behavioral Studies**

**School Of Psychology**

**Career Aspirations of Addis Ababa University Students:**

**Implication for Career Counseling**

**By**

**Sisay Tesfaye**

**AUGUST 2021**

**ADDIS ABABA, ETHIOPIA**

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**MA Thesis Submitted to the School of Psychology at Addis Ababa University in Partial  
Fulfillment of the Requirements for the Degree of Master of Arts in Counseling Psychology**

**AUGUST 2021**

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## **DECLARATION**

I hereby declare that my master's thesis, "Future Career Aspirations Among Addis Ababa University Students: Implications for Career Counseling ": A Counseling Psychology Perspective," is an original study work completed by me and submitted for the Master of Counseling Psychology Degree award at AAU in Ethiopia's Faculty of Psychology. No part of the thesis has been used to grant another university or institution a degree, diploma, or comparable title. References to other sources have been properly acknowledged.

Name : Sisay Tesfaye

Signature :-----

AUGUST 2021

ADDIS ABABA, ETHIOPIA

## **ACKNOWLEDGMENTS**

It is an honor to thank everyone who has helped on my MA education and thesis work. First and foremost, I want to thank Almighty God for His Mercy and Grace without which I would not have been able to finish this study. Second, I'd like to express my gratitude to Dr. Moges, my academic advisor, for his patience, kindness, and understanding while I worked on this thesis. Third, I'd like to thank all of my professors for guiding me through my MA studies. Fourth, I'd like to thank AAU undergraduate students for their enthusiastic participation in the research. Fifth, I am grateful to my friends, classmates, and others who have encouraged and accompanied me in my pursuit of excellence. Sixth, to my gorgeous daughters Hamlet and Fana Sisay, we are always united, flourishing, and excited for what our creatures have without being concerned about what has happened in our lives, what the future holds for us, and to my special path my mother Amelework Besha and father Tesfaye Chernet, to my occurrences on this planet, who jointly pray for me. Finally, I'd like to express gratitude for my living software mind, which the mystery human being created in order to create a one-of-a-kind creation on Almighty GOD's magnificent planet.

## **Abstract**

*The study of career aspiration among undergraduates has become a hot topic. This study looked at the level of job goals among AAU Behavioral and Educational science, Social science. Political science, Business and Economics science students .Quantitative data from 287 university students (141 males and 146 females) with a mean age of 21.16 (standard deviation =1.62) were gathered through the use of demographic questionnaires (6 items) and career aspiration test (24 items). The data was analyzed using descriptive statistical methods such as frequency, percentage, mean, and standard deviation, as well as inferential statistical methods such as Independent sample T-test and one way ANOVA. The vast majority of those who took part (84.3 percent) were found to have strong future job aspirations, according to the findings. Fresh entry had a higher status of professional aspiration than second and third-year students, and when we look at the gender scenario, females had relatively a higher status of ambition in work. According to the findings, undergraduate students' future professional goals are a critical factor in their future performance, leadership, and academic success.*

### *Keywords*

*career aspiration, socio-demographic variables, university students*

## Table of Contents

ACKNOWLEDGMENTS .....	i
Abstract.....	ii
Lists of tables.....	vii
Abbreviations and Acronyms .....	viii
CHAPTER ONE.....	1
Introduction .....	1
1.1 Back ground of the study .....	1
1.2. Statement of the Problem.....	5
1.3 Research Questions .....	6
1.4. The Study's Objectives.....	7
1.4.1 General Objective.....	7
1.4.2 Specific Objective: .....	7
1.5. Significance of the Study.....	8
1.6. Scope of the study.....	8
1.7. Limitation of the study.....	9
1.8. Operational definitions of terms .....	9
CHAPTER TWO.....	10
LITERATURE REVIEW .....	10
2.1. Aspirational concepts.....	10
2.2. The Concept of a Career Aspiration .....	12
2.3. Career Aspiration and Development Theories.....	14
2.4 career aspiration theories .....	15
2.4.1 Self-concept Career Development Theory.....	15
2.4.2. Structured Theories of Career Aspiration Development.....	15

2.4.3 Process Theories of Career Aspiration and Development .....	16
2.4.4. Theory of Social Cognitive Career.....	17
2.5. Aspects of Career Aspiration .....	19
2.5.1 Achievement Career Aspirational .....	19
2.5.2. Leadership Career Aspirations .....	20
2.5.3. Academic Career Aspirations.....	21
2.6. The level of interest that undergraduate students have in pursuing a job.....	21
2.6.1 The level of undergraduate students' career intentions in developed countries .....	22
2.6.2. The level of undergraduate students' career intentions in developing nations.....	23
2.6.3. The level of undergraduate students' career intentions in Ethiopia.....	27
2.7. Variables in socio-demographics and aspirations for a career.....	28
2.7.1. Gender of students and their career aspiration .....	28
2.7.2 Career Aspirations of urban and rural Students .....	31
2.7.3 Students' academic year and career aspiration .....	33
2.7.4 Students interest and career aspirations .....	33
2.7.5 Parental Occupation and Career Aspiration of Students.....	33
2.8. Implications for career counseling for career aspirations .....	34
CHAPTER THREE .....	36
RESEARCH METHODOLOGY .....	36
3.1. Design of the Study.....	36
3.2 Research Site.....	36
3.3 Participants.....	37
3.3.1 Population to Be Targeted.....	37
3.3.2 Frame for Sampling.....	37
3.3.3. Size of the Sample.....	37

3.3.4 Sampling Techniques .....	39
3.4. Data Collection Instruments.....	41
3.4.1. Questionnaire on socio-demographic characteristics .....	41
3.4.2 Scale of career ambitions .....	41
3.6. Procedures.....	42
3.6.1. Construction .....	42
3.6.2. Validation .....	42
3.6.4. The Instrument's Reliability .....	43
3.6.5. Technique for data collecting.....	44
3.6.6 Techniques for Data Analysis .....	44
3.6.7 Consideration of Ethics .....	44
Chapter Four .....	45
Results .....	45
4.2. The status of students' future professional ambitions .....	47
4.3. Gender disparities in the future Aspirations .....	49
4.4. Differences in career aspirations by year (One-way ANOVA).....	50
4.4.1. Descriptive summery.....	51
4.4.2. One way ANOVA for year level difference in career aspiration.....	52
4.5. Place of residence difference in Career aspiration (Independent sample t-test).....	52
4.6. Differences in future career aspirations based on field of study.....	53
4.7. Differences in future career ambitions based on parental occupation (One-Way ANOVA) ..	54
4.7.1. Parental occupation differences in future career aspiration: descriptive statistics.....	55
4.7.2. Parental occupation differences in career aspiration: a one-way ANOVA.....	55
CHAPTER FIVE .....	56
DISCUSSIONS .....	56

5.1. Students' level of future career aspiration.....	56
5.2. Gender disparities in the Career Aspirations for the AAU students.....	57
5.3. Differences in career desire by years in the university.....	57
5.4 Ambitions differences in place of residence (urban and rural).....	57
5.5 Differences in career aspirations based on academic field interest.....	58
5.6 Differences in career ambitions based on parental occupation.....	58
CHAPTER SIX.....	59
Summary, Conclusion and Recommendation.....	59
6.1 Summary.....	59
6.2 Conclusion.....	61
6.3 Recommendations.....	62
References.....	64
Appendix A- Questionnaire (English Version).....	75
Appendix II - Questionnaire (Amharic Version).....	78

## **Lists of tables**

Table 1: *Target population and sample size based on year level*

Table-2: *Sample distribution of participants based on year level, department and gender*

Table-3 *Summary of socio-demographic characteristics of respondents*

Table-4 *The level of Students future Career Aspiration*

Table-5 *Descriptive Statistics and Students Overall Status of Career Aspiration*

Table-6 *difference in Career Aspiration (independent t-test)*

Table-7 *descriptive statistics of year level difference in future career aspiration*

Table-8 *One way ANOVA for year level difference in career aspiration*

Table-9 *Place of residence difference in Career aspiration (Independent sample t-test)*

Table-10: *Field of study choice difference in future career aspiration( Independent t-test)*

Table 11: *Descriptive statistics of parental occupation difference in future career aspiration*

Table -12: *One-Way ANOVA for parental occupation difference in career aspiration*

## **Abbreviations and Acronyms**

AAU	Addis Ababa University
ANOVA	Analysis Of Variance
APA	American Psychiatric Association
DSM V	Diagnostic and Statistical Manual of Mental Disorders (fifth edition)
MOE	Ministry of Education of Ethiopia
OECD	Organization for Economic Co-operation and Development
SPSS	Statically Package for Social Science) software
USA	United States of America

# CHAPTER ONE

## Introduction

### 1.1 Back ground of the study

Aspiration is "a term that relates to that underlying human urge for optimism in the hope that life would improve". It is a future-oriented tool for our life goals that can be realized frequently in the future or remain as mere dreams with a lower likelihood of realization for those who are unfocused, and on the other hand, it motivates a human being's inner energy to put in more effort and invest more time, effort, and money life targets. So that it can be achieved better and better, as it is a major driver of people's life paths and can play a vital part in their well-being if they are met( Rodan, & Huijsmans, 2021).

Career aspiration as a life journey that people desire to follow, act, and fulfill in which an individual's best career-related decisions or ambitions, whether in suitable or unsuitable situations, have consistently shown over time to be strong predictors of desired occupational attainment on his/her life journey in which high career aspiration is present. In the literature, career aspirations are regarded as being of particular importance for young people as they make important decisions about their future career aspirations in secondary school, college, and university, particularly in terms of choosing which studies to pursue, and as being critical for the ultimate labor market prospects of young people around the world( Kunchai,Chonsalasin, & Khampirat,2021).

Career planning as a continuous process of critical and creative thought about one's knowledge, values, skills, and interests, as well as exploring and searching the life, preferences, working, and learning options available to them, and ensuring that their work matches their. Career aspiration has been recommended by certain researchers and scholars as a path to managerial, technical, project-to-

project, and technology transformation . Others, on the other hand, have identified four distinct types of career goal orientation among their study's respondents: the strategic opportunist, the balanced scientist, and the day today practices( Yandri, et., Al 2021).

University students who have a specific career goal are critical resources for promoting the vital development of any nation in the globe. He felt that they are also the catalysts, organizers, builders, and movers of change in all sectors of the world's socioeconomic development and technical innovation. This critical global issue is dependent on students' future professional aspirations to achieve goals such as educational level which is especially true for students in University. Most developed and developing countries have put boosting next generational career aspirations at the center of their development strategies (James, Mallman, & Midford, 2021).

Some investigations have also demonstrated the importance of high educational and job aspirations for students' later academic and career performance. When compared to students with low educational and career aspirations, those with high educational and career aspirations had higher educational accomplishment, occupational reputation, and wage attainments in adulthood. Since the majority of studies have focused on students with either high or low professional aspirations, there is little information available about students who are unsure about their future job goals (Chen, Rocha-Beverly, & Schneider,2021).

According to the Arab League (2018), in most Middle Eastern nations, talks regarding future job aspirations have shifted from increasing participation and equality of education to fairness and social mobility of students at the university. Future job aspirations are low, according to the Arab League policy, and are connected to a lack of quality educational accomplishment and disadvantageous intergenerational connections. As a result, in any country, creating and cultivating future

professional aspirations in the hearts of students is considered as critical to success and upward social mobility. Because of the restricted possibilities to fully realize their potential, Wrench, Hammond, McCallum, and Price (2012) in Sub-Saharan Africa, the level of involving higher education students in future career ambition building and decision making is not adequately done. Along with these structural explanations, (Melugbo et., al2021). argued that there is a lack of understanding of the change in higher institutional students' career aspirations and expectations for the future, which is influenced by what is generally regarded as a positive or negative cognitive development: the rise of modern learning systems.

Modern education is a "agency of career aspiration to optimistic successes of future student destination" through which students are taught specific norms and attitudes toward work and financial success after contributing more to their home countries by developing strong ambition. education helps individuals and society to participate fully in the nation's development process by obtaining knowledge, ability, skills, wisdom and aspiration. In order to enhance students' career aspirations, higher institutions of education can only provide well-formed and well-developed personalities and construct a foundation for a higher life style in society. Examining and developing students' future professional aspirations in relation to their future life dreams is critical for any country aspiring to be a bright and prosperous future nation ( Verjee,2021),

According to Zikargae, Woldaregay, & Skjerdal, (2021). Ethiopia's government has embarked on a very ambitious agriculture development strategy in recent years, with the goal of elevating Ethiopia to middle-income level by 2025. The rapid growth of public institutions has taken center stage in supporting and encouraging the country's goal of providing a new generation with strong career ambition expertise necessary to power one nation's overall enhancements. According to Sbhatu, D. B. (2021). Universities in Ethiopia's higher education system aim to develop and graduate highly

qualified, aspirational, motivated, and innovative human resources, as well as produce and disseminate advanced and relevant knowledge and skills for socioeconomic development and poverty reduction, with the goal of transforming Ethiopia into a middle-income country by 2025. The problem of student status in terms of future career aspirations in higher education has become a focus of Ethiopian Government policy and partnerships in recent years, owing to issues such as employer efficiency, large numbers of unemployed in the country, and poor academic performance of students, all of which have hampered Ethiopian government Higher Education Systems Objectives (MOE, 2018).

The Ethiopian government has now turned its road map attention to improving the quality of higher education through establishing aspired students by taking initiative to develop students' talents and to be scaffolded with appropriate future job ambition frameworks (MOE,2018). As a result, achieving educational goals necessitates the provision of ongoing instructional supervision techniques that add value to students' academic preferences and participation in their future professional ambitions University students' well-formed career aspirations are vital and critical ingredients for practically all educational and occupational outcomes play an important role in their transition from education to jobs . However, there has been little emphasis dedicated to exploring and investigating what really matters to students in terms of job features and employment scenarios. As a result, a fundamental development concern for many developing and growing countries today is that existing work conditions and availability do not match the career aspirations of higher education Ethiopia is one of the fastest growing economies in the world (Ministry of Education, Ethiopia , 2018) .

The country's education system has been criticized for its lack of interest in career ambition education by some experts and students. However, it is seen to be critical for students' academic

achievement and future job development (MOE,2018). In Ethiopia, the importance of job goal for university students in their current and future lives has been overlooked. Taking this into account, the student researcher is convinced that researching the status of university students' career aspirations is a watershed moment in bringing the attention of counselors, psychologists, curriculum experts, educators, and researchers to the importance of career aspiration training in Ethiopia. These contributions will improve students' future career ambition knowledge and abilities, enabling them to adapt to their own personal and development goals while also contributing to the nation's need for educated workers. As a result, there is a study gap in Ethiopia about the state of students' future career aspirations in our universities.

## **1.2. Statement of the Problem**

According to Tsakissiris,& Grant-Smith,(2021),The world of our time, expects intellectually and professionally highly skilled people for administration, commercial or market making, or industrial or leadership purposes. Without a professional ambition-oriented education, students may be unable to obtain a good education. Students must be able to learn about the experiences, new discoveries, aspirations, and values that have accumulated over time in the struggle for self-sufficiency and national development. Many studies have been conducted on the professional aspirations of students, such as the career aspirations of undergraduates in Sri Lanka, which looked into the causes of undergraduates' career aspirations and the significant problems they faced in selecting one (Suta, Jawarjani, & Madhurangi & Wasshissara,.2019), Factors Influencing High School Career Aspirations (Sapra, J., Chaudhary, M., & Jeswal, R. (2021). Factors Influencing Students' Career Choice and Aspirations in Keniya, (Owusu, M. K., Owusu, A., Fiorgbor, E. T., & Atakora, J. (2021). Factors Influencing Undergraduate Students' College Choice in Kenyan Public Universities, The Influence of Parenting Styles on Career Aspiration,( Famolu,2021).

Some Ethiopian studies in the literature have revealed students' future time orientation in central Ethiopia as a function of school performance and home environment (Tadesse et., Al 2021), the changing educational aspirations of Ethiopian children growing up in poverty,(Crivello, Tiumelissan,& Heissler, 2021), Zewude, B., & Melese, B. (2021). Educational aspiration and the standing of academic achievement in the value system of school-going adolescents in Shashemene town (Zewude, & Melese,2021), and Career Development among Madda Walabu University Undergraduate Students in South East Ethiopia (Abera & Gobena,2016 ).

However, the researcher is unaware of any studies that particularly examine the level of future job aspiration among university students. Knowing the status of university students' future job aspirations can assist Curriculum developers in developing course syllabuses that can ignite students' future career aspirations, as well as Teachers, Psychologists, and Parents' involvement in assisting students' future career goals has improved and also the challenges of the areas, regaining principles and viewpoints, the work of counselors, psychologists, and teachers, and the impact on students' professional ambitions . As a result, the purpose of this study is to fill in the gaps by evaluating the state of university students' future career aspirations in current higher education contexts, specifically at Addis Ababa University, in order to create awareness about how it affects career counseling.

### **1.3 Research Questions**

1. What is the level of job aspiration among undergraduate students at Addis Ababa University (AAU)?
2. Is there a statistically significant difference between males and females in terms of future job ambitions?
3. Is there a statistically significant difference between academic years level in career aspiration?

4. Is there a statistically significant variation in career aspiration based on where students come from urban and rural ?
5. Is there a statistically significant difference career ambitions based on field of study?
6. Is there a statistically significant difference in future career goals based on parental occupation?

## **1.4. The Study's Objectives**

### **1.4.1 General Objective**

The study's overall goal is to assess the current level of Undergraduate Students' future career ambitions at AAU.

### **1.4.2 Specific Objective:**

The specific objectives of the study are as follows:

- To assess the level of job aspiration among Addis Ababa University students.
- To see if there is a significant gender difference in the level of job aspiration among AAU students.
- To assess whether there is a significant difference in career aspirations among AAU students based on their study years.
- To assess whether there is a significant difference in career aspirations among AAU students based on their origin.
- To assess whether there is a significant difference in career aspirations among AAU students based on their field of study interest.
- To see if there is a significant difference in AAU students' job aspirations based on their parents' occupation.

## **1.5. Significance of the Study**

Career aspirations are important in career decision-making because they reflect the intentions and ambitions that drive individuals toward a specific course of action in their future life endeavor. The purpose of this study is to determine the future career goals of undergraduate university students at Addis Ababa University. The study's findings can help university professors, psychologists, career counselors, the Ministry of Education, and other interested parties understand their students' future aspiration for work. The findings of this study can be used by university lecturers in their teaching learning processes to improve students' future career goals. Furthermore, the research may aid university students in identifying their future job goals and developing specific skills needed for that career. Furthermore, it assists the Ministry of Education in determining what resources need to be developed in order to promote the development of future career aspirations of students by understanding how these aspirations are shaped and thus in light of the intellectual and cultural norms of Ethiopian society and universities.

This study may contribute to the literature, teachers at lower levels of education, the community, and the nation as a whole. Despite the fact that the survey will be limited to students at Addis Abeba University, the results will provide some preliminary information about Ethiopian other universities. Finally, the study can be used as a foundation for future research on Ethiopian students' professional aspirations and how they evolve in their minds and hearts.

## **1.6. Scope of the study**

This study looked into the future job goals of undergraduate students at Addis Ababa University in departments such as psychology, social work, accounting, freshmen program, management, and political and international relations. AAU was chosen as the research site because the researcher believed it would be simple to gather the necessary participants for the study and that it would

provide sufficient data on the subject. Furthermore, it was simple to find participants from various backgrounds, such as cultures, ethnic grouping and socioeconomic standing. Participants in the study included freshmen, second-year, and third-year undergraduate students of both genders (male and female). As a result, according to the researcher, AAU was the best place to recruit enough people for the study while also being able to address financial, time, manageability, and experience constraints.

### **1.7. Limitation of the study**

Some limitations are worth considering in the process despite of the notable findings of the study. The current study's first limitation is that it used self-report questionnaires as a measuring tool, which could have resulted in response biases. When we see the second limitation is that the study employed a cross sectional design which is impossible to establish cause and effect relationship of the current career aspiration on future career success.

### **1.8. Operational definitions of terms**

*Aspiration:* A student's desire for and pursuit of a career after completing higher education while still enrolled in school.

*Career :* refers to a student's employment path or progression through life or a certain phase of life."

*Career Aspiration :* a student's long-term ambition for the sort of career he or she would like to have in the future.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Aspirational concepts

Aspiration is defined as a strong desire or ambition to achieve or obtain something that represents the desired future state of being in terms of living standards, social position, education and career, marriage and families. Thus, it is the extent to which a person establishes realistic goals in relation to his or her mental, emotional, physical, spiritual characteristics, as well as his or her circumstances and surroundings. Individuals can have aspirations in a variety of domains, with educational and occupational aspirations being two obvious examples. Individuals' ideal aspirations reflect career goals under ideal circumstances, whereas The perceived likelihood of enrolling in a specific profession is reflected in realistic aspirations. They claimed that during adolescence, idealistic aspirations are replaced by more realistic expectations of what is truly possible in life. This is due in part to increased self-awareness and academic achievements, but it is also due to alternatives in the educational system and the workplace( Feix, & Philippe,2020).

A number of elements that are considered to be features of an instructionally successful education system have been discovered. The level of student aspiration, which is derived from a combination of vocational endeavors, educational goals, and, perhaps most importantly, their own sense of self in relation to what they believe are important, is an important characteristic that has not been widely recognized in the educational system. The purpose of this study is to emphasize the significance of student aspiration in effective educational system methods. Some studies have found that factors such as vocational, educational, and quality of life issues are directly related to an individual's aspiration. As a result, most students with low aspirations are too often relegated to the educational system's periphery, where they have few options and few chances of success ( Lupisella, M. 2020).

According to Meyer & Norman,(2020) an effective educational system is one in which educators, counselors, and psychologists are concerned about students who are not effectively utilizing the school environment, and the learning process is at the heart of the self-renewing school, emphasizing the role of educators, counselors, and psychologists in diagnosing and assisting in the resolution of student problems. According to Schippers et., Al (2020), the goal of an effective educational system is to create an environment in which high aspiration can flourish, which necessitates students, counselors, and instructors questioning deeply held ideas, opinions, beliefs, and habits that have been reinforced by customs.

According to Schippers et., Al (2020), many educators and counselors believe that students with low aspirations lack the motivation or capacity to succeed in school, despite the fact that having a low aspiration is not synonymous with low ability or low achievement, and it is not inherent in any racial or economic situations. To engage students with low aspirations, a variety of techniques can be used, and these approaches can be classified into a interaction continuum. There are interactions between students and counselors, students and educators, students and students, students and parents, educators and parents, counselors and educators, counselors and parents, counselors and educators, counselors and parents for the purpose of adjusting the educational environment to promote increased learning and insisting that educational performance in School can be improved by giving students an opportunity to grow

aspiration and other life skills in their own settings. As a result, school reform initiatives, the work of career counselors, the findings of school effectiveness studies, and current understandings of how organizations function all emphasize the importance of a pleasant school environment.

According to Schippers et., Al (2020), understanding student ambition appears to be an underappreciated variable in the successful education system formula, where it is not assumed that students will be ambitious. Rather, students' inspirational levels are at the heart of student success and positive school climates, where ambition must be regarded as a critical component of motivation to achieve, acting as a self-fulfilling prophecy for the learners. According to Festinger, & Sears, (1944), while student aspiration has always existed, little research has been conducted on the role or influence of the educational system in shaping students' inspirational status.

According to Issa, & Tesfaye, (2020), the primary responsibility of our educational system is to assist all students in learning and achieving their goals. Concern for the development of all individuals is central to the effectiveness of our educational system, and it is consistent with the expressed value in the literature on effective schooling that almost all students can learn and achieve their objectives. When we examine the realities of our country's schools and schooling, we discover that most children are too frequently sorted and monitored by far, which means that some students are pushed to achieve while others become alienated, dissatisfied, and fall behind; and some students quit. Students who disengage while others thrive have been labeled as having low life goals. It is critical to recognize that ambition is multifaceted.

## **2.2. The Concept of a Career Aspiration**

Shirima, Naudé, & Esterhuyse, (2021), career aspiration as a continuous process of considering one's interests, values, abilities, and preferences, investigating the life, work, and learning options available to them, and ensuring that their job fits with their personal circuit. It is also not just the individual's expectations of what the future of occupation would look like, but the individual may aspire to outcomes that could be achieved if the constraints were removed or their behavior changed along the way. They defined career aspiration as the boundary-states sought in a relevant domain of

occupation choice in one's life journey, as opposed to beliefs, which are individuals' perspectives on the nature and configuration of the current state of the world of occupation and other potential states, the link between actions and expressed outcomes, and the possible outcomes.

The other researchers, defined career ambition as a psychological result of an individual's desire from school that drives them to choose a specific professional path in their lives. Furthermore, their career aspirations included individuals continuing their mind and heart education within their careers with the hope of moving up the career ladder. However, in literature and in real life, aspirations, beliefs, and expectations are not unrelated: individuals' beliefs about their education, business, and health are all intertwined. Incorporating the aforementioned research studies, the alternative definition for career aspiration used in this work was aspiration as the future goal that a student wishes to achieve during their schooling or career stage in life (Nduta,2020).

The State Government of Victoria (2017) believe that career aspirations can be realistic or ideal in principle, and that they should include all roles that an individual will play throughout his or her future life endeavor, such as education, training, paid and unpaid work, family, volunteer work, leisure activities, and more. The conceptualizations of professional goals in academic literature primarily share this everyday for the understanding of the idea in our day-to-day actions. The nature, formation, and significance of students career aspiration have a number of features in common in social psychology, social work, sociology, and economics, (Nduta, 2020).

According to Napolitano, et., al (2020), career aspiration can predict future occupation membership as well as or better than interest inventory tools, which are becoming more popular as new occupations enter the workforce. As a result, this concept has been defined in a variety of ways by various experts and scholars , professional aspiration as a set of planning, acting, and feeling

behaviors associated with pursuing an internalized standard of excellence in life, such as pursuing a strong ambition in academics, occupation, and social initiatives. Social psychologists, on the other hand, argue that professional aspiration and broader ideas about self-efficacy are heavily influenced by others' experiences in their immediate environment – in their day-to-day living experiences. Students who reported doing well in school, being more career mature, and having higher self-esteem were more likely to aspire to professional status occupations than students who aspired to skilled status occupations, with semi-professional status occupations having more .

Students and educational institutions can help them gain work experience and opportunities for professional development. Effective career advising, encourages students to reflect on who they are and who they want to become, as well as to think critically about the connections between their educational choices and their future economic lives. Recent research on job preparation has concentrated on misalignment, which occurs when students' educational intentions differ from their professional expectations. Students should expect their early working lives to be more difficult than would be predicted based on their background and academic success if they underestimate the education required to achieve their goals( Manuel, et.,al 2020).

### **2.3. Career Aspiration and Development Theories**

Davenport et., Al (2020) career aspiration development as a subset of overall aspiration development that focuses on learning about entry into and advancement in the workplace. Career aspiration development theories are used to explain why students choose careers. Theories of career aspiration and development aim to raise awareness about the effects of various career choice factors, inspire students and professionals to conduct additional research on issues related to career aspiration and development, and provide theoretical general reference when practical guidelines are lacking.

## **2.4 career aspiration theories**

### **2.4.1 Self-concept Career Development Theory**

In the United States, Super's theory of career development and choice has received a lot of attention. career construction is essentially the development and implementation of vocational self-concepts in the workplace. A self-concept is a multifaceted concept that includes mental and physical development, environmental factors, personal experience, and so on, and it is necessary to manage one's vocation's development over time. The term "career maturity" refers to how much a person can achieve at each stage of their professional development. Life and work satisfaction are an ongoing process of implementing evolving self-concepts in work and life. The term "career maturity" was used to describe a person's ability to complete the vocational developmental tasks that are required at each stage. A Spanish version of the Career Development Inventory (CDI) was used to assess the career maturity of high school students. The intervention, according to the findings, was highly effective in increasing the career maturity of students at all grade levels. The value of the self in decision-making, on the other hand, varies by culture. Super's theory will continue to play an important role in international career development practice (e.g., Leong & Serafica, 2001; Patton & Lokan, 2001).

### **2.4.2. Structured Theories of Career Aspiration Development**

As Frank Parsons' Theory, he believed that human beings seek employment that is compatible with their unique personality features, and he proposed matching worker characteristics to the world's labor demands. Structured theory states that in order to obtain a meaningful job in the career Journey, an individual must first identify his or her own strengths and weaknesses. He emphasized that, based on Parsons' specific principles of career choice, conceptualizing one's own potentials and the demands set by the specific environments of each occupation in the world of work, as well as the

ability to discover the relationship between them, is essential for an effective career aspiration choice ( Minhaji, 2021).

Holland's thought theory conveys the notion that people differ in their career aspiration judgments and selections primarily because of the various types of contextual situations they encounter throughout their lives. Holland's hypothesis holds that a person's career ambition choice is the result of interactions between his or her genes and a variety of social contexts. That is, whatever career path a person chooses is heavily influenced by his or her surroundings. Holland's thesis, in a nutshell, includes four basic populations, with the majority of people falling into one of six RIASEC job aspiration types: realistic, investigative, artistic, and creative. There are six different types of RIASEC professional ambition environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Whether you're an entrepreneur or a traditionalist, People seek out environments that allow them to exercise their career skills and abilities, express their attitudes and values, and take on agreeable problems and roles. A person's career aspiration behavior is determined by a combination of personality and environmental characteristics (Wahyudi, Yusuf & Afdal, 2021).

### **2.4.3 Process Theories of Career Aspiration and Development**

Donald Super began introducing new ways of thinking about professional ambition growth in the early 1950s, making him one of the most significant developmental process-oriented career aspiration researchers and writers. Crystallization (years 14-18), specification (years 18-21), implementation (years 21-24), stabilization (years 24-35), consolidation (year 35-55), and readiness for retirement (years above 55) are the six broad and chronologically separated stages outlined (Strauser, O'sullivan, & Strauser, 2020),

John Krumboltz is well-known for his process-oriented career aspiration theory, also known as Social Learning Theory. He believes that developing career aspirations is a process of learning about

ourselves and our options. According to Krumboltz's social learning theory of career aspiration decision making, four categories of factors - genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills - are influential in the development and decision making of individuals' career aspirations. A person's career choice is influenced by the state environment as well as internal characteristics such as sex, physical strength, and other considerations. Another category of criteria discovered by Krulmboltz that is thought to influence clear career decision making is a learning experience. In which our prior knowledge influences our career aspirations in a variety of ways (Saunders, (2021).

Career aspiration theorists David Tiedman and Anna Miller-Tiedman emphasize career as a process in the Career Journey that requires a series of stages to be completed at various time intervals rather than something an individual will settle in only once in his or her lifetime. According to them, the process of professional aspiration development is determined by each of a person's different school, career, and life decisions as he or she grows older. Career aspiration development, according to one of these theorists, David Tiedman, is a process of structuring one's identification with work through the interaction of one's personality with society (Volodina, Mohammed,& Tiedemann,2021).

#### **2.4.4. Theory of Social Cognitive Career**

Social Cognitive Career Theories /SCCT (Liu et., al 2020) advocated a mutually influencing relationship between people and the environment. SCCT offers three distinct but interconnected career development process models that strive to explain (a) the growth of academic and vocational interest, (b) how individuals select educational and professional choices, and (c) educational and job performance and stability. The emphasis of the three segmental models differs in three key variables: self-efficacy, outcome expectancies, and personal aspirations. Muñoz, (2021) as "a dynamic set of beliefs related to various performance domains and activities." Self-efficacy

expectations influence both the beginning and maintenance of certain behaviors in response to barriers and problems.

According to SCCT, four primary information sources or learning experiences shape self-efficacy expectations: personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states. Outcome expectations as "personal views about the repercussions or outcomes of certain conduct." Outcome expectations include beliefs about extrinsic rewards connected with goal behavior, self-directed consequences, and outcomes arising from task accomplishment. Overall, it is believed that the same knowledge or learning experiences that create a person's self-efficacy beliefs and affective states also shape their result expectancies. Personal objectives are one's intentions to participate in a specific activity or to obtain a specified result (Chuang, S. 2021).

SCCT differentiated between choice content objectives, which refer to the activities that one desires to pursue, and performance goals, which refer to the level of accomplishment or performance that one wishes to achieve. Individuals who set personal goals can persist in tasks and maintain their behavior for long periods of time in the absence of tangible external rewards or reinforcement. The interest, choice, and performance models of SCCT were developed by the researchers. Self-efficacy, outcome expectations, and personal goals served as core variables in the interest model. The interest model specifies that individuals would likely develop interest in activities that (a) they feel efficacious. The SCCT choice model views the development of career goals and choices as a process of self-efficacy, outcome expectations and interest over time. Career choice is an unfolding process in which the person and his/her environment mutually influence each other. It involves the specification of primary career choice or goal, actions aiming to achieve one's goal, and performance experience.

An "ability" factor, defined as one's achievement, aptitude, and past performance, was highlighted in the performance model of SCCT. Ability informs one's self-efficacy and outcome anticipation, which influences performance objectives and levels. SCCT provides a comprehensive framework for understanding the development of career interest, job choice, and self-efficacy-based performance. A SCCT framework was used in a study to analyze the professional development of Italian youngsters. The findings of a study were less favorable to the SCCT process model. According to the authors, early self-efficacy status may not protect a person from future career decision-making problems. The findings indicate that the causal link between the two variables, as hypothesized by the SCCT process model, may not exist. SCCT provides an overarching framework for international career advice practitioners and researchers to guide practice, as well as practical propositions and hypotheses that can be empirically evaluated (Hahlbeck, & Vito, 2021).

## **2.5. Aspects of Career Aspiration**

Students' achievement, leadership, and educational goals, according to proponents of career development, have been recognized as the most critical variables determining students' later educational and occupational attainment. Students are in the critical period of discovering and crystallizing their career options. Students must choose between a vocational path, a college preparatory path, and other possibilities including an apprenticeship training program (Bora, 2021).

### **2.5.1 Achievement Career Aspirational**

Achievement ambitions are important variables in supporting students' achievement aspirations in their future careers. These motivations serve as mechanisms that manage once success and failure, and they play an important part in supporting students' achievement goals in their future jobs. Students' commitment, clarity, certainty, success, and control over professional goals and objectives in their future careers are all variables that influence their aspiration for success. The degree and

direction of the achievement ambition relationship for both males and girls vary based on the type of goal and, to a lesser extent, specific professional triumphs. The desire of individuals to match their opportunities is also a factor . As a result, given equal achievement levels, each gender has higher aspirations within the common sought category. As a result, social and political policies that alter men's and women's opportunities and incentives will alter the sex-differential goal for achievement. Students' grades could improve if they maintained a high level of professional aspiration throughout their academic careers (Park,& Ngo, (2021).

### **2.5.2. Leadership Career Aspirations**

Leadership aspiration as a person's strong desire to reach the pinnacle of their field and their willingness to accept an opportunity to do so. Other early twentieth-century literature portrayed leadership aspiration as the focal point of group transformation, action, process, and success, with leaders considered as central persons who integrate groups and embody the collective will of the group in the workplace. (Kieu,(2010), which stated by theorists who stressed the importance of inducing compliance defined leadership as personal social control and the art of inducing others to do what the leaders aspire in their career position defined leadership as the personal social control and the art of inducing others to do what the leaders aspire in their career position defined leadership as the art of inducing others to do what the leaders aspire in their career position defined leadership as the art of inducing others (Tovar- Murray et., Al 2021).

Leadership is the method by which leaders exert control over their followers' conduct. A leader may be someone who is more adept than typical in conveying psychosocial cues for the effective condition of collective professional actions. Leadership ambition is a continuous and dynamic process that mobilizes the aspiration of others to achieve extraordinary results. A strong desire to influence change or encourage people to work together toward a similar goal is another prominent

definition of leadership aspiration in the twenty-first century. Thus, aspiration for leadership is a moral relationship between people based on trust, commitment, and hard labor toward a common objective (Mathews, 2016).

### **2.5.3. Academic Career Aspirations**

To explain educational inequalities, various fields have investigated educational aspire in depth, including psychological, social-psychological, sociological, and economic perspectives. Despite the common use of the term "educational aspiration," which refers to the educational goals that students set for themselves, there is no universally accepted definition or consensus on what the term means. Educational expectations are intended to assess a student's desire to earn a specific level of education as well as that student's assessment of his or her possibilities of obtaining that level of education. Educational expectations may represent academic objectives for some students, but for others, they may reflect a realistic assessment of their possibilities of acceptance, funding, and completion of a four-year degree (Ángeles , 2021).

### **2.6. The level of interest that undergraduate students have in pursuing a job.**

As an unforeseen effect of the experiment, the volunteers established their own, secondary goal when the primary goal proved too difficult to attain in their field. This intermediate career goal, while less difficult to obtain, represented a step toward the more difficult ambition, and he referred to it as the subject's current level of aspiration. Early ambition studies studied the requirements for success and failure experiences, which were inferred from the participants' general behavior. Several studies were undertaken over the next two decades to quantify the levels at which people intended to attain for a certain task. Height, rigidity/mobility, and responsiveness were all quantified in an attempt to operationalize the concept of aspiration( Gischlar, 2021).

The research on the contributions of personality to educational aspiration found support for the idea that educational goal-related interest and personality scores were only marginally related to a student's level of academic aspiration. They also discovered that some characteristics of a student's personality and interests were related to their future academic goals (Sapra, Chaudhary & Jeswal, 2021).

### **2.6.1 The level of undergraduate students' career intentions in developed countries**

Youth are a valuable human resource for professional improvement as well as a driving force in a nation's economic and wealth development all over the world. While youth face significant challenges in their lives, particularly in terms of career development, employment, and livelihoods, they still represent today's and tomorrow's opportunities as health professionals, psychologists, counselors, educators, researchers, entrepreneurs, politicians, innovators, scientists, peacemakers, and investors. According to Gottfredson, career aspiration growth explodes into conscious knowledge during the adolescent years at the age of 14 and beyond. Numerous studies, however, have found that adolescents continue to struggle to define their precise professional interests, aspirations, and talents, in part because many of their job aspiration crucial personal characteristics are not yet fully established. As a result, there is a risk that teenagers will commit to a job decision before fully comprehending all of their options during this era of professional development. Many students, unsurprisingly, are unaware of their educational and career objectives, causing them to make career decisions based primarily on emotion. According to several surveys, high school is the point at which students make crucial decisions about their future courses and career objectives. It is an important place in the educational system where students lay the groundwork for hard and soft skill development. Colleges and universities, for example, are specialized venues where students engage in the actual development of their future work desire abilities (Garçon, & Nassif, 2021).

According to research undertaken in Western countries' success is students who are given career aspiration skills at a young age and practice them throughout their teaching-learning processes. According to a substantial amount of empirical research, insightful pupils who have clear and targeted plans while still in school have a greater probability of getting ahead of chances than those who do not have any life plans in their future lives. According to a brand new and recent study, the majority of girls in almost all countries, with the exception of a few Asian countries, prefer to create pretty firm occupational and educational plans (Jung,2021).

Students with good grades, predictably, establish ambitious career objectives for their future considerable educational attainment and admission into very prominent, high-paying professional work (Education and Society vol.26, No.2,2008). Indeed, developed countries made it possible and have enjoyed enormous benefits from students with well-defined career ambitions. This demonstrates that policy initiatives should take into account the fact that students' professional ambitions are formed early in life, and that these decisions, once formed, have an impact on the students' actual occupational placement later in life (Kano, Sheikh, & Toyama, 2021).

### **2.6.2. The level of undergraduate students' career intentions in developing nations**

Policymakers in developing countries are increasingly concerned about the quality of jobs as a component of long-term development, as well as work happiness as a driver of productivity in the lives of students. They do not, however, have a thorough understanding of students' professional goals or how to connect them with real-world opportunities. They aim to answer two fundamental questions: what motivates and influences the employment preferences of young people in developing countries? And how may they bridge the gap between their level of career objectives and labor market opportunities? It is based on data collected from school-to-work transition surveys

conducted in 32 developing and transition countries across Africa, Asia, Europe, and Latin America between 2012 and 2015. .

According to the paper, there is a significant mismatch between youth level job aspiration and expected labor demand, which warns about the enormous difference between students' level of career aspiration and the reality of the labor market (SWTS). Career aspiration gaps are prevalent, but their depth varies by region: Africa and Latin America face the greatest issues, with gaps as high as 65 percent and 62 percent, respectively. A major cause of concern is that the gap between young professional goals and labor market reality exists for tertiary educated students, particularly university students: while they may legitimately expect to work in high-skilled professions, 48% of them will most likely be unable to do so. This highlights the difficulty that developing and emerging countries face in achieving the professional objectives of their rapidly growing graduate populations. Career goals in emerging countries are increasing since the majority of today's young people are more educated and aspirational than their parents. Other influences in a student's life, however, include: disadvantaged students have a strong preference for public sector jobs and are less interested in self-employment opportunities; students from all low-income households and rural areas are more likely to be attracted to low-skilled occupations; and finally, as young adulthood shapes their goals about their future career aspirations, their parents play an important role. There are also substantial gender problem elements in job goals, as being a woman raises preferences for work in the public sector and high-skilled occupations while decreasing willingness to work for oneself (Orlando et., al 2021).

The African Student has two faces on the globe, depending on their level of career ambition and other aspects of life. His traditional community is predominantly agrarian, nomadic, illiterate, and rural in nature. The second is a westernized environment characterized by city life in the midst of an

educated elite, advanced technology, and a relatively civilized people's way of life. Many articles regarding career hopes and expectations in South Africa highlight the impact of these two worlds on students' lives, attitudes, and values. According to some researchers, many governments in developing nations are discovering that higher employment quality is important for all elements of a country's development. They also stated that insufficient emphasis and attention has been made thus far to exploring and identifying what really matters to students in terms of career ambition qualities and job situations in the twenty-first century (El Baroudi, & Khapova, 2021).

Today, one of the most significant development issues and downsides in many developing and newly emerging countries is that available occupations do not meet students' career expectations. Their study looked at graduate students' labor market success in emerging countries in terms of results and job quality. In fact, the majority of contemporary African novels reflect conflicts emerging from attempts to mix traditional and western modern ideals in a typical developing society, which is inhibiting African culture as a whole. They underline that our level of career desire is influenced by people's thinking and is rooted in our attitudes, emotions, and traditional and present cultural influences. They also relied on cognitive foundations that shape human values, which influence our professional aspirations and career choices (Wickramaratne, 2021).

As a result, while African, American, and European students may have similar career ambitions on the surface, the reasons for their decisions may differ drastically based on their cultures' values in different parts of the world. Evaluating African students' career goals and expectations is essentially a study of their thoughts toward the jobs available in their neighborhood. As a result, an attitude might be described broadly as a learned, adapted emotional response directed toward or away from a certain professional aim. Personal interests are always overshadowed by its directed qualities. The goal of evaluating a student's attitude toward various careers is to discover the direction and strength

of his or her feelings for or against such occupations. Many studies suggest that students desire to succeed in school and are willing to put in a lot of effort and make personal sacrifices in order to do so. According to studies in South Africa, many Zulu students' explanations of their future professional aspirations or vocational desires were unclear and undeveloped, if not altogether nonexistent (Afrifa, Tingbani, Yamoah, & Appiah, 2020).

A lack of clear academic and career preparation may impair future student accomplishment due to a tight economic employment market, where early networking and/or skill attainment are critical. Of course, weak career plans may be the result of first-year university students' primary focus at the time being on completing their studies. Cultural standards, on the other hand, may encourage students to consider their family conditions while planning their future jobs, rather than pursuing independent career aspirations that may involve independent action and geographic separation (Hussin et., al 2021).

In terms of immediate professional objectives or aspirations, students' relatively high level of anxiety about passing classes and performing well on homework reveals a legitimate concern about the educational system's effectiveness. Students were anxious that social pressure might cause them to lose concentration on their academics, therefore they sought to associate with a group of peers who had achieved success in a university setting. Furthermore, the ambition of the students to be role models in their occupations underlines the importance of mentors in molding their minds in a collective culture. The findings backed with the traditional African emphasis on family and community for professional success. It implies the significance of family in the Student career decision-making process, where the wishes of significant others are central to any activity, particularly the development of career aspirations. It's fascinating to examine how parental and societal ideals mix with individual career goals and ambitions (El Baroudi, & Khapova, 2021).

### **2.6.3. The level of undergraduate students' career intentions in Ethiopia**

While expanded schooling motivates individuals to pursue higher career objectives and strive for greater success in Ethiopia, it also jeopardizes children's education. Despite being an issue, students' high career ambitions are a valuable resource that must be leveraged for the country's transformation. If students reach high levels of achievement, the returns on education can help break the cycle of poverty. However, as previously said, there has been little research into the job goals of Ethiopian children and university students. According to early empirical studies in Ethiopia, there are considerable drop-out rates, meaning that students are less likely to progress toward their ultimate educational and career aspirations (Obot, Apebende, Okon, & Bekomson, 2017).

The government of Ethiopia places a high importance on education that trains pupils to become "educated farmers." While it is true that the country's available job markets cannot keep up with the need for an ever-increasing number of graduates, we must also consider the risk of restricting people's capacity to aim for future occupations, diminishing their chances of success. It would leave pupils unprepared for the competitive world of career aspirations, and it would hinder students who want to learn as much as they can to help their country grow. Some qualitative research on Ethiopian students has focused into the elements that influence their future educational goals (Yamada, & Otchia, 2020).

Despite such community expectations, young people continue to strive for the highest levels of education possible for their future employment. More urban children believed that education would help them achieve upward social mobility in their future careers and aspired to higher educational levels than rural children. According to research, students in Ethiopia retained high expectations for their own achievement, but with a gradual decline over time. This could imply that the likelihood of achieving a career objective in difficult circumstances is being analyzed more closely. As they grow

older, students learn to distinguish between career aspiration, or the desire to obtain a status object or aim such as a specific... degree of education, and expectations, or the likelihood of reaching those career goals (Jemal, 2017).

Given the trade-off between reorienting and addressing the challenges associated with having highly educated people, the researcher advised that the government move faster to respond to students' employment goals rather than limiting their objectives. After all, graduate students are concerned with the future, therefore adults and governments must be aware of their future professional goals. The aforementioned review demonstrates that various studies on students' educational and vocational objectives, as well as the barriers that stand in their way, are available in Ethiopia. However, the majority of studies are based on cross-sectional data and have been conducted predominantly in Western contexts; however, some qualitative research has recently been conducted in Ethiopia in order to produce aspirational and dedicated generations (Ketemaw, 2020).

## **2.7. Variables in socio-demographics and aspirations for a career**

Gender, place of residence, parents' occupation, academic years level, and field of study chosen all have an impact on future career aspirations (Melugbo et.,al 2021).

### **2.7.1. Gender of students and their career aspiration**

Women's job goals have continuously evolved during the twentieth century, resulting in greater workforce participation rates that have been hampered by a variety of variables affecting women's career aspiration and development over time. Gender refers to the male and female social roles and obligations that are established in our families, communities, societies, and cultures. The concept of gender also instills expectations about the manners, characteristics, aptitudes, and likely behaviors of both males and females (femininity and masculinity), which are learned throughout a person's life. However, roles and expectations can change over time and vary within, between, and among

cultures. Political status, religion situation, ethnicity, age, physical and mental handicap, class, and modify gender roles are all examples of social differentiation systems (Tovar- Murray et., al ,2021).

The concept of gender roles is crucial because applied to any social analysis, it demonstrates how female subordination, and specifically men's dominance, is socially constructed consciously and unconsciously, and can be changed or ended over time, rather than being biologically predetermined or fixed for the rest of a person's life. Sex explains the biological distinctions between males and females, which are universal and determined at birth, but gender is a social construct (Chesters,2021).

Gender disparities in society are usually linked to either nature or nurture, or a combination of both, which means that the disparity in male and female adolescent professional ambitions, or the absence thereof, can be traced to contextual circumstances. Men and women, according to the nature argument, differ in intrinsic, biological, intellectual, and relatively time-invariant variables, and hence exhibit distinct behaviors and reactions to the same stimuli. The nurture argument, on the other hand, claims that the environment in which people live is the determinant of gender differences in beliefs, feelings, attitudes, and behaviors. Furthermore, the gender disparity in educational accomplishment between men and women was observed in the Omani context, and a recommendation was made to urge educators, career counselors, and parents to have higher expectations for men's educational achievement (BarNir,2021).

Many studies have shown a link between gender and job aspiration with girls being more likely than boys to wish to stay in school. Other research has linked gender inequalities in academic achievement aspirations to males' bad classroom behavior. Girls had larger professional ambitions that were evenly distributed over the Investigative, Enterprising, Social, Conventional, and Artistic

domains, but they aspired to Investigative and Enterprising type employment more than Realistic type occupations. While this conclusion shows total and partial concordance with many earlier findings, it contradicts certain others. For example, Jozefowicz (1993) discovered that males and girls differ greatly in their job objectives. Females score higher on professional aspiration than males, according to the research. Students who pursue pure mathematics as a professional route have a higher career aspiration score than students who pursue applied mathematics. The educational level and grade point average of parents have a substantial impact on the professional aspirations of adolescents, according to the findings. It is suggested that when creating treatments, contextual elements be taken into account (Bodnar et., al 2020).

In Indian villages where the girls had female role models because the community was randomly selected to reserve a seat on the village council for women, discovered that the gender gap in occupational or professional aspiration among girls and their parents narrowed. The gender gap in teenage educational attainment and job aspiration vanished, and females spent less time on family tasks as a result of this change in behavior in the villages. Although the authors offer suggestive evidence that the role model effect was important and that labor market opportunities remained unchanged, female leadership may have influenced these outcomes through public good provision or other policy effects that changed opportunities and constraints for girls. As a result, gender inequalities in academic achievement appear to be responsive to the environment and context, supporting the nurture hypothesis. Girls have larger returns to and lower effort costs of education than boys (Al-Bahrani et., al 2020).

In fact, even while males still have better career outcomes in terms of salary and job chances than women in the UK, the wage returns to gaining an extra year of education and to further education relative to compulsory education are on average higher for women than men. Large and persistent

gender inequalities in educational performance have been thoroughly established in the UK and elsewhere. The Program for International Student Assessment indicates that at the age of 15, girls outperform boys in reading exams in all 65 nations participating. Females have larger returns to schooling and lower effort costs than males, which has been linked to gender inequalities in academic achievement. Females have higher job expectations than males, according to gender differences in future professional aspirations. Other studies found that during their schooling, females were interested in a significantly wider number of professional aspirations and saw better gender-role flexibility in their career aspirations than their male (Yu, & Jen, 2021).

Males valued realistic professional aspirations more than females, while ladies chose social career aspirations more than males. Males appear to place a higher importance on prestige and external rewards than females, while females appear to be more drawn to internal benefits. The other study, on the other hand, discovered no differences in future job aspirations and expectations between men and women. They hypothesized that this reflects sociocultural shifts linked to improved gender quality (De & Sinha,2021).

### **2.7.2 Career Aspirations of urban and rural Students**

Rural living gives a complex backdrop for understanding the development of students' future job aspirations, as well as the relationships between different aspirations in other life domains, such as education and occupation, all over the world. The majority of occupations available in rural areas are of lesser status, with fewer earnings and benefits for educated people. And, in general, they are less likely to require a college diploma or advanced job skills than occupations found in urban and suburban areas. The traditional metrics of status and the special setting of rural setting may distort the research findings in many studies of post-high school performance of rural students.

Professionals in education and career guidance have a vested interest in the development and support of rural students' post-secondary career goals (Saw, & Agger, 2021).

However, the issue is that rural educators and landowners do not appear to truly get or appreciate the lives of their students, as well as the surroundings in which these students are formulating their job aspirations for the future. The majority of the rural Students more tend to be school drop-outs and many of them stop school often to join one trade or the other to sustain their life. The Students normally become apprentices to learn one vocation or the other instead of continuing their education for higher and better choice of career at the end of their education in the higher institutions People in their neighborhood prefer to compare themselves to groups with similar ideas and abilities. “Most of the time, the group acts as a powerful anchor, limiting the amount of career desire, especially when the group is isolated from other groups for a variety of reasons. That is, whether they live in a rural or urban setting, people tend to utilize those who are similar or have similar levels of skill as a form of social comparison. Researchers discovered that students' job aspirations are more subject to social effects in rural towns due to characteristics such as remoteness, population size, community culture, and others. Differences in job aspiration may be related to inherent variables present in the rural context, particularly in agricultural communities where distance from tertiary educational institutions can limit students academic progress (Chesters,& Cuervo,2021).

In total future career aspiration, achievement future career aspiration, leadership future career aspiration, and academic future career aspiration, rural resident students have a high mean. Even if rural students report higher future job ambitions than urban students, the difference is statistically insignificant. When comparing the professional aspirations of students from urban and rural locations found that those from urban areas have higher aspirations. Rural students, on the other hand, have lesser academic and occupational aspirations than their urban counterparts, according to

the literature. There was a little difference in aspiration between rural and urban students, and any discrepancies were due to the poorer socio-economic condition of many rural families (Bora,2021).

### **2.7.3 Students' academic year and career aspiration**

There are numerous systems at work in universities throughout a student's year-by-year progression through a course that inform and enhance graduate employability. Students appear to desire counseling, activities in real-life scenarios, placements, and involvement, as well as the integration of formal learning processes and personal maturity, all of which allow for a more integrated approach for students when considering post-course employment (Tsui et., al 2019).

### **2.7.4 Students interest and career aspirations**

A career goal was defined as the attitudes and dedication of student participants toward a specific industry. Students can clarify their professional ambitions by developing career aspirations in their subject of interest, making the learning experience more meaningful in educational systems and believe that an individual's proclivity for a certain field as well as specific vocations, is an essential element in determining one's professional path. students' interest in certain areas leads to greater performance and career choices in the same direction(Makransky,Petersen,& Klingenberg,2020).

### **2.7.5 Parental Occupation and Career Aspiration of Students**

During their schooling, parents' occupational standing had a substantial impact on their children's professional aspirations and job choices . students' career goals were more strongly linked to their parents' jobs. Previous research has found no correlation between family occupation and aspiration. Others found a negative and non-significant association between parents' occupations and students' goals. The other study, on the other hand, discovered a link between parents' work and their children's aspirations (Ehigbor & Akinlosotu,2016).

According to previous studies, achieving a sense of commitment to a future professional path is linked to students' positive adjustment and wellness. While adolescents who commit to a future career without much exploration risk premature foreclosure, Author's personal copy who seek or obtain useful career advice and information, are persistent and optimistic, and increase their competitiveness through education and training are more likely to commit to their career aspiration. Parental expectations may be higher for teenagers who perform well in school, while they may be lower for those who do poorly. Although there is less data on unclear career aspirations, evidence suggests that children whose parents work in manual jobs are more uncertain about their educational goals than students whose parents work in professional jobs. Even after controlling for previous academic achievement, research demonstrates that students from more wealthy social circumstances report higher levels of school motivation and views of ability. In comparison to kids with lower prior attainment, pupils with higher prior attainment are more likely to be motivated in school and have a higher impression of their own school aptitude (Plasman et., al 2021).

## **2.8. Implications for career counseling for career aspirations**

Undergraduates should be masters of their career choice management says Dr. John O'Driscoll. They should develop a strong sense of self-assurance and awareness of their own personality characteristics strengths and weaknesses he says. Undergraduates need to be able to make their own career choices he adds. The researchers looked at adolescent indecision challenges in the areas of future oriented objectives, and professional desire in particular. Findings may potentially be beneficial to employers by providing information about how people go about planning and pursuing careers (Amida, Algarni, & Stupnisky,2020).

Counselors can help adolescents determine and refine reasonable and feasible professional goals. They also keep track of progress (ongoing behavior) and assess achievement levels. Counselors

aren't always the best people to turn to when it comes to addressing adolescent indecision, experts say. A recent study found that young people in the experience hierarchically organized stages and acting as the last person to resolve discordances falls on the shoulders of the adolescents, according to a report by the National Association of School Psychologists. Looking into the concept of job desire could aid counselors and policymakers in developing interventions (Gao & Eccles,2020).

The importance of examining career aspiration is based on studies that show a link between teenage career aspiration and adult social status attainment according. Students from a variety of racial, cultural, and socioeconomic backgrounds need to be prepared for post-secondary options that satisfy their individual needs and the needs of the labor market and the national economy, according to the president of the University of South Carolina's Board of Trust. Parents are being encouraged to encourage their children to express interest, trust, confidence, and pride in their children's career aspirations The aim is for parents to be able to support their children as they make their own decisions about what they want to do with their live (Egbochuku, Igbineweka & City, 2021).

Students' educational and career goals and destinations were impacted by their parents and family members. Students' career goals were influenced by their personal interests, job prospects, and job or profession stability. Understanding the academic and career aspiration of adolescents and their destination could inform policy makers, educators and career counselors .This study merely offers preliminary concepts and instruments for evaluating future-oriented goals or career aspirations. Future studies will have to develop novel scale type measures to assess students' career aspiration, goal setting, management, adjustment, and goal achievement components(Chun et., al,2019).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This section discusses research design, population, samples and sampling procedures, instruments, data collection protocols, validation, administration, ethical considerations, and data analysis methodologies.

#### **3.1. Design of the Study**

The quantitative study approach of a cross-sectional survey was used to explore future job aspirations of university students with the goal of assessing and evaluating the level against set norms. According to Raimundo and Leone (2018), cross-sectional studies are particularly effective in acquiring precise data that can be utilized to develop solid findings and produce new ideas that may be investigated in future study. For this study, the descriptive technique is extremely significant in expressing the level of future career aspiration: in the example of AAU Main Campus selected departments, Addis Abeba, Ethiopia.

#### **3.2 Research Site**

The research was done on the main campus of Addis Ababa University Sidist Kilo. The College of Education and Behavioral Studies, College of Social Sciences, College of Humanities, College of Business and Economics, Language Studies, Journalism and Communication, College of Law and Governance Studies, College of Performing and Visual Arts, and College of Development Studies are among the campus's six colleges. Regular students, distance students, evening students, and postgraduate and undergraduate students are all enrolled. A total of 3750 ordinary undergraduate students were enrolled in the 34 departments of the main campus's several colleges.

Note: The University's total number of students is 14,195, and the president's office and the main registrar's office are also located on this main campus.

## **3.3 Participants**

### **3.3.1 Population to Be Targeted**

The study's target demographic includes all first-, second-, and third-year ordinary undergraduate students on Addis Ababa University's main campus. The study did not include fourth and fifth year students due to a lack of participants. According to the AAU registrar office, there were around 3750 regular undergraduate students on the main campus in the 2019/2020 academic year. The key reason for focusing on university students is that they are seen to have a greater opportunity to establish their job aspirations throughout their academic years at the university and can supply adequate data for the study.

### **3.3.2 Frame for Sampling**

To minimize resources and time constraints, the main campus was purposefully chosen among a total of seven campuses at Addis Ababa University. To ensure accurate data collecting, three colleges were chosen at random and included in the study: College of Education and Behavioral Science, College of Social Sciences, and College of Business and Economics. As a result, this study included all first-, second-, and third-year undergraduate regular students who were enrolled in classes at the aforementioned institutions on Addis Ababa University's main campus.

### **3.3.3. Size of the Sample**

Since there is no such thing as a "golden rule" for determining the sample size of the target population. Regardless, establishing the sample size is an unavoidable issue in any research project. The researcher utilized Morgan and Krejcie's (1970) sample size determination formula, which is presented below, to determine the proper sample size.

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where S is the minimum sample size required.

$X^2$  = chi-square table value for 1 degree of freedom at acceptable confidence level (1.96 x 1.96).

N = the population size (3750, in this study);

P = population proportion (assumed to be .50 to ensure the maximum sample size) and d = degree of accuracy expressed as a proportion (.05).

The comparable sample size for the population N=3750 using this approach is 287.

Table 2 shows the total sample for each year level, department, and gender, as well as the total sample distribution.

Table 1 shows the target population and sample size for each year.

Year level	Target population	Sample size
Year I	1421	105
Year II	1212	95
Year III	1117	87
Total	3750	287

Table 1 shows that the three colleges on the main campus enrolled a total of 3750 first, second, and third year normal undergraduate students. First-year students accounted for 1421 (37.3%) of the total number of students, while second-year students accounted for 1214 (32.3%). The remaining 1117 students were in their third year (29.8%). Around 7% of students from each year level participated in the study. 105 first-year students, 95 second-year students, and 87 third-year students were picked as a result of this.

### **3.3.4 Sampling Techniques**

According to the AAU Registrar Office, there were 3750 regular undergraduate students registered on the main campus. Targeted participants from the aforementioned universities' designated departments were identified using multistage sampling. To begin, three colleges were selected at random, and a manageable number of departments were selected proportionally using a lottery system. In addition, the proportional distribution of students in each year level from first to third was upheld. After these issues had been adequately resolved, the students were picked by stratified sampling. The classification was based on the variability of the students in the various departments. The actual participants were recruited from each department, year level, and gender using a simple random sample process.

*Table-2: Sample distribution of participants based on year level, department and gender.*

	Year level						Total
	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		
	male	female	male	female	male	female	
Psychology	-	-	10	12	10	10	42
Social work	-	-	11	10	8	10	39
Accounting	-	-	8	9	8	7	32
Management	-	-	9	8	9	8	34
Political science	-	-	10	8	10	7	35
Fresh program	48	57	-	-	-	-	105
<b>Total</b>	48	57	48	47	45	42	<b>287</b>

*The number of participants was drawn by random from several departments.*

The total number of sample student participants based on the department and year level is shown in table 2 above. A nearly equal number of students from each department were chosen. Each college's departments were chosen at random.

### **3.4. Data Collection Instruments**

The quantitative information was gathered using two-part questionnaires. The first section of the questionnaire asked questions to assist collect information about the participants' demographic characteristics. The scales for measuring students job aspirations were developed by the Center for Urban Affairs and Policy Research in 1993 and adopted by the Houston Community Demonstration Project in 1995.

#### **3.4.1. Questionnaire on socio-demographic characteristics**

The researcher specifically designed questions to elicit data relevant to participants' socio-demographic parameters such as gender, age, choice of field of study, year level, place of origin, and parental occupation.

#### **3.4.2 Scale of career ambitions**

The second part of the questionnaire, developed by the Center for Urban Affairs and Policy Research in 1993 and used by the Houston Community Demonstration Project in 1995, inquired about students' employment goals. The scale consists of 24 items that, on a 5-point scale, assess pupils' future career objectives. Respondents are asked to self-rate each item on a scale of 1 to 5, with 1 indicating lower level career aspiration and 5 indicating higher level professional objective. On a scale of low, medium, and high, the items assess career aspiration. The career aspiration scale, which has three unique sub-scales, namely achievement aspiration, leadership aspiration, and academic aspiration scales, each with eight items and a total of 24 items, was used to assess the professional aspirations of students who modified and prepared for this study. The total career aspiration reliability of the scale, according to the study is 0.74, making it suitable for use as an instrument. Following the selection of the scale by the researcher, the original English version was translated into "Amharic," the native language of the study participants, and then the "Amharic"

version was re-translated into English by language experts. Finally, the instrument is ready for validation.

The following point values were awarded to me: very true of me is 5, slightly true of me is 3, mildly true of me is 2, and not at all true of me is 1. You can earn a total score of 24 by combining all of the parts together. Higher scores imply high future aspiration strategies, whereas lower scores indicate low future aspiration strategies. On a 5-point scale ranging from 1 (it does not represent the concept at all) to 5 (it completely depicts the concept), the translators rated the degree to which each item mirrored the meaning of career goals given the definition (it represents the concept very well). A priori, the average score of 3 (which reflects the concept moderately) was chosen as a threshold score for determining the conceptual equivalence of the career desire items. The items had average scores of 3 or higher, indicating that they accurately captured the architecture of career objectives ( Brislin 2008; Harkness; 1986 ). The highest point total was 120, and the lowest was 24. Out of a total of 24, negative statements are made concerning items 6, 7, 10, 11, and 14. The rest of the information, on the other hand, is delivered in the form of affirmative statements.

### **3.6. Procedures**

#### **3.6.1. Construction**

The researcher created the demographic questionnaire with the help of relevant literature. The researcher double-checked the other instrument, the career desire scale, and its applicability to the study. The researcher and language experts translated the English version of the questionnaire into Amharic and then re-translated it back into English.

#### **3.6.2. Validation**

##### **1. Expert Judgments**

Two PhD and MA graduate students in psychology and applied linguistics from Addis Ababa

University, as well as one MA graduate student from Hawassa University, assessed the content validity of the adapted measures. The instrument was then employed in a pilot trial.

### **Getting to Know the Instrument**

To collect data, structured questionnaires were created and used a questionnaire as one of the primary tools for gathering data from the students. The questionnaire were with closed-ended questions based on the type of information the inquiry was eliciting. A pilot research was conducted among AAU main campus students who did not engage in the main study. The Amharic version of the instruments was utilized in a polling research on a randomly selected sample of 30 AAU students (15 male and 15 female). The pilot study's responses were categorized and graded. Using SPSS version 24, the internal consistency (reliability) of items was calculated. Before the instruments were used in the pilot study, measurement and evaluation experts as well as linguistics experts from AAU University checked the face and content validity of both the English and Amharic versions.

#### **3.6.4. The Instrument's Reliability**

According to Ayman, Cronbach Alpha is one of the most commonly used indicators of a scale's internal consistency (2011). The instrument's dependability was proved through the use of reliability data. A scale's Cronbach Alpha coefficients should preferably be larger than 0.7. Based on this, AAU ran a pilot test with 30 surveys in the research region. As a result, the Cronbach's alpha coefficients for item reliability are as follows: = overall career aspiration scale is 0.83, accomplishment aspiration scale is 0.85, leadership aspiration scale is 0.81, and academic aspiration scale is 0.83. As a result, the instrument was deemed trustworthy, and the questionnaire was circulated following the pilot trial. The English version was translated into Amharic and vice versa and reviewed for alignment to ensure the instrument's clarity and avoid disagreement.

### **3.6.5. Technique for data collecting**

The COVID-19 procedure was used to administer the questionnaire to AAU main campus students in a regular mode through direct contact. Permission was obtained from the AAU Department of Psychology and the participants before administering the instruments. During the data collection process, several protocols were followed. Participants were encouraged to ask questions if something was unclear, and they were given the information they needed to respond to their inquiries. While the respondents completed the questionnaire, the researcher worked on item clarification. The data collecting methods took an average of 21 minutes, and they were accomplished between December 21 and December 27, 2020, in their separate classrooms of 45 to 47 pupils. There was no time constraint for completion, and all responders finished the career ambition question items without being rushed.

### **3.6.6 Techniques for Data Analysis**

After collecting, coding, and organizing the data, the researcher evaluated it using descriptive statistics such as frequency, percentage, mean, and standard deviation to describe demographic features and students' future job aspirations. In addition, an independent sample t-test was utilized to look into the impact of gender, area of residence, and students' interest in joining a study field on the prevalence of future career aspirations. The difference between year levels and parental occupation in future career aspiration was calculated using a one-way ANOVA. SPSS version 24 was used for all statistical analysis.

### **3.6.7 Consideration of Ethics**

Respondents' participation was entirely voluntary, and informed consent was obtained orally. Measures were taken to guarantee that each participant in the study was treated with respect, dignity, and freedom. Participants were told that the information they provided on the questionnaire would be kept private and would not be shared with anyone else. Finally, the researcher expressed gratitude to them for their willingness to engage in the study before administering the questionnaire.

## **Chapter Four**

### **Results**

The study's goal was to find out how far students wanted to go in their future careers. The findings were presented in a logical order based on the study questions outlined in the first chapter. The first section deals with the respondents' background information, the second with the level of future career aspiration of students, and the third with the differences in future career aspiration between male and female students, The fourth section shows differences in future career aspirations by year level among freshmen, second-year students, and third-year students; the fifth section shows differences in future career aspirations by location of residence; and the sixth section reveals differences in future career aspirations based on parental occupation. The descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics were used to examine the data collected for this study (independent sample t-test, and One-way ANOVA). All calculations were done with a degree of confidence of  $\alpha = .05$  and  $\alpha = .01$ .

#### **4.1. Respondents' socio-demographic characteristics**

A total of 342 students from the specified departments completed the questionnaire in accordance with the COVID-19 procedure. Two hundred and eighty-seven of the disseminated questionnaires were judged to be complete and were used in the analysis. The background characteristics of study participants, such as age, gender, year level, location of residence, parental occupation, and study choice, were illustrated in this section of the study.

The background characteristics of research participants are presented in table 2 below.

Table-2 The following is a list of the respondents' socio-demographic characteristics (N=287).

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Sex</b>	Male	141	49.1%
	Female	146	50.9%
<b>Age</b>	18-20	115	40.2%
	21-31	172	59.8%
<b>Year level</b>	Fresh entry	105	36.6%
	Second year	95	33.1%
	Third year	87	30.3%
<b>Place of residence</b>	Rural	120	41.8%
	Urban	167	58.2%
<b>Parents occupation</b>	Agriculture	87	30.2%
	Employer	89	31.0%
	Private	111	38.8%
<b>Study choice</b>	With interest	268	93.5%
	Without interest	19	6.5%

Table 2 shows that 115 (40.2 percent) of the respondents are between the ages of 18 and 20, while 172 (59.9%) are between the ages of 21 and 32. In terms of gender, the sample contained 147 (50.9%) female respondents and 141 (49.5 percent) male respondents. According to the year level frequency, there were 105 (36.6 percent) fresh entry, 95 (33.1 percent) second year, and 87 (30.4 percent) third year respondents in this survey. As a result, the number of freshmen respondents was comparatively large, while the number of third-year students respondents was quite low. Table 2 reveals that there were 120 (41.8 percent) respondents from rural areas, which is the smallest sample size when compared to the 167 respondents from metropolitan areas (58.2 percent). The frequency based on parent occupation in the table shows that there were 87 (30.2 percent) respondents from Agriculture engaged parents, which is the lowest sample when

compared to the employer, which is 89(31.0 percent), and private work, which is 111 (39.9percent).

The participants were also asked whether they joined the Study field because of their interest or not. Their frequency of response shows in the table that the majority of them 268 (93.5 percent) joined research field based on their interest, while 19 (6.5percent) joined without their interest.

#### **4.2. The status of students' future professional ambitions**

The first research question of the study, which was to determine the amount of future job aspiration among students, was addressed in this part. To answer the study's question, a percentage value and frequency count were calculated. The mean split was used to evaluate the level of future career aspiration as high or low. Because the study's level of career aspiration scale was a 5-point scale, the expected mean is calculated as follows:  $1+2+3+4+5$  divided by  $5= 3$ , which means that the expected mean for each subscale is 3 times the number of items in each scale, and the expected mean for the total scale is 3 times the number of items in the total scale. As a result, the predicted mean score for each subscale was 24 and the overall FCA score was 72. As a result, individuals who scored above the projected mean were thought to have a high degree of future career aspiration, while those who scored below the expected mean were thought to have a low level of future career aspiration. The outcome is presented in Table 3 below.

Table-3 *The degree to which students are interested in pursuing a career in the future.*

Career Aspiration & its dimensions	High						Low					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Achievement FA	121	85.8	129	88.4	250	87.1	20	14.2	17	11.6	37	12.9
Leadership FA	110	78.0	118	80.8	228	79.4	31	22.0	28	19.2	59	20.6
Academic FA	116	82.3	123	84.2	239	83.3	27	17.7	21	15.8	48	16.7
Career As.	118	83.7	124	84.9	242	84.3	23	16.3	22	15.1	45	15.7

The frequency and proportion of overall future career aspirations, as well as their dimensions, are shown below. Females have a high level of overall career aspiration 124(84.9%), whereas males have a high level of total career aspiration 118(83.7%), but it is lower than females. In terms of achievement aspiration, both males and females have high aspirations, with males scoring 121 (85.8%) and females scoring 129 (88.4%), indicating that females have higher aspirations than males. Female respondents had a larger aspiration for leadership with 124 (84.9 %), whereas male respondents have a higher aspiration with 118. (83.7 %). In terms of academic ambitions, female

respondents have higher ambitions than male respondents, with 129 (88.4%) and 212 (85.8%) respectively. When we looked at the percentage of low scorers, we found that the male score was 1(1.27%) and the female score was 0(0.00%) for total, achievement, and leadership career aspiration, and that leadership was 3(3.8%) and 3(2.19%) for male and female respondents, respectively. In a nutshell, females have slightly higher future job aspirations in terms of total and all dimensions.

Table-6 Students' Overall Career Aspirations and Descriptive Statistics (CA)

Variable	Minimum	maximum	Mean	SD	Low (%)	High (%)
CA	52	107	82	9.37	15.7	84.3

As clearly indicated in table 6 above students minimum and maximum scores for career aspiration were 52 and 107 respectively with a mean score of 82(SD=9.37)which is higher than the expected reflecting students higher status of career aspiration the standard deviation scores indicates a reasonable variation in career aspiration scores among students. Further more, closer to 15.7 percent of students scored low and the overwhelming majority(84.3 percent ) of them scored higher in career aspiration . This implies majority of the students were in a position to recognize and realize their potential, make meaningful engagements of personal live, exercise autonomy, accept their past and present situations and have good career aspiration.

### 4.3. Gender disparities in the future Aspirations

The study's second research aim was to see if there was a statistical difference in future job prospects between young female and male adolescents. The independent sample t-test was used to do this.

The outcome is shown in table-4 below.

Table 4:Differences in Career Aspiration (independent t-test)

Variables	Male		Female		t-value	df	sig.
	Mean	SD	Mean	SD			
Career Aspiration	87.33	8.35	90.10	7.52	-1.73	285	0.036
Achievement	31.49	3.62	33.34	3.06	-1.62	285	0.075
Leadership	30.80	3.86	32.53	3.30	-1.48	285	0.139
Academic	31.04	4.63	31.73	4.06	-1.85	285	0.068

Check the interpretation Table 4 reveals that female respondents scored (M=90.10, SD=7.52) in future career aspiration, which was higher than male respondents' scores (M=87.33, SD=8.35). And while there was a significant difference between male and female respondents in their overall future career aspirations, there was no such difference when we looked at the subscale future career aspirations. Even though female respondents scored higher than male respondents in achievement, leadership, and academic future career aspirations, there was no such difference when we looked at the subscale future career aspirations.

#### 4.4. Differences in career aspirations by year (One-way ANOVA)

The study's third research question was to see if there was a statistically significant difference in future job aspirations among freshmen, second-year students, and third-year students. One-way ANOVA was used to achieve this. The outcome is shown in the table below.

#### 4.4.1. Descriptive summery

Table 5 below indicated the descriptive statistics of year level difference in future career aspiration. And the mean and standard deviation scores of the three year level groups were clearly stated. In table 5, one way ANOVA was conducted to check up whether statistical difference was there or not in future career aspiration among fresh program, second year and third year Students.

Table-5 *descriptive statistics of year level difference in future career aspiration*

Variables	Category	N	Mean	SD
Year level	fresh year	105	90.47	9.07
	Second year	95	88.58	8.65
	Third year	87	87.32	8.42

Regarding year level, One Way ANOVA showed that there was mean difference in scores of career aspiration among first year (mean = 90.47, SD = 9.07), second year (mean = 88.58 , SD = 8.65) and third year students (mean = 87.32,SD = 9.64),  $F(2, 284) = 4.21, p = .02$ .students in the different year levels do not differ with their future career aspiration.

#### 4.4.2. One way ANOVA for year level difference in career aspiration

Table–6 *One way ANOVA for year level difference in career aspiration*

Source of Variation	Sum of squares	df	mean square	F	Sig.
Between groups	307.23	2	152.23	1.768	0.169
Within groups	18279.76	284	85.95		
Total	18586.99	286			

In Table-6 the result of ANOVA indicated that statistically there was no significant difference in future career aspiration and year levels of Students since  $[F(2,284) = 1.768, P > .05=0.169]$ .

This result shows that even though the mean score of fresh program respondents have the highest future career aspiration than the other year levels it was statistically not significant.

#### 4.5. Place of residence difference in Career aspiration (Independent sample t-test)

The fourth research question of the study was to explore whether there was statistically difference in future career aspiration between urban and rural .To this end, independent sample t-test was employed. The result is presented in table 7 below.

Table-7 *Place of residence difference in Career aspiration (Independent sample t-test)*

Variables	Rural		Urban		t-value	df	sig.
	Mean	SD	Mean	SD			
Career Aspiration	91.41	8.84	89.57	9.43	.874	285	.342
Achievement	31.43	3.51	30.76	3.23	.280	285	.780
Leadership	32.65	3.49	31.21	3.53	.843	285	.395
Academic	31.23	3.87	30.54	4.80	1.087	285	.282

Table 7 shows that rural resident students have higher total future career aspirations than urban students, with mean=91.41, SD=8.84 and mean=89.57, SD=9.43, respectively, as well as achievement, leadership, and academic future career aspirations. Even while rural students had higher future job aspirations than urban students, the difference is statistically negligible.

#### **4.6. Differences in future career aspirations based on field of study**

The study's fifth research question was to see if there was a statistically significant difference in future career aspirations based on their interests. The independent sample t-test was used to do this.

The outcome is shown in table 8 below.

Table-8 *Differences in future career aspirations based on field of study ( Independent t-test)*

Variables	WOI		WI		t-value	df	sig.
	Mean	SD	Mean	SD			
Career Aspiration	89.27	7.31	89.05	9.42	.165	285	.870
Achievement CA	32.43	1.83	30.89	3.37	.487	285	.626
Leadership CA	31.34	3.51	31.78	3.53	-.584	285	.559
Academic CA	30.78	4.39	30.12	4.63	.430	285	.672

*Note: WOI: without interest WI: with interest*

As can be shown in Table 8, there was no statistically significant difference in study field choice, that is, with interest (mean=89.27 and SD=7.31) and without interest (mean=89.05 and SD=9.42) the degree of future career aspiration in the total future career aspiration and its entire components.

#### **4.7. Differences in future career ambitions based on parental occupation (One-Way ANOVA)**

The sixth research question of the study was to explore whether there was statistically significant difference in future career aspiration based on their parental occupation type . To this end, one - way ANOVA was employed. The result is presented in table 8 below.

#### 4.7.1. Parental occupation differences in future career aspiration: descriptive statistics

Variables	Category	N	Mean	Sd
Year level	employer	89	88.37	7.98
	Private work	111	89.24	8.97
	Agriculture	87	91.74	8.56

In terms of parental occupation differences, One Way ANOVA revealed that there was a statistically insignificant mean difference in scores of career aspiration among employers (mean = 88.37, SD = 7.98), private work (mean = 89.24, SD = 8.97), and agriculture (mean = 91.74, SD = 8.56),  $F(2, 284) = 3.82, p = .02$ . In a nutshell, parental with various parental vocations do not differ in their future career goals.

#### 4.7.2. Parental occupation differences in career aspiration: a one-way ANOVA

Table -9 One-Way ANOVA for differences in career aspiration among parents' occupations

Source of Variation	Sum of squares	df	mean square	F	Sig.
Between groups	323.507	2	157.01	1.818	.167
Within groups	18400.840	284	86.87		
Total	18724.347	286			

Table 9 shows that there was no statistically significant difference between respondents' future job aspirations and their parents' occupation [ $F(2,284) = 1.818, P.05$ ]. Then can deduce from this data that there is no statistically significant difference in parental occupation among selected Addis Ababa University department students.

## **CHAPTER FIVE**

### **DISCUSSIONS**

This section of the study summarizes the primary findings in respect to the study's initial research questions and objectives about Addis Ababa University's future career aspirations. Six basic research issues were raised in advance in regard to this study activity. After the data was acquired from the students, it was analyzed using appropriate statistical procedures, and various results were produced. As a result, the findings were investigated in relation to the research questions in this area of the study by comparing, contrasting, and contrasting them with previous research findings that were evaluated and described in the evaluation of related literature section.

#### **5.1. Students' level of future career aspiration**

According to a new survey by the US Department of Education, Students in developed and emerging countries have high job ambitions that contributes significantly to technological innovation and increased productivity, World Economic Forum report (FY 2015 Annual Performance Report and FY 2017 Annual Performance Plan). According to a new African Union (AU) assessment, African students' job aspirations are poorly understood (Addaney, Michael , 2017). According to the study, there is a paucity of research into African undergraduate university students' career goals. And also there has never been a study of Ethiopian undergraduate university students' level of job ambitions but according to this study AAU students had significant job objectives and accomplishment expectations. In terms of job ambitions, female respondents outperformed their male counterparts. As to this study, the majority of AAU students had ambitious career objectives for the future.

## **5.2. Gender disparities in the Career Aspirations for the AAU students**

Despite the fact that females' mean score predicted a higher degree of future job aspiration than boys', there was no statistically significant difference between males and females' future professional objectives in this study. Habtegiorgis (2000) and Beal and Crockett (2010) both found no significant differences in the future job intentions of boys and girls in their studies. On the other hand, according to several studies (Pekkarinen, 2012) females have higher job ambitions than males, which supported by another study in which females expressed a greater desire to pursue a career than males which agrees with a recent study that found differences in career aspiration between males and females (Cone et., al 2021).

## **5.3. Differences in career desire by years in the university**

There was no noticeable difference in future work objectives between freshman, second-year, and third year students of AAU. According to the researcher's knowledge, there is no literature that reveals a variation in career goal status by year level. However, few studies have found that students who enter college with great objectives but little work experience are sensitive to peer pressure in classrooms, clubs, and career planning offices (Steele et., al 2020).

## **5.4 Ambitions differences in place of residence (urban and rural)**

According to this study, rural resident students have a high mean in total future career aspiration, achievement future career aspiration, leadership future career aspiration, and academic future career aspiration than urban residents students. Despite the fact that rural students exhibited higher future job expectations than urban students, the difference is statistically insignificant. There was minimal difference in ambitions between rural and urban students, with any differences owing to the weaker financial condition of many rural homes. On the contrary, some study discovered that students from urban regions have higher professional goals than those from rural areas. They may

be concerned about their education, career, and personal life in general. Rural students, according to the literature, have lower academic and career goals than their urban counterparts (Jones et al., 2021).

### **5.5 Differences in career aspirations based on academic field interest**

This section discusses how students' academic field preferences affect their future professional objectives. According to the findings, there was no statistically significant variance among AAU students in the total future career aspiration and its various components based on study field choice. However, some researchers discovered that an individual's predilection for a given topic or subject, as well as specific professions, was an important factor in deciding one's professional path. This is supported by some studies who observed that students' interest in certain disciplines leads to improved performance and career choices in such areas (Roach & Sauermann, 2017).

### **5.6 Differences in career ambitions based on parental occupation**

The parental occupation in the current study demonstrated no significant difference in future career objectives across students with parental vocations in employment, private, and agricultural, as we saw among AAU students. There is a non-significant association between parents' occupation and students' goals. In contrast, the other study discovered a link between parents' work and their children's goals. Mwaa (2016), on the other hand, conducted a survey, and the findings show that parental occupation is one of the factors influencing students' career choices.

## **CHAPTER SIX**

### **Summary, Conclusion and Recommendation**

This chapter summarizes the overall study, providing the study summary as well as the study conclusions generated from the study findings. The chapter also makes some suggestions for improvement and further research.

#### **6.1 Summary**

The study's goal was to analyze the general level of future career aspiration of Addis Abeba University students using a cross-sectional comparative research design and a quantitative research approach to answer the study's research questions. The second goal of this study was to look into the gender differences in students' future career aspirations. The third goal of the study is to look at the age differences in future job aspirations among students. The fourth goal of this study was to look into the effect of students' place of living on their future career aspirations.

The fifth goal of the study was to determine the impact of field of study choice on future job aspirations. The study's final but not least goal was to determine the impact of parental occupation on future career aspirations. To conduct the study, pertinent information was gathered from 287 randomly selected students from AAU departments.

The students were divided into gender, year level, and department groups, and then they were chosen from each year level, department, and both sexes. The students were given a self-report scale type questionnaire based on the COVID-19 protocol, which consists of 24 items that they scored from 1 to 5, to assess their levels of future career aspiration. Data acquired from participants was examined using descriptive statistics such as frequency, percentage, mean, and standard deviation, while inferential statistics such as independent sample t-test and one-way ANOVA were employed by the researcher.

As the result of analysis made on the collected data using different statistics the following results were obtained and summarized as follows: Findings revealed that the majority of AAU students have high total future career aspirations, with male respondents 118 (83.7 percent ) and female respondents 124 (84.9 percent ), male achievement aspiration is 121(85.8 percent ) and female achievement aspiration is 129(88.4 percent ), male leadership aspiration is 110(78.0 percent ) and female leadership aspiration is 118(80.8 percent and academic aspiration for males is 116(82.3 percent).The findings on gender differences in future professional goals revealed that the mean values of male ( $M=87.33$ ,  $SD=8.35$ ) and female ( $M=90.10$ ,  $SD=7.52$ ) participants exhibited a statistically significant difference ( $t=-2.13$ ,  $p0.05=0.035$ ).

Concerning the year level difference in students' future career aspirations, the current study discovered that there is no significant difference [ $F(2,284) = 1.77$ ,  $P >.05=0.17$ ] in students' future career aspirations among fresh program, second and third year students. The other finding revealed that, while rural resident students have higher future job aspirations ( $M=91.41$  and  $SD=8.84$ ) than urban resident students ( $M=89.57$  and  $SD=9.43$ ), the difference is statistically insignificant ( $P >.05=0.34$ ). In the next finding, students with no field interest ( $M=89.27$  and  $SD =7.31$ ) and students with field interest ( $M=89.05$  and  $SD=9.42$ ) had no statistically significant ( $P >.05=0.87$ ) study field choice difference in the level of future career aspiration. When we looked at the findings of students' parental occupation, we discovered that there is no significant difference ( $1.819$ ,  $P >.05$ ) in future career aspirations of students between employment ( $M=88.37$  and  $SD=7.98$ ), private ( $M=89.24$  &  $SD=8.97$ ),& agriculture ( $M=91.74$ &  $SD=8.56$ ) parental occupation, despite the fact that students from agriculture parental occupation have higher future car.

## 6.2 Conclusion

According to most students, university education is the most secure road to ensuring employability, and it plays a significant role in the Ethiopian societal setting. This study is a gold mine of information for university reform policymakers and decision-makers. As a result, undergraduates' job objectives have become a major source of concern, as chosen career paths and related employment behaviors are subject to a variety of constraints. The primary purpose of this study was to assess maturity students who are related to future career aspirations of undergraduate students at Addis Ababa University by assessing how extensively they are employed and comparing them to recorded practices based on theory or literature. The data collected from research participants was methodically gathered, examined, interpreted, and disputed during the aforementioned phases of the study. In a nutshell, the researcher draws the following conclusions based on the study's findings.

- According to the survey, AAU students have higher job aspirations. According to Super's (1990) developmental theory of career development, the rationale for having high career aspirations.
- There was no substantial gender difference in AAU students' career aspirations. Females had higher levels career aspirations than males. According to the study, girls regarded themselves to be more hardworking and internally driven than their male counterparts. There was no significant gender difference in any future-oriented cognition of career inclination, according to the researchers.
- There was no statistically significant difference in career aspirations among second, third year adulthood and fresh program students.
- There was no study that contradicted or contradicted this finding with the student's

- future job objectives.
- There was, however, a statistically significant difference in the mean score of fresh program respondents with the highest job desire.
  - Rural resident students have a high mean in terms of total job aspirations. Rural students have lower academic and occupational goals than urban students. Rural residents may be concerned about their schooling, career, and overall personal future. In comparison to those urban inhabitants, the study was statistically insignificant.
  - Findings on job aspirations and students' interests in field of study choice revealed that students who entered with their interests have higher career aspirations than students who joined without their interests, however the difference is statistically insignificant.
  - The current study found no significant difference in future career aspiration of students from employment, private, and agriculture parental occupations, despite the fact that students from agriculture parental occupation had higher career aspiration than their peers.

### **6.3 Recommendations**

Taking the current study's findings and conclusions into account, the researcher has made the following recommendations.

- It is well known that the development of a country is dependent on the young generation, particularly those enrolled in higher education systems; therefore, all stakeholder should work for the success of students career aspirations are critical for students to be critical thinkers on their specific field goals.
- The government should work and exert all necessary effort on the career aspirations of university students, developing curriculum to teach students about career

- aspirations and developments in order to have fruitful manpower.
- Universities should plan and provide courses and short-term trainings for university students that focus on career aspirations while they are enrolled.
  - University instructors should plan and teach about students' career goals in their specific and respective professional fields.
  - University psychologists and sociologists, as well as social work instructors, should plan short-term trainings for students based on their career goals.
  - Counselors should provide training, counseling, and guidance to students while they are at university, with a focus on their career goals.
  - Students should discover their inner desires for their work, which they will apply in their real-life endeavors.
  - Parents should guide their children from an early age in order to foster new minds for their children's lives.
  - Ethiopian researchers should be engaged to investigate university students' career aspirations and assist them in developing career choices in the university.

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## **Appendix A- Questionnaire (English Version)**

**Addis Ababa University**

**School of Psychology**

I am MA student at Addis Ababa University's School of Psychology in the Departments of Counseling Psychology. I am currently gathering data to aid in the completion of my thesis. The goal of this questionnaire is to collect data for a study on career aspirations among Addis Abeba University students. Thank you for agreeing to take part in the study. The information you provide will be extremely helpful in completing this research successfully. Please read the questions carefully and respond honestly.

**NB:**Your genuine response can make a significant difference in the current and future status of a student's career aspirations. Your information will be kept strictly confidential and used only for this study. You are welcome to contact the researcher if you want to know your level of career ambition.You have the option to withdraw from the study if you are uncomfortable with the process.

### **Part one: Socio-demographic data**

**Instruction:** For the following questions, please provide your answer

1. Gender      A. male    B. female      2. Age \_\_\_\_\_
3. Year level              A. first year   b. second year   c. third year
4. Place of residence              A. Rural    B. Urban
5. Field of study              A. with interest    B. without interest
6. Parents occupation    A. Agriculture    B. Employer    C. private

Part two: Career Aspiration Test

**Instruction:** Choose the option that best describes your career aspiration behavior for each of the following questions.

	Statements	Not at all true of me=1	Slightly true of me=2	Moderately true of me=3	Quite a bit true of me=4	Very true of me=5
	<b>Achievement Aspirations</b>					
1	I want to be among the very best in my field.					
2	I want my work to have a lasting impact on my field.					
3	I aspire to have my contributions at work recognized by my employer.					
4	Being outstanding at what I do at work is very important to me.					
5	I know that I will be recognized for my accomplishments in my field.					
6	Achieving in my career is not at all important to me.					
7	Being one of the best in my field is not important to me.					
8	I plan to obtain many promotions in my organization or business.					
	<b>Leadership Aspirations</b>					
9	I hope to become a leader in my career field.					
10	I have a hope to be a leader.					
11	I do not plan to devote energy to getting promoted to a leadership position in the organization in which I am working.					

12	When I am established in my career, I would like to manage other employees.					
13	I plan to obtain many promotions in my organization or business.					
14	Attaining leadership status in my career is not that important to me.					
15	I hope to move up to a leadership position in my organization or business.					
16	I plan to rise to the top leadership position of my organization or business.					
	<b>Academic Aspirations</b>					
17	I plan to reach the highest level of education in my field.					
18	I will pursue additional training in my occupational area of interest.					
19	I will always be knowledgeable about recent advances in my field.					
20	I know I will work to remain current regarding knowledge in my field.					
21	I will attend conferences annually to advance my knowledge.					
22	Even if not required, I would take continuing education courses to become more knowledgeable.					
23	I would pursue an advanced education program to gain specialized knowledge in my field.					
24	Every year, I will prioritize involvement in continuing education to advance my career.					

This is the end of the questionnaire. Thank you for your time and cooperation

## Appendix II - Questionnaire (Amharic Version)

### አዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትምህርት ቤት

እኔ በ አዲስ አበባ ዩኒቨርሲቲ የሳይኮሎጂ ትምህርት ቤት በካውንሲሊንግ ሳይኮሎጂ የሁለተኛ ዲግሪ ተማሪ ስሆን በአሁኑ ጊዜ የመመሪቂያ ዕሁፍ (thesis) እየሰራሁ እገኛለሁ። ለዚህም ይረዳኝ ዘንድ መጠይቅ በማዘጋጀት መረጃ እያሰጣሰብኩ ነው። የዚህ መጠይቅ ዋና ዓላማ የተማሪዎች በወደፊት የስራ መስክ ላይ ያላቸውን ጥልቅ ፍላጎትን በተመለከተ መረጃ በመሰብሰብ ጥናት ማካሄድ ነው። በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኛ ስለሆናችሁ እያመሰገንኩ የምትሰጡት መረጃ ለጥናቱ ስኬት በጣም ወሳኝ በመሆኑ ጥያቄዎቼን በትኩረት በማንበብ መልሶቼን በቅንነት እንድትመልሱ በትህትና እየጠየኩ ስለትብብራችሁ በቅድሚያ ምስጋናዬ ክልብ ነው!!!

ማሳሰቢያ: በትክክል የምትሰጡት መልስ ተማሪዎች ዛሬ ስለወደፊታቸው ያላቸውን ጠንካራ የስራ ስኬት ፍላጎት ላይ ተመስርቶ የሚሰጥን ጥናታዊ አቅጣጫን ይውሰናል። የምትሰጡት መረጃ ምስጢራዊነቱ የተጠበቀ ሆኖ ለዚህ ጥናት ዓላማ ብቻ የሚውል ነው። ስለወደፊት ጠንካራ የስራ ስኬት ፍላጎት ደረጃ ማወቅ የሚፈልግ አጥኚውን ማነጋገር ይችላል። የማይመች ሁኔታ ቢፈጠር ሃደቱን ማቋረጥ ይቻላል።

ክፍል አንድ: አጠቃላይ መረጃ

መመሪያ: ለሚከተሉት ጥያቄዎች በጥንቃቄ ይምሉት።

1. ፆታ:    ሀ. ወንድ      ለ. ሴት                      2. ዕድሜ -----    3. የት/ት ዓመት      ሀ. 1ኛ  
         ለ. 2ኛ                   ሐ. 3ኛ
4. የሚኖሩበት ቦታ    ሀ. ክፍለ-ሀገር      ለ. ከተማ    5. የሚማሩት ትምህርት ምርጫ    ሀ.  
         በፍላጎት  
         ለ. ያፍላጎት      6. የቤተሰብ ስራ                      ሀ. እርሻ                      ለ. ተቀጣሪ                      ሐ. የግል  
         ስራ

ተ. ቁ	ዓረፍተ ነገሮች	በጭራሽ ለኔ እውነት አይደለም=1	ለኔ ትንሽ እውነት ነው=2	በመጠኑ ለኔ እውነት ነው=3	በርግጥ ለኔ እውነት ነው=4	ለኔ በጣም እውነት ነው=5
	<b>በስኬተማነት ጠንካራ ፍላጎት</b>					
1	በሙያዬ ከምርጫዎቼ አንዱ መሆን እፈልጋለሁ					
2	ስራዬ በሙያዬ ላይ ትልቁን ውጤት እንዲያመጣ እፈልጋለሁ					
3	የስራዬ አስተዋፅዖ በቀጣሪዬ እውቅና የሚያስጥ እንዲሆን አልማለሁ					
4	በምስራው ስራዬ እጅግ ውጤታማ መሆን በጣም ጠቃሚ ነው					
5	በሙያዬ አፈፃፀም እውቅና እንደማገኝ አውቃለሁ					
6	ሙያዬን ውጤታማ ማድረግ በጭራሽ ለኔ ጠቃሚ አይደለም					
7	በሙያዬ ከምርጫዎቼ አንዱ መሆኔ ለኔ ጠቃሚ አይደለም					
8	በድርጅቱ ብዙ እድገቶችን ለማግኘት አቅጃለሁ					
	<b>በአመራር ጠንካራ ፍላጎት</b>					
9	በሙያዬ መሪ እንደምሆን ተስፋ አለኝ					
10	በምስራብት ድርጅት ውስጥ ወደ መሪነት ለማድግ ለሚጠይቀው ጥረት እቅድ የለኝም					
11	በሙያዬ መሪ መሆን በጭራሽ ለኔ ጠቃሚ አይደለም					
12	በሙያዬ ከተደራጀሁ ሌሎችን					

	ማስተዳደር እሻለሁ					
13	ስለወደፊት ድርጅቱ አቅጣጫ ሃላፊነት እንዲኖረኝ እፈልጋለሁ					
14	በሙያዬ የመሪነት ማዕረግ ማግኘት ያን ያህል ጠቃሚ አይደለም					
15	በድርጅቱ ወደ መሪነት ደረጃ እንደምጓዝ ተስፋ አለኝ					
16	በድርጅቱ ወደ ላይኛው የመሪነት እርከን ለማድግ እቅድ አለኝ					
	<b>በትምህርት ጠንካራ ፍላጎት</b>					
17	በሙያዬ ከፍኛው የትምህርት ደረጃ ላይ ለመድረስ አቅዳለሁ					
18	በምወደው ሙያዬ ተጨማሪ ስልጠናዎችን መውሰድ እቀጥላለሁ					
19	በሙያዬ ለሚመጡት አዳዲስ እድገቶች ዘወትር እውቅና እሰጣለሁ					
20	በወቅቱ የሚያስፈልገውን እውቀት ለማስቀጠል መስራት እንዳለብኝ አውቃለሁ					
21	እውቀቴን ለማሻሻል አመታዊ ጉባኤዎች ላይ እሳተፋለሁ					
22	ባያስፈልገው እንኳ የበለጠ ለማወቅ ተከታታይ ትምህርቶችን እወስዳለሁ					
23	በሙያዬ ልዩ እውቀትን ለማግኘት ከፍተኛ የትምህርት ፕሮግራምን እቀጥላለሁ					
24	ስራዬን ለማዘመን በየአመቱ በተከታታይ ትምህርት ላይ ለመሳተፍ ቅደም ተከተል አሰጣለሁ					

መጠይቁን ለመመለስ ጊዜያችሁን ወስዳችሁ ስላጠናቀቃችሁ ስለትብብራችሁ ና አስተዋፅዖችሁ አመሰግናለሁ፡፡