ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

A STUDY ON THE RELATIONSHIP BETWEEN SELF-EFFICACY AND LOCUS OF CONTROL IN CAREER DECISION MAKING: THE CASE IN NIFAS SILK POLY TECHNIC COLLEGE

BY: ALEMAYEHU GEBISA BAYU

SEPTEMBER, 2025

ADDIS ABABA, ETHIOPIA

A STUDY ON THE RELATIONSHIP OF SELF-EFFICACY AND LOCUS OF CONTROL ON CAREER DECISION MAKING: THE CASE IN NIFAS SILK POLY TECHNIC COLLEGE

BY

Alemayehu Gabisa Bayu

Advisor: Dr Tigist W.

A Thesis Submitted to the School of Psychology, College of Education and Language Studies Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Counseling Psychology

SEPTEMBER, 2025

ADDIS ABABA, ETHIOPIA

Declaration

I hereby declare that this research report titled **"A Study on the Relationship between Self-Efficacy and Locus of Control in Career Decision Making in The Case of Nifas Silk Poly Technic College"** is my own original work under the supervision of Dr Tigist W. and has not been submitted previously, in whole or in part, for the award of any degree or diploma at any other academic institution. All sources of information, data, and ideas drawn from other authors or resources have been appropriately acknowledged and referenced in accordance with academic standards and ethical research guidelines. This work is the result of my personal effort, and I take full responsibility for its content.

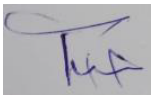
Name: Alemayehu Gebisa Bayu

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as a supervisor

Dr Tigist W

Signature 

Date: 10/30/2025

APPROVAL PAGE

A STUDY ON THE RELATIONSHIP OF SELF-EFFICACY AND LOCUS OF CONTROL ON CAREER DECISION MAKING: THE CASE IN NIFAS SILK POLY TECHNIC COLLEGE

BY
ALEMAYEHU GEBISA BAYU

Approved by the board of examiners

Chairperson	Signature	Date
---	---	---
Advisor	Signature	Date
Tigist W (Dr)	---	10/30/2025
Internal examiner	Signature	Date
---	---	---
External examiner	Signature	Date
---	---	---
Graduate program coordinator	Signature	Date
---	---	---

Acknowledgements

First and foremost, I thank God for granting me life, strength, and perseverance throughout this research. I am deeply grateful to my advisor, Dr. Tigist W., for her guidance, support, and constructive feedback throughout this study. Her expertise, encouragement, and timely mentorship were invaluable and inspired me to remain dedicated to completing this work.

Abstract

This study examined the relationship between general self-efficacy (GSE) and locus of control (LOC) and career decision-making (CDM) among students at Nifas Silk Polytechnic College in Addis Ababa, Ethiopia. Guided by Bandura's social-cognitive theory and Social Cognitive Career Theory (SCCT), the study sought to determine the extent to which these psychological factors predict students' ability to make effective career choices. A descriptive–correlational research design was employed, and data were collected from 310 randomly selected TVET students using validated scales for GSE, LOC, and CDM. Descriptive statistics revealed that 63.2% of students had moderate CDM, while 61.6% reported low GSE. Correlation analysis using Spearman's rho indicated a significant positive relationship between GSE and CDM ($r = .477$, $p < .001$) and a weaker but significant positive relationship between LOC and CDM ($r = .167$, $p = .003$). Multiple regression analysis showed that the model including GSE and LOC was significant ($F(2,307) = 94.43$, $p < .001$), explaining 38.1% of the variance in CDM. GSE emerged as the strongest predictor of CDM ($\beta = .610$, $p < .001$), whereas LOC was not a significant predictor ($\beta = .064$, $p = .155$). The findings highlight the central role of self-efficacy in shaping students' career decision-making skills and suggest that interventions aimed at enhancing students' self-efficacy may improve their career planning and outcomes. The study recommends integrating self-efficacy–building strategies and career guidance services into TVET programs to better prepare students for future employment.

Keywords: **Career Decision-Making; General Self-Efficacy; Locus of Control; Career Guidance**

Table of contents

List of table

Acronyms and Abbreviations

CDM: Career Decision-Making

CIP: Cognitive Information Processing

GSE : General Self-Efficacy

LOC: Locus of Control

TVET: Technical and Vocational Education and Training

SCCT: Social Cognitive Career Theory

ANOVA: Analysis of Variance

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

CHAPTER ONE
INTRODUCTION
1.1. Background of the study

Career decision-making is an important aspect of the academic and career development for students within higher education. The career they choose is usually based on more than just psychological factors. Among them, self-efficacy and locus of control play a particularly significant role in shaping students' career decision-making processes and confidence to pursue chosen paths.

Self-efficacy is a construct that was first proposed by Bandura (1977) and it represents the belief of an individual to succeed performing a set of actions to accomplish some goal. A strong sense of self-belief that they can successfully understand and master content can also encourage them to persevere in the face of obstacles, while also believing their effort will pay off. In the context of making career decisions, if students who hold higher self-efficacy are more likely to explore their potential careers with confidence, work through obstacles to achieve such objectives and be more tenacious to such pursuits.

Self-efficacy refers to an individual's belief in their ability to successfully perform behaviors necessary to achieve specific outcomes (e.g., making a sound career choice, exploring alternatives, committing to a career path). High career-decision self-efficacy is linked to greater confidence in exploring careers, gathering information, and making decisions. Recent studies show that it plays a critical role in reducing career indecision and improving decision-making processes. For example, a recent study with Turkish high-school students found a significant negative relationship between career decision-making self-efficacy and career indecision (Şeker, G. 2025).

In contrast, locus of control (Rotter, 1966) is said to relate to the amount perceivers believe they are able to influence outcomes other than their own behavior. People high in internal locus of control believe they have a large say in their future and can shape it according to the choices they make, while those with a strong external locus of control may think that luck or others' actions have more bearing on their destiny. In the case of career decision-making, students with higher levels of an internal LOC hold greater responsibility for their own actions and better develop plans about career and how to proceed. On the other hand, individuals who are external (externals) in locus of control may be passive career decision-makers and also believe their futures to be out of their hands.

Self-efficacy and locus of control are two important factors in the process of career decision-making among students. Knowledge on the effects of these variables on students at Nifas Silk Polytechnic College is very important as this would enhance understanding of the psychological bases and factors underlying career decisions by which interventions may be designed for changing behaviors prompting better informed, confident career choices.

Locus of control refers to the extent to which individuals believe that outcomes are under their own control (internal locus of control) or are due to external forces (luck, fate, strong others) (external locus of control). In the career domain, internal locus of control has been shown to positively relate to career decision self-efficacy and more active decision making, whereas an external locus of control tends to correlate with indecision or lower initiative. For example, a path-analysis study found that internal control had a positive direct effect on career aspiration while external "powerful others" had a negative effect (Al-Bahrani et al., 2021).

Career decision-making is one of the most important life decisions. Many university students face the challenge of choosing the right career. These challenges come from different means or sources. Career decision-making is an essential behavioral aspect that plays a significant role in an individual's life, helping to establish personal goals for career achievement. Particularly during the transition from school to college or university, students are compelled to select a specific profession or field of study. This phase often presents a dilemma due to various influences, including those from family members, parents, peers, and role models. Among these, parental influence is the most prevalent. Specifically, family members and parents significantly impact an individual's career path. In many cultures, interpersonal influence, role model impact, and the influence of significant others are also evident factors in career or vocational choices. Parents are deeply engaged in their children's education, and this involvement tends to yield more favorable outcomes (Wikelund, 2006). Regardless of a child's potential, actual needs, and self-identity, factors such as education, economic incentives, peer group pressure, and parental influence can sometimes serve as coercive forces, steering young adolescents toward predetermined career paths (Alika, A. H., 2010). Nevertheless, students often seek guidance from parents, family members, experienced individuals, and peers to clarify their decisions and mitigate confusion. However, the characteristics of an individual, shaped by family influence, social standing, relationships, and developed social roles, also play a crucial role in the decision-making process regarding career choices (Blau, et al…1986; cited in Zunker, 2002).Career decision-making can be defined as a

process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf,2002).

Career decision-making is a process where individuals realize a need to make career decisions, are able to make them happen, and are able to make the right decisions with the right process, and most in accordance with the individual's goals. Gati et al.,1996). Career decision making has 3 kinds of dimensions into many aspects, such as the following: The first aspect, lack of readiness. Lack of readiness in making career decisions consists of three aspects, namely: lack of motivation, doubt in making decisions, and dysfunctional beliefs. The second aspect is a lack of information. Lack of information regarding career decision making has four aspects, namely: lack of information about the decision-making process; lack of information about oneself; lack of information regarding employment; lack of information on how to obtain additional information. The third aspect is inconsistent information. Inconsistent information about yourself or your career has three aspects, namely: unreliable information, internal conflict, and external conflict.

Parson's (1909) suggested that vocational choices should be based on three broad factors: "(1) a clear understanding of yourself, your aptitude, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) knowledge of the requirements, conditions, success, advantages and disadvantaged, compensation, opportunities, and prospects in different lines of work;(3) true reasoning on the relations of these two groups of facts". These three broad factors of vocational choice provided simple guidelines for individuals to consider when choosing their career, emphasizing the importance of having a clear understanding of themselves, their career alternatives, and how to use this information for rational career decision-making (Jones, 1994).

On the context of Ethiopia there are few studies conducted on the topic of factors affecting students' career choice and development in the country. This studies generally indicated that their correlational and significant positive or negative relationship among the factors such as parental or peer influence; potential job opportunity on the field, perceived good income, self-efficacy, interest on the field, lack of adequate information and career choice of students (Kumar, 2016; Getachew & Daniel, 2016; Mengistu, 2017; Tekleselassie & Weldesilassie, 2019).

In addition, the findings also showed that career development was found to be important in understanding students' personal values, clarifying their goals, career choice direction, and job-searching skills. However, the majority of the studies reported that information on career development is poor. As a result, the students do not know where to obtain career-related information, resulting in a lack of future direction and a decrease in performance (Getachew & Daniel, 2016).

Career decision-making is a crucial aspect of an individual's academic and professional development, especially for students in higher education institutions. Factors such as self-efficacy and locus of control are essential in influencing how students make career choices. Self-efficacy refers to an individual's belief in their ability to perform tasks or achieve goals, while locus of control refers to the extent to which individuals believe they have control over the outcomes of their actions. This study seeks to examine the influence of self-efficacy and locus of control on career decision-making among students at Nifas Silk Polytechnic College.

1.2. Statement of the problem

Different literature and study indicated that making improper career decision can delay ones satisfaction in life, resulting in career maladjustment and may affect the individual as well as the family and society at large. The incapability to choose the right career also contributes to stress and mental health problems in general (Khan & Rehman, 2018).

The purpose of this study is, though, to analyze the influence of self-efficacy and locus of control on career decision making and where each variable will be assessed independently and with a large sample size.

This study aimed to address key issues and further our knowledge of career decision-making among Nifas Silk Polytechnic College students, providing a better understanding of career decision-making among technical and vocational training students.

Career decision-making is one of many important choices students will make in determining their future plans, and this decision will impact them throughout their lives (Borchert, 2002). In his research paper, Borchert observed that several factors influenced the career choices of high school students. Identifying these factors would give parents, educators, and industry an idea as to where students place most of their trust in the career selection process. These factors include the student's immediate Environment, Opportunities available to the student, and finally his/her Personality. He further observed that every student carries a

unique history of their past and this determines how they view the world. This history is created in parts by the student's environment, personality, and opportunity. Consequently, how a student perceives his/her environment, personality, and opportunity will determine the career choices that the student makes. Splaver (2011) observes that students never perceive their environment, personality, and opportunity in the same way and this explains the different career choices they make.

In the context of rapidly changing job markets and the increasing importance of career success, understanding the psychological factors that influence career decisions is essential. Nifas Silk Polytechnic College serves a diverse group of students, and it is crucial to identify how their perceptions of self-efficacy and locus of control shape their career choices. Despite the importance of career decision-making, there is limited research specifically focused on these factors in the context of Ethiopian polytechnic colleges. This study aims to fill this gap by investigating how self-efficacy and locus of control affect students' career decision-making processes.

Due to the importance of understanding how personal self-efficacy and locus of control impact career decision-making, especially at Nifas Silk Polytechnic College, where students are at a critical stage in choosing their educational and career paths, it is necessary to conduct this study. The research aims to contribute to existing knowledge about how personal self-efficacy and locus of control influence the career decision-making process of TVET (Technical and Vocational Education and Training) students. To guide the study, the researcher has formulated the following research questions.

Research question

The study aimed to answer the following major research questions.

- To what extent self-efficacy levels affect students' career decision making at Nifas Silk Polytechnic College?
- Does locus of control relate to students' career decision-making in Nifas Silk Polytechnic College students?
- How do students' self-efficacy and locus of control influence students' career decision-making at Nifas Silk Polytechnic College?

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study was to assess A Study on The Relationship of self-efficacy and locus of control on career decision-making among TVET students in Addis Ababa, in the case of Nifas Silk Polytechnic College.

1.3.2. Specific objective of the study

Based on the statement of the problem, the following specific objectives was addressed in this study.

- To assess the level of self-efficacy levels among at Nifas Silk Polytechnic College.
- To examine how the locus of control relates to students' career decision-making in Nifas Silk Polytechnic College students.
- To investigate the extent to which self-efficacy and locus of control influence students' career decision-making at Nifas Silk Polytechnic College

1.4. Significance of the study

A career is something that an individual has to do for the rest of his/her active life, so everyone wants to do something that provides satisfaction. Choosing a career based on one's passion will allow an individual to comfortably settle in a career and excel while overcoming challenges with minimum effort.

The process of making decisions regarding an academic career is a matter of significant importance due to its profound and enduring effects on the future employment, social roles, and various other life aspects of young adult students throughout their adult lives. Young adult students represent the future potential of any nation across the globe. Consequently, it is essential to investigate the relationship between self-efficacy and locus of control in the context of the academic career decision-making process to foster the development of citizens who are innovative, skilled, knowledgeable, and productive, as well as content in their chosen professions or vocations.

The findings of this study hold considerable significance for professionals in psychology, guidance and counseling services, and education, as they highlight the impact of self-efficacy and locus of control on the career decision-making process. This research provides scientific insights and pertinent recommendations for stakeholders in the field.

Overall, it can act as a valuable resource for educational institutions, media organizations, relevant government agencies, and future researchers interested in further exploration of this subject.

1.5. Operational Definitions of Terms

Career: is an individual's metaphorical "journey" through learning, work, and other aspects of life.

Career decision making: a process that entails identifying alternatives, gathering information, weighing the options, selecting one choice, and implementing the chosen alternative.

Self-efficacy: an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments.

Locus of control: refers to an individual's perception of the underlying main causes of events in his/her life.

Chapter two

Review of Related Literature

2.1. Introduction Career Decision Making

Career decision-Making is considered as one of the most significant events in life where individuals choose their career's grounded on interests, values and skills and influences. It is a vital prerequisite for the professional as well as personal development of students in schools. The results seem to correlate with previous research in that career decision making seems a mix of cognitive, feeling and social components which all influence how individuals make their career choices. It is a complex process (Gati, etal.., 1996) which may be influenced by number of variables like- personality trait; family background; education and socio economic status etc.

Theories such as the Life-Span, Life-Space theory (Super, 1990) suggest that personal interest values and abilities are a critical factor in career decision making and so does Holland's Theory of Career choice (Holland, 1997). Super's model conceptualizes career development as a continuous flow through the different roles and stages of life. Holland's typology introduces the important idea that individuals should factor in their personality and a compatible professional environment when they are choosing a career. In addition, result of Taylor and Betz's (1983) conceptualization of career decision- making self-efficacy that 'people's beliefs in their capability to make appropriate career decisions will influence how they make such decisions.

Some individuals can't make career decisions for lack of negative evidence, indecisiveness and fear of failure. According to Gati et al. (1996) career decision can be expressed in multiple forms, such ignorance and confusion or anxiety and social and other pressures. Career advice Career guidance is crucial in that it can help people along the way, offering resources, encouragement and tailored advices.

2.2. Theoretical Approaches

The present research was conceptually oriented on a multi-stage conceptual model that evolved from SCCT, Rotter's Locus of Control Theory, Bandura's Social Cognitive theory, Holland' s Theory of Career Choice and CIP. Collectively, these models provide a more comprehensive understanding of the psychological and cognitive processes involved in the

process by which individuals make career decisions, namely as they are examined through the theoretical frameworks that focus on self-efficacy and locus-of-control.

2.2.1. Social cognitive career theory (SCCT)

The 1994, Lent, & Hacket devises the SCCT. SCCT describes the role of self-efficacy, outcome beliefs and goals on career interests and aspirations. Career Development In terms of career development, individuals possessing confidence to complete the tasks pertaining to one's career (i.e., high self-efficacy) will be more likely to engage in career exploration and set performance goal (SCCT). In addition, the theory stress environmental supports and barriers that may 'moderate the persons locus of control, organ.

Grounded on this theory, SCCT is utilized for the basis of the current study's framework as there is an explicit link between self-efficacy and career decision-making behaviors. It also allows for locus of control as a contextual covariate with regard to career outcomes.

2.2.2. Rotter's Locus of Control Theory

The Locus of Control Theory was proposed by Julian Rotter in 1966 The theory classifies individuals based on their perception about control over their lives (Internal- that is, outcomes whether positive or negative are results of individual's decisions and actions; External –the belief that the future events are beyond his/her own control- one's life is mainly controlled by luck) and how it can be applied, depending on the degree of influence an individual thinks he/she has over health. Those with an internal locus are assumed to be the owners of their decisions and more so, act in a decisive way. Conversely, those with an external locus of control may be more willing to have career decisions made for them or are more indecisive in their career direction.

2.2.3. Social learning theory of self-efficacy and personality

It is used as the main concept of Albert Bandura's social cognitive theory. We, human beings have our own control over the thoughts, feelings as well as behavior through the self-system. Affective models accentuate the ideas that (1) the perceived ability to control what occurs and is done in one's environment are motivating influences of a general sort and (2) self-efficacy beliefs one kind of these factors for many people, appear to be their major motivator of behavior. The robustness and efficiency of coping is determined by the capacities to start, extend efforts, and carry out a persistence in the face of an appeal for assent.

Within the context of career counseling, self-perceptions of ability are a key factor in individuals' career decisions. Career paths prospects already believe they have sufficient abilities to be successful in, or to learn the skills necessary to succeed. On the other hand, they shy away from professions requiring skills that they deem beyond reach. This is consistent with evidence that self-efficacy plays a part in career decision-making. Furthermore, personal goals play an important role in shaping career related behaviors as motivational forces that maintain effort and focus the activity toward some performance. Such aspirations indicate the degree to which a person is prepared to follow specific vocational routes and endure over time. Bandura's (1997) Triadic Reciprocal Model of Causation is a framework for illuminating the intricate connections between self-efficacy, goal setting and outcome expectations. Under this model, personal factors and environmental influences interact with observable behavior in a cyclic manner over time in such a way that each acts upon the other creating multiple effects and interdependencies on the course of career development.

In other words, personal characteristics (sex, race) interplay with context (culture, family geography) and learning experiences to influence self-efficacy beliefs and outcome expectations. This way, these beliefs and expectations form people’s interests, aspirations, conducts and finally their attainments. But these are also affected by circumstances, such as the availability of work, access to training and financial resources. Given such premises, it would appear that creating opportunities, experiences and influential adults with whom to enhance self-efficacy within all children is a worthwhile pursuit: strategic caring are (thus) precious.

Such is the foundation for how self-efficacy develops and what impact it has on behavior engagement. Self-efficacy is associated with the extent to which persons are willing to make effort in finding careers and in overcoming obstacles to pursue them.

2.2.4. Holland Self-Directed Search for Career Awareness (RIASEC)

Holland’s theory posits that we’re drawn to professions which reflect our personality type, under one of the following categories: Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC). There’s a relative fit between personality and the job environment that is linked to the highest levels of career satisfaction and success.

While being a personality-based theory, self-efficacy accounts for why people take the risk of pursuing a career in sync with their type. Those who perceive they are in control may select conducive environments, whereas those with an external locus of control have little or no freedom in the matter.

2.2.5. Cognitive Information Processing (CIP) Theory

CIP theory career decision problem-solving consists of four factors: Self-knowledge, Occupational knowledge, Decision making and Executive processing (metacognition). MODEL The invited transformational model is founded upon the CASVE cycle: Communication, Analysis, Synthesis, Valuing and Execution.

1. Communication

The process starts when people become aware of a signal inside/outside themselves that tells them to make a decision or solve a problem. This stage involves being conscious of an existing discrepancy between one's present situation and future goals, which initiates the decision making process (Sampson et al., 2004). It exemplifies self-knowledge and environmental concern, two of the fundamental aspects to integral learning.

2. Analysis

At the Analysis stage, people investigate themselves and the world of work, obtaining information about self as it relates to (and so becomes implicated in) the work role or context including values, skills and interests. This is consistent with a focus of CIP theory on metacognition and knowledge domains that allow learners to make informed decisions (Peterson et al., 2002).

3. Synthesis

Synthesis consists of two sub-processes: Elaboration (creating a range of alternatives) and Crystallization (reducing that range to manageable size). This imaginative and directional thought reflects the process of developing career stories and engaging in exploratory reflection (Savickas, 2005).

4. Valuing

Valuing refers to the reflective process whereby persons consider their choice, evaluate it, and decide to act or not. It is about determining why a certain path should be chosen by a person as opposed to another. It encourages enhanced critical reflection of the sort described by Mezirow

(1997) and representative of transformational learning theory, thus also prompting individuals to examine assumptions and think through implications of their decisions.

5. Execution

Execution requires to plan of action with goal-setting and resource procurement. This stage is about agency and self-efficacy, key concepts in both cognitive-behavioral and transformative theories (Bandura, 1986; Mezirow, 2000).

It emphasizes the cognitive readiness and skilled decision-making. Individuals with high self-efficacy will tend to use efficacious decision-making strategies. On the other hand, internal locus of control individuals tend to attribute their life events over their behavior and more often make combined and informed career decisions.

2.3. Self-Efficacy

Self-efficacy, is the belief that one can achieve desired outcomes and goals (Bandura, 1977). Self-efficacy plays a central role in many aspects of human behavior including career choice, academic achievement and personal development. In relation to such efficacy beliefs Bandura (1997) suggests that they influence "the challenges individuals undertake, energy expended in the form of effort put forth for one's purposes and staying power that is invested to surmount difficulties".

Self-efficacy also affects the process of career decision making where people who have high self-efficacy will explore, take risks in plan and persist even when they fail in certain career (Betz & Hackett 1986). Career decision-making Self-efficacy beliefs strongly impact the process by which individuals become certain of their ability to make informed decisions and persevere in the face of challenges associated with career related choice (Taylor & Betz, 1983).

Self-efficacy is also developed by: success experiences, social persuasion and vicarious experience (Bandura, 1997). Those who succeed in other similar tasks are more able to maintain high levels of self-efficacy that may influence their career decision making. Additionally, guidance from mentors, family, and peers can boost self-efficacy through encouragement and support to make choices in their careers.

In academic environments, such students outperform their peers undoubtedly because they boast of self-assuredness and also have better incentive when it comes to approaching the task at hand. For example, Chemers, & Garcia (2001) results show that students higher in self-

efficacy are more likely to have higher academic or career aspirations and be able to realize them with the result of greater career satisfaction and success.

2.3.1. Self-Efficacy in Career Decision-Making

Several studies highlight the role of self-efficacy in making career decisions. Betz and Taylor (2001) argue that high self-efficacy people become more confident and clearer in their career decision making. They're more likely to be resourceful in seeking career options, persistent in the face of discouragement and impactful in achieving goals. On the other hand, low self-efficacy may be an obstacle for the individual who exhibits indecision and lack of confidence or procrastinates in making important career decisions (Hackett & Betz, 1981).

2.3.2. Career Decision-Making Self-Efficacy (CDMSE)

CDMSE is the belief in oneself to make career decisions. The Career Decision-Making Self-Efficacy Scale was developed by Taylor and Betz (1983) and has been widely used to measure individuals' efficacy of career decision making. High CDMSE individuals are expected and found to engage in more occupational exploration, make decisions and persist despite obstacles men (Gottfredson, 2002). In addition, CDMSE has been found to be related to positive career outcomes such as job satisfaction and career stability (Betz, 2008).

2.3.3. Vocational Self-Efficacy: Development and Refinement

Self-efficacy can be developed and enhanced through experiential learning, affirmational friendships or feedback. Practitioners and educators may provide experiences that will lead people to experience success in small decision making tasks that would influence their self-efficacy (Lent, Brown, & Hackett, 2000). By also offering role models and mentors, self-efficacy may be increased by demonstrating that success in career decision-making is achievable (Brown & Lent, 2005).

2.4. Locus of Control

The term locus of control refers to the extent to which a person feels that they themselves (as opposed to factors outside their control) are responsible for what happens in life-connected areas including career satisfaction. Locus of control concept developed by Rotter (1966) is one such paradigm and has been used extensively in counseling psychology, including studies informed by the perspective that individuals differ in their attitudes to career

decision-making. Locus of control is an indication between how much people believe that they have control over the course of their lives.

Crucially, career indecision a well-known counseling presenting problem- has also been empirically related to external Locus of control (Lease, 2004). Vocational interventions commonly seek to promote a more internal sense of control for clients, and by doing so, facilitate agency and motivation. For instance, structured decision-making model, cognitive-behavioral perspectives and motivational interviewing have all been found to be effective strategies for empowering clients' career decisions (Gushue & Whitson, 2006).

Individuals possessing an intrinsic Locus of Control are often more proactive in making career choices. With an internal Locus of Control, similar to the styles depicted in the provided quotes, they establish goals, investigate various career paths, and assess their potential against their ambitions. They are considered trailblazers in their careers, demonstrating remarkable resilience as they navigate challenges and overcome obstacles that arise. For instance, Kumar (2016) notes that those with an internal Locus of Control excel at adapting to different work environments and circumstances due to their belief in their own value. Such individuals typically see themselves as the primary agents of influence in their lives, leading to increased engagement in career exploration, goal formulation, and decision-making processes (Nowicki & Duke 1983). These individuals are curious, make informed decisions effectively, and take a proactive approach to their career progression.

Rotter (1966) and later works too (e.g.,Adeyemi-Bello, 2001) have demonstrated that individuals with an external Locus of Control may struggle to make decisions and feel powerless to take control over their careers. Individuals who possess an external locus of control tend to credit career outcomes on fate or social coercion and feel impeded by uncontrollable interferences, such as a refusal to make decisions or indecisiveness (Taylor & Popma, 1990).

According to Luzzo and Jenkins (1996) college students with an internal Locus of control had more career decision-making self-efficacy and lower levels of career indecision. Similarly, Guay et al. (2003) found that for high school students, internal Locus of control significantly predicted autonomous career motivation, especially when combined with parental involvement.

Primarily, research indicates that an individual's locus of control can significantly influence career satisfaction, performance, and overall well-being. Two notable examples illustrate this variation: first, students exhibiting an internal locus of control tend to be more self-sufficient and better equipped to navigate challenging situations (Schwarzer & Jerusalem, 1995), traits that contribute to a successful life; second, individuals with an external locus of control may experience higher levels of job stress compared to their internal counterparts, who often perceive their work environment as satisfactory due to their own efforts (Patton & McMahon, 1999).

Similar distinctions are evident in the decision-making behaviors of those with internal versus external orientations. For instance, when Lee secures an academic scholarship and travels abroad for her studies, she understands that this choice entails greater responsibility for her future than if she were to join her family's auto repair business locally. Research has shown that individuals with an internal locus of control are more inclined to base their career decisions on personal interests and actively engage in exploring career opportunities. They also capitalize on available chances, set achievable goals, and promptly address challenges they encounter (Leong & Ho, 2000).

In contrast, people with an external locus of control often adopt a more passive approach regarding their career choices. They tend to attribute the factors influencing their professional accomplishments to external circumstances rather than personal initiative, which hinders them from proactively pursuing goals or confronting necessary challenges (Ling & Wong, 1989). Furthermore, studies indicate that individuals with an internal locus of control generally report greater satisfaction in their careers. Their belief that their actions directly correlate with career outcomes leads these employees to frequently experience fulfillment in their roles and confidence in their professional capabilities (Spector, 1988). Conversely, those holding an external locus of control may encounter frustration and dissatisfaction at work; they often view little responsibility for the circumstances life presents them and thus feel a diminished sense of control over achieving success (Schwab, 1980).

In addition, sociocultural and situational variables have to be taken into consideration. Family or social pressure in collectivist societies may have a greater impact on career choices, which can be regarded as extrinsic pressures. Nevertheless, this does not necessarily indicate problems because external control beliefs can be adaptive in some cultural environments (Guay et al., 2003; Leong & Gupta, 2008).

2.4.1. The Interaction between Self-Efficiency and Locus of Control

Though self-efficacy and locus of control are distinct variables, in career decision making they often interact. People with high self-efficacy and an internal locus of control are more likely than their peers to take proactive career steps that have well-defined goals. Additionally, such individuals think they can control their own career outcomes; so they are still confident enough to act along those lines (Lent, and Hackett 2000).

2.4.2. The Joint Influence of High Self-Efficacy and Internal Locus control

It was confirmed by research that people with both high self-efficacy and an internal locus of control have better adaptability in their career and greater resilience (Creagh & Williams,2010). These people are confident in their abilities and believe that they can control the results on any new movement they make. Accordingly, they will take action whilst other people wait passively for things to happen or wander aimlessly around because they are unable see what's ahead for them at all.

2.4.3. The Joint Influence of Low Self-Efficacy and External Locus

But people with low self-efficacy and an external locus of control will likely be in career confusion, at loose ends. They may void that bad fortune is overwhelmingly theirs and thus see no progress on the horizon- this dreadlocked mode develops into fixed ideas about long-term dissatisfaction (Saks & Ashforth 1997).

2.5. Empirical Review

The empirical review focuses on studies into the relationship between self-efficacy and locus of control on one hand and career decision-making, vocational choice or training efforts on the other. These studies provide a wealth of insight, the self-efficacy and locus of control is indeed influencing career choice for students in different academic contexts. The review emphasizes empirical findings on how these psychological constructs interact in career decision-making: with special attention to occupational and technical school students.

2.6.1. Self-Efficacy and Career Decision-Making

Self-efficacy, as a key psychological factor, has been researched extensively in the context of career decision-making. Initially, Bandura (1986) defined self-efficacy as the level of a person's belief in his or her ability to produce a desired result by his efforts or from any

environment including career decision outcomes. The review of empirical studies suggests that self-efficacy in career decision-making, as measured by the Career Decision Making Self-Efficacy scale (CDMSE), is positively correlated with career outcomes.

Based on their Social Cognitive Career Theory (SCCT), Lent, Brown and Hackett (1994) pointed out that self-efficacy influences career decision-making directly: those students who are confident in their ability to make decisions will engage more often in exploration activities while developing career goals and eventually graduate paradigms. According to Lent et al. (2001), students who have higher self-efficacy (in career decision-making) are more proactive than others in seeing what the different eventualities are, and will attain a vocation matching their interests and skills.

O'Neil and Wright (2011) found that self-efficacy was a key determinant in polytechnic students' approach to career decisions. During this study, they found that polytechnic students who have equal confidence in their academic and work skills succeed at higher rates than others when making career choices.

The result is similar to that of Betz and Hackett (1986). Confident people who are certain about their career decisions are less likely to be stuck in indecision or suffer from career anxiety. But if a student's self-efficacy is low, career indecision and anxiety accompany it.

However, Levinson et al. (1978) found that the low self-efficacy students more often experiment a strong career indecision. In other words, without believing in oneself and one's ability to act independently and make decisions, it is difficult for students to begin exploring careers or to plan their own future careers. This finding suggests that by increasing their self-efficacy, students stand a better chance of receiving good results from their career decision. In particular it will be of great benefit to those students who have difficulties over which way to go, or who lack confidence moving forward in their Careers.

2.5.2. Locus of Control and Career Decision-Making

Locus of control refers to the extent which individuals believe they can control the events that affect their lives. Rotter (1966) first used this concept, and research has since shown it plays an important role in career decision-making. Persons with an inner locus of control in general feel they are architects of their own career destinies; those with an outer locus tend to attribute failure or good luck to factors beyond their own selves, such as luck or chance on the one hand, and the work of other people incompletely understood at best.

Bimrose (2006) found that students with an internal control orientation tend to take initiative in career planning, initiate active exploration of job opportunities and this proactive attitude lead to the development long-range career goals which are relatively clear. These students don't leave their careers up to others. They want to stay in control of what kind of work they do. As a result, they tend take some chances, often producing unusual outcomes for careers (Spiro & Jahangir, 2011). On the other hand, individuals who have an external control orientation tend to be passive about their own careers, passively following the direction of those around them. Schroder and Wiggins (1992) pointed out the importance of "locus of control" theory in relation to decisions made about marriage and careers. With an internal locus of control, his research indicated, students pursued a stronger sense of personal agency toward their careers. As a result, they were more satisfied in the work situation and attainment level tended to be higher. Lefcourt (1976) also said that students with an internal locus of control tend to pick jobs that will help them grow, and that college students who often put off making career decisions will have trouble in making such choices. The future becomes very uncertain if students do not feel as though they control their own lives. This sense of control comes from within one self. Vocational education context studies have found that, as Lent et al. (2002) wrote, students with an inner locus of control were more likely to set forth clear career goals and engage in career planning activity. Those students with an outer locus of control are not motivated to pursue any career-related behaviors because they feel unable or inadequate in themselves for such an undertaking. Zhao et al. (2019), in a study of Chinese vocational college students, reported that students with an inner locus of control tend to be more self-confident in choosing careers and therefore more likely to enter their chosen field.

2.5.3 Interplay between Self-Efficacy and Locus of Control

Although self-efficacy and locus of control are different concepts on the one hand, empirical research shows that there is an intertwining relationship between the two that has a major bearing on career decisions. The combined effect of high self-efficacy and an internal locus of control seems to generate vitality in career guidance and bring intentionality to planning for the future.

Lent et al (2002) discovered that people who had both high self-efficacy and an internal locus control were likely to participate in careers confluence, made proactive job decisions.

Their research revealed that students who have confidence in their skills(high self-efficacy) and also think they can make the result of their career fit (internality of control) are the result of this trend more likely to map out a road down which they are headed with better satisfaction pace. The result of this combination is greater satisfaction with one\'s career and more confidence in the pursuit of career goals.

Sahin (2009) surveyed university students and found self-efficacy and locus of control working in tandem to influence the decisions students might make about their future careers. Students who had both high self-efficacy and an internal locus of control were more likely to establish definite plans for their future work. This conclusion also is supported by Schroder and Wiggins (1992), who find that students with high self-efficacy and internal locus control certainly tend to make decisions about careers that reflect confidence and initiative on their part.

Conversely, Parker et al. (2004) found that individuals with low self-efficacy and external locus of control were less likely to plan ahead in career design. These students may drift about in indecision or hand off decisions on their work to others, such as family members or academic advisors.

2.5.4. Demographics and Making Career Decisions

Demographic factors have been discussed in numerous analyses of the relationships between self-efficacy, locus of control, and career decision-making. Prevailing factors include gender, grade, and laboratory environment on which this paper will focus. The factors effecting these relationships are identified below.

Hackett and Betz (1981) found that women attempt to make career-related decisions at a lower level of self-efficacy than men when in male-oriented fields like engineering or technology. This implies that the gender is a moderating variable between self-efficacy and decision-making in careers--women in positions where they feel less competent than men may have their great difficulties indeed. O'Neil and Wright (2011) found that male students in vocational and technical fields typically have more confidence about making decisions for their careers compared with female psychology graduates who follow the same course, which indicates that gender differences also affect how students view the decisions in front of them.

Age also has a part to play in making career decisions. Lent et al. (1994) found that older students were more self-efficacious, created for themselves higher internal locus of control, and even had fewer problems bothering them overall when compared with those still in their 20s who had yet to get married or set down a long-term career path. A Lefcourt (1976) noted that age-related experiences, such as part-time work or internships, can bolster students' self-efficacy and emotion control by offering them opportunities to gain firsthand career experience.

In addition, career decision-making behavior may be influenced by academic discipline. Lent et al. (1994) discovered that students in vocational and technical disciplines, such as engineering or business, usually have more career decision-making self-efficacy because they are better prepared for this type of training and have a clearer focus on their ultimate goals in life. Accordingly however students attending more 'general' study programs may find it difficult to make up a decision about their careers as there is no idea where they are headed or what roles would best suit them.

Chapter three

Research methods

3.1. Research approach

A research approach was the procedure selected by the researcher to collect, analyze, and interpret data. In order to collect, analyze, and interpret data the researcher will use *quantitative research* approach.

3.2. Research design

Correlational research design used in this study. Correlational research design used to examine how the independent variables (locus of control and self-efficacy) are correlated with the dependent variables (student's career decision making). Correlational research design is a quick and easy way to see whether there is a possibility of relationship between two or more variables without manipulation of the variables when experimental research is not possible and also allowed the researcher to determine the direction and strength of the relationship between the variables (Stangor, 2011). The study employed cross-sectional study that enables to study populations with different age, gender, and other demographical data in the same period.

3.3. Target population and sampling techniques

3.3.1. Target population

The target population of this study was all students attending their education or training at Nifas Silk Poly Technical College. In Nifas Silk Polytechnic college. There were ten department in extension and regular program from level I to V. The study's target demographic includes all technical and vocation and training students on Nifas Silk poly technic college. According to the Nifas Silk Poly technic college registrar office, there were around 895 male and 517 female total of 1412 regular and extension students on the college in the 2024/2025 academic year. The key reason for focusing on TVET students was that they are seen to have

a greater opportunity to establish their career decision throughout their academic years at the training center and can source suitable data for the study.

3.3.2. Sampling Method

A sample of students was selected using stratified random sampling, ensuring representation across departments and gender. This type of sampling method was used in order to give every participant equal chance to be selected to participate in the research (Cochran, 1977; Kothari, 2004; Creswell, 2014; Saunders et al., 2019).

Nifas silk poly technic active department

Table 1 Nifas silk polytechnic active department

No	Sector or department	Total		
		Male	Female	Total
1	Hotel and Tourism	11	41	52
2	Manufacturing	44	0	44
3	Textile, Garment and leather	15	65	80
4	Automotive	378	8	386
5	IT	76	90	166
6	Business	136	302	438
7	Surveying and Drafting	3	1	4
8	Electricity and electronics	162	7	169
9	Furniture making	21	1	22
10	Agro	0	0	0
11	Construction	49	2	51

Total	895	517	1412

3.3.3. Sample Size Determination

The sample size was determined by using Yemane (1967) simplified formula. This was because the Yamane's formula provides more sample size than sample size determination table and online sample size calculator like Rao soft. It is a sample size determination formula with a confidence interval of 95% and 5% of the level of precision.

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

Where

n= is the sample size,

N= is the population size (1412), and

e = is the level of precision (0.05).

$$n= \frac{1412}{1+1412(0.005)2}$$

$$n=312$$

The total number of Nifas Silk Poly Technic College students was 1412. The determined sample size was 312 based on sample size determination formula.

Thus, the sample size was rounded to **312** respondents. To ensure representativeness, the sample was allocated proportionally to each department and gender stratum using the formula:

$$n_i= \frac{Ni}{N} x\ n$$

Where (N_i) is the population of each stratum and (n_i) is the corresponding sample size. Proportional allocation guarantees that departments with larger student populations contribute more respondents than smaller ones, maintaining the overall distribution of the college students (Israel, 1992; Singh, 2011).

Sampling Procedure

The researcher followed a systematic procedure to implement the stratified random sampling method. Initially, a current list of all enrolled students was acquired from the registrar's office, organized by department and gender. Every department × gender pairing was subsequently considered a separate stratum to guarantee sufficient representation of all groups in the research.

Subsequently, the quantity of participants to be selected from each stratum was established through proportional allocation in relation to the overall population of each category. Within each stratum, the necessary number of participants was randomly chosen using a random-number generator or a random selection from the student ID list.

The selected respondents names and identification numbers were noted, and interventions were carried out as needed to reduce non-responses. When a chosen participant opted out or was not available, a substitute was selected by picking the next randomly chosen student from the same group. This method guaranteed that the final sample represented the population's composition while maintaining randomness and impartiality in the selection process.

Response Rate

Out of the total 312 questionnaires distributed to the selected students, 310 were properly completed and considered valid for analysis, resulting in a response rate of 99.36%**.** The remaining two questionnaires (0.64%) were excluded from the analysis because several items were left unanswered, rendering them incomplete for reliable interpretation.

This exceptionally high response rate demonstrates strong participant engagement and indicates that the data collected are highly representative of the target population. The high level of participation was facilitated through continuous follow-up and coordination with class representatives and department heads to ensure that respondents completed the questionnaires thoroughly.

3.4. Data collection tools or measures

3.4.1. Measures

In order to collect data from the respondent the researcher used self-administered questionnaires. Questionnaire was appropriate because it allows the researcher to collect data from a large sample size of respondents within short period of time and since all respondents are asked the same questions it speed up the process of data analysis. The questionnaire was consist of demographic questions, self-efficacy measures, locus of control scale.

3.4.2. Demographic Data

The respondent's demographic data was collected based on demographic questions, which focuses on background information such as age, sex, department and level. It was consist of some close-ended questions and open-ended questions.

3.4.3. Self-efficacy

The General Self-Efficacy Scale (GSE) measures an individual's belief in their ability to successfully handle challenges and accomplish goals. The General Self-Efficacy Scale (GES) was initially created by Schwarzer & Jerusalem in 1979. It consists of 10 items rated on a 4-point scale, with total scores ranging from 10 to 40. Higher scores indicate stronger self-efficacy. While there is no universally fixed cut point, typical interpretations categorize scores as follows: scores below 20 suggest low self-efficacy, scores between 20 and 30 indicate moderate self-efficacy, and scores above 30 reflect high self-efficacy**.** These ranges help researchers and practitioners assess how confident individuals feel in managing difficulties, which can impact their motivation, persistence, and overall well-being. Schwarzer & Jerusalem reported that the reliability of the scale, measured by Cronbach's alpha, ranged from .76 to .90. Additionally, a study by Hellmann, J.N. (2014) found a reliability estimate with a Cronbach alpha of .84. In this study, the reliability analysis yielded a Cronbach's alpha of **.**692**.**

3.4.4. Rotter's locus of control scale

To measure respondents level of locus of control this study used Rotter's Locus of Control Scale. Rotters originated this scale in 1966 and it was used to evaluate the locus of control of the subjects. It consist of 29 item statement of which 23 are keyed and six fillers. Each item had two statements which the respondents read and choose the one with which they agree more. In each item, one statement expressed external locus of control while the other expressed internal locus of control. Rotter (1966) reported test-retest reliability estimate ranging from .70 to .80 and internal consistency ranged from .65 to .79. In this study, the reliability analysis yielded a Cronbach's alpha of **.**616**.**

The total score ranges from 0 to 23, where lower scores indicate a more internal locus of control and higher scores suggest a more external orientation. Typically, a score of 12 or below is considered the cut point to classify someone as having an internal locus of control, while scores above 12 indicate a tendency toward an external locus of control.

3.4.5. Career decision-making scale

The Career Decision-Making Scale (CDMS) was used to assess an individual's readiness, confidence, and difficulties in making career-related decisions. The Career Decision Scale (CDS) developed by Samuel H. Osipow et al. in 1976 is a foundational tool used to assess an individual's level of career indecision and certainty about career choices. Contains 20 items. Reverse scoring applied to items 11-20 because the items were negatively stated. Participants respond using Likert-type scale, and total scores can range from 20 to 100. Based on established cutoff points, participants' scores were categorized into three levels for interpretative purposes: scores ranging from 20 to 46 were classified as Low, indicating minimal difficulties or high levels of confidence in career decision-making; scores from 47 to

73 were categorized as Moderate**,** reflecting a moderate degree of decision-making difficulty or uncertainty; and scores between 74 and 100 were considered High, suggesting significant difficulties or low self-efficacy in making career decisions. Most versions of CDMS (or similar instruments) report good internal consistency. Cronbach's alpha values typically range from 0.80 to 0.90. In this study, the reliability analysis yielded a Cronbach's alpha of 0.877.

3.5. Data collection procedure

This study was conducted at Nifas Silk Polytechnic College. To obtain well-organized data, the following procedures were followed: First, a support letter was written to Nifas Silk Polytechnic College from the School of Psychology at Addis Ababa University. Then, the questionnaires, along with a description of the study's aim, was distributed. Participants was informed that their participation is voluntary and given clear instructions on how to complete the questionnaire. The data was distributed and collected using Google Forms method. Questionnaire was attached via students' telegram group. Anonymity was ensured throughout the data collection process. Participants were not required to provide any identifying information, and responses were collected through Google Forms in a way that did not allow the researcher to link data to individual participants. Participants were also be advised not to communicate with each other while filling out the questionnaires. Once completed, the researcher immediately collected the responses online through Google Forms.

3.6. Method of Data analysis

After the data were collected the analysis session was started. The data was filled in the SPSS, version 20. Descriptive statistics frequencies and percentages were used in analyzing the select demographic data and respondents' responses to the self-efficacy and locus of control. Spearman's rho correlation analysis was conducted. Spearman's rho was used to

examine the relationships between variables because it is a non-parametric measure of correlation that does not assume normal distribution or linearity. All the estimation was done by at 0.05 level of significance.

3.7. Pilot Study

Before conducting the pilot study the adapted or modified scales was given to psychology experts for face validity checkup and clarity then obtained a good result after some corrections.

A pilot study was conducted to check the feasibility of the study and adequacy of the questionnaire for the purpose of revising and determining the specificity, relevance, and clarity of the instruments. That is to say, doing a pilot study helps to know the reliability of the instrument, since reliability is concerned with the ability of instrument to measure consistently. Regarding this, Tavakol (2011) described that an instrument cannot be valid unless it is reliable. Hence, the pilot test done to check the reliability of the instrument.

Reliability

The internal consistency reliability of the measurement instruments (Locus of Control Scale, General Self-Efficacy Scale, and Career Decision-Making Scale) was examined using Cronbach's Alpha. The overall reliability coefficient for all 53 items was found to be $\alpha = 0.866$, which indicates a high level of internal consistency among the items.

Scale	Number of Items	Cronbach's Alpha
General Self-Efficacy Scale	10	0.692
Locus of Control Scale	23	0.616
Career Decision-Making Scale	20	0.877
Overall (All Items Combined)	53	0.866

3.8. Ethical consideration

In order to conduct this study especially to collect the desired data from selected institution and participants of the study, it is recommended to keep the ethical standards and get informed consent. The letter was submitted to Nifas Silk Poly Technic College for permission. Respondents were interviewed after getting respondent‘s verbal consent. Therefore, the researcher was contacted Nifas silk poly technic college administration body by presenting the support letter given from the School of Psychology and discuss about the issue going to be investigated, its aim and as the study will not harm the participants. The other important consent to get is from the participants of the study. So as to get genuine responses securing consent from the target student is must. Accordingly, information about the purpose of the study and as they participate voluntarily in the study was explained to them. In addition full confidentiality of their information was kept and informed them as they have the right to withdraw from participation if they may not feel free in filling the questionnaire and finally obtain their consent.

Chapter four

Analysis and Discussion

4.1. Presentation and Analysis of the Data

This chapter presents the analysis and interpretation of the data collected to examine the influence of self-efficacy and locus of control on career decision making among TVET students at Nifas Silk Polytechnic College. The data are organized in accordance with the specific objectives on the study, which include exploring student's self-efficacy levels, examining the relationship between locus of control and career decision making, and investigating the combined effects of these variables.

Descriptive statistics, frequency distributions, and correlation analyses are employed to provide a comprehensive overview of the data. The findings are presented and discussed in detail to elucidate significant patterns and relationships, thereby setting the stage for further interpretation in the subsequent chapter. This chapter aims to contribute empirical insights into how psychological factors influence career decision-making among TVET students, with implications for both theory and practice.

4.1.1 Background Information

Table 2 Background information of respondents

Variable	Description	Frequency	Percent
Gender	Male	145	46.8%
	Female	165	53.2
Age	16-20	89	28.7
	21-25	174	56.1
	26-30	32	10.3

	above 31	15	4.8
Department	Hotel and Tourism	49	15.8
	Manufacturing	35	11.3
	Textile, Garment and leather	23	7.4
	Automotive	26	8.4
	IT	35	11.3
	Business	111	35.8
	Surveying and Drafting	11	3.5
	Electricity and electronics	10	3.2
	Furniture Making	10	3.2
Year of study	1st year	136	43.9
	2nd Year	82	26.5
	3rd Year	54	17.4
	4th year	38	12.3
Modality	Regular	122	39.4
	Extension	188	60.6

Source: Own survey 2025

As instated in table 1, out of 310 respondents, 165 (53.2%) were female and 145 (46.8%) were male, indicating that females slightly larger than males in the study sample.

Most respondents (56.1%) were aged 21-25 years, followed by those aged 16-20 years (28.7%). A smaller proportion fell into the 26-30 years (10.3%) and above 31 years (4.8%) categories.

This suggests that the majority of students are in the early adulthood stage, which is a critical period for career exploration and decision-making (Super, 1990). The age composition aligns with the expected age of college students.

As above table shows the respondents came from nine departments. The highest representation was from the Business Department (35.8%)**,** followed by Hotel and Tourism (15.8%)**,** Manufacturing (11.3%)**,** and IT (11.3%). Other departments such as Textile, Garment & Leather (7.4%)**,** Automotive (8.4%)**,** Surveying & Drafting (3.5%)**,** Electricity & Electronics (3.2%)**,** and Furniture Making (3.2%) had smaller shares. This indicates that the sample was diverse in terms of technical and vocational fields.

Among the participants, 43.9% were first-year students, followed by 26.5% second-year**,** 17.4% third-year**,** and 12.3% fourth-year students. The predominance of first-year students suggests that many participants were at the early stages of their college education.

A majority of the respondents **(**60.6%**)** were enrolled in the extension program, while 39.4% were in the regular program. This may reflect the accessibility of extension programs to a wider range of learners, including working students.

The demographic profile shows that the respondents are predominantly young adults (21–25 years), slightly more female than male, and primarily enrolled in extension programs. The largest representation came from the Business Department and first-year students. These characteristics provide insight into the background of the study participants and may have implications for their levels of self-efficacy, locus of control, and career decision-making. For instance, younger students in their first year may have different levels of confidence and control beliefs compared to older or senior students.

4.1.2. Descriptive Statistics

The study examined three major psychological variables: **Locus of Control (LOC)**, **General Self-Efficacy (GSE)**, and **Career Decision-Making (CDM)**.

Table 3 Descriptive Statistics of the Main study variables

	Descriptive Statistics		
	N	Mean	Std. Deviation
LOC	310	11.2194	2.98816
GSE	310	27.9839	4.85949
CDM	310	64.4839	12.20396
Valid N (list wise)	310		

Source: Own survey 2025

Table 3 describe descriptive statistics of major three psychological variables used in this study. The first variable was Locus of control. The mean score for LOC among the respondents was 11.22 (SD = 2.99). Considering the possible range of scores on the LOC scale (depending on the measurement instrument, e.g., Rotter's scale typically ranges from 0–23), this mean suggests that the students tended to fall in the moderate range of locus of control. This indicates that most respondents neither perceived complete external control nor complete internal control over life outcomes but rather held a balanced perception.

The second variable was General self-efficacy. The mean GSE score was 27.98(SD=4.86). This reflects as moderate to moderately high level of self-efficacy, implying that most respondents had a fairly strong belief in their capacity to organize and execute actions required achieve their educational and career goals.

The third variable of this study was career decision making. The mean score for CDM was 64.48 (SD = 12.20). Given the scale's potential maximum (often around 90 or 100, depending on the instrument used), this mean suggests that the students generally demonstrated a moderate level of confidence and competence in making career decisions**.**

The descriptive statistics show that respondents, on average, reported moderate locus of control, implying a balanced perception of internal and external influences on their outcomes. Their self-efficacy levels were moderately high, which is promising as self-efficacy is often linked to motivation and persistence in career-related activities. Their career decision-making ability was at a moderate level**,** suggesting room for improvement through guidance and support services.

4.1.3. Locus of control

Table 4 Types of locus of control

Variable	Description	Frequency	Percent
Locus of control	Internal	142	45.8
	External	168	54.2

Source own survey 2025

As shown in Table 4, a majority of the participants (54.2%) demonstrated an external locus of control**,** indicating that they tend to attribute life events to external forces such as fate, chance, or powerful others. In contrast, 45.8% of the participants exhibited an internal locus of control**,** suggesting a belief in personal control over their outcomes.

This finding implies that among the sampled population, external attributions are slightly more prevalent than internal ones. Further analysis in subsequent sections was explored the relationship between locus of control and other variables under study.

4.1.4. General self-efficacy

Table 5 the descriptive statistics for General Self-Efficacy (GSE)

Descriptive Statistics

	N	Mean	Std. Deviation
GSE1	310	2.9581	.78920
GSE2	310	2.7774	1.11134
GSE3	310	2.5968	.81768
GSE4	310	2.7645	.87358
GSE5	310	2.4516	.99963
GSE6	310	3.1032	.94629
GSE7	310	2.7581	.97019
GSE8	310	2.8677	.92007
GSE9	310	3.0613	1.07009
GSE10	310	2.6452	.88308
Valid N (list wise)	310		

Source: Own survey 2025

The analysis GSE descriptive statistics reveals varying levels of agreement across the ten General Self-Efficacy (GSE) items. The mean scores ranged from 2.45 to 3.10, suggesting a moderate level of self-efficacy among participants.

The highest mean score was observed for GSE6 (M = 3.10, SD = 0.95**)**, followed closely by GSE9 (M = 3.06, SD = 1.07). These items may reflect areas where participants feel more confident or capable. In contrast, the lowest mean was recorded for GSE5 (M = 2.45, SD = 1.00**),** indicating that this item may be perceived as more challenging or less relatable for the respondents.

The standard deviations ranged from 0.79 (GSE1) to 1.11 (GSE2), reflecting some variation in individual responses. The relatively higher standard deviation for GSE2 indicates greater diversity in participant perceptions or experiences related to that particular item, while the lower standard deviation for GSE1 suggests more uniformity in responses.

This finding indicates, students generally believe in their ability to handle challenges and accomplish tasks related to learning and career preparation. However, variation across items suggests that certain aspects of self-efficacy; such as the skills captured by GSE5 may need additional support or development. The moderate mean values across the items are consistent with the overall GSE mean score (M = 27.98, SD = 4.86) reported in Table 5, confirming a moderate to moderately high general self-efficacy among respondents.

4.1.5. General Self-Efficacy (GSE) Category

For further interpretation, students' total scores on the General Self-Efficacy scale were categorized into Low and Moderate levels based on the scale's cut-off criteria.

Table 6 the frequency and percentage distribution

	GSC category	Frequency	Percent
Valid	Low	191	61.6
	Moderate	119	38.4
	Total	310	100.0

Source: own survey 2025

As stated in table 6, out of the total 310 respondents**,** 191 students (61.6%) were classified as having low self-efficacy, while 119 students (38.4%) were in the moderate self-efficacy category. No respondents fell in a high self-efficacy category, indicating that most students did not reach the upper levels of confidence in their capabilities. The cumulative percentage confirms that all students (100%) fall within these two categories.

The results suggest that, a majority of the students (about 3 out of 5) perceive themselves as having relatively low confidence in their ability to effectively handle tasks, challenges, and academic or career demands. Only a little over one-third (38.4%) reported a moderate level of self-efficacy.

4.1.6 Career Decision Making Scale

Table 7 the descriptive statistics for Career Decision-Making (CDM)

Descriptive Statistics

	N	Mean	Std. Deviation
CDMS1	310	3.9161	.88464
CDMS2	310	3.6677	.99314
CDMS3	310	3.9000	1.20932
CDMS4	310	3.1806	.99494
CDMS5	310	3.5839	1.16213
CDMS6	310	3.5968	1.14992
CDMS7	310	3.3806	1.26579
CDMS8	310	3.2032	.88167
CDMS9	310	3.5419	1.25793
CDMS10	310	3.1290	.95673

CDMS11	310	2.7226	.86676
CDMS12	310	2.4935	1.17345
CDMS13	310	2.9935	1.06426
CDMS14	310	3.1548	1.05599
CDMS15	310	3.1323	1.35768
CDMS16	310	2.8355	1.43309
CDMS17	310	2.9806	1.04878
CDMS18	310	2.9935	1.04894
CDMS19	310	3.0065	.93474
CDMS20	310	3.0710	1.31759
Valid N (list wise)	310		

Source own survey 2025

According to table 7, descriptive statistics were calculated for the 20 items of the Career Decision-Making Scale (CDMS), based on responses from a sample of 310 participants. The mean scores ranged from 2.49 to 3.92, indicating varying levels of agreement across items. The highest mean was observed for CDMS1 (M = 3.92, SD = 0.88), suggesting a strong overall agreement with this item, followed closely by CDMS3 (M = 3.90, SD = 1.21) and CDMS2 (M = 3.67, SD = 0.99). In contrast, the lowest mean scores were recorded for CDMS12 (M = 2.49, SD = 1.17), CDMS11 (M = 2.72, SD = 0.87), and CDMS16 (M = 2.84, SD = 1.43), reflecting lower levels of agreement or endorsement. Most items had standard deviations close to or below 1.20, indicating a moderate spread of responses and relatively consistent perceptions among the students.

However, items like CDMS16 (SD = 1.43**)** and CDMS15 (SD = 1.36) showed higher variability, suggesting that students were more divided in their responses to these aspects.

The analysis of individual CDM items reveals that students expressed greater confidence in identifying suitable careers and setting personal career goals (as reflected in high-mean items such as CDMS1 and CDMS3). They reported less confidence or consistency in areas requiring self-exploration, coping with uncertainty, and seeking guidance**,** which are essential for making well-informed career choices. The overall pattern aligns with the total CDM mean score reported earlier in Table 4.2 **(**M = 64.48, SD = 12.20**),** which also suggested a moderate level of career decision-making competence**.**

4.1.7 Career Decision-Making (CDM) Category

Students' total scores on the Career Decision-Making Scale were categorized into Low, Moderate, and High levels based on the established cut-off criteria of the instrument.

Table 8 the frequency and percentage distribution for CDM

		Frequency	Percent
Valid	Low	23	7.4
	Moderate	196	63.2
	High	91	29.4
	Total	310	100.0

Source: Own survey 2025

As indicated in table 8, among the 310 respondents, the majority, 196 students (63.2%)**,** reported a moderate level of career decision-making ability. A substantial group, 91 students (29.4%)**,** fell into the high CDM category, indicating strong confidence and competence in making career-related choices. Only a small proportion, 23 students (7.4%)**,** were classified as having low

CDM, suggesting limited readiness for making informed career decisions. The cumulative percentage confirms that 70.6% of students had at least a moderate level of CDM.

The findings indicate that most students possess a moderate capacity for career decision-making**,** which is encouraging but leaves room for improvement. Nearly one-third of the students (29.4%) demonstrated high CDM, suggesting that these students may serve as role models or mentors for their peers.

4.1.8 Correlation Analysis

To examine the relationships among Locus of Control (LOC)**,** General Self-Efficacy (GSE)**,** and Career Decision-Making (CDM) a Spearman's rho correlation analysis was conducted. Spearman's rho was used to examine the relationships between variables because it is a non-parametric measure of correlation that does not assume normal distribution or linearity. This method is appropriate when the data are ordinal, non-normally distributed, or when the relationships among variables are expected to be monotonic rather than strictly linear. It also reduces the influence of outliers by using ranked values. Given these considerations, Spearman's rho was deemed suitable for analyzing the associations among Locus of Control (LOC), General Self-Efficacy (GSE), and Career Decision-Making (CDM) in this study.

Table 9 Spearman's Rho Correlation among LOC, GSE, and CDM (N = 310)

Correlations

			LOC	GSE	CDM
Spearman's rho	LOC	Correlation Coefficient	1.000	.082	.167**
		Sig. (2-tailed)	.	.148	.003
		N	310	310	310
	GSE	Correlation Coefficient	.082	1.000	.477**
		Sig. (2-tailed)	.148	.	.000
		N	310	310	310

CDM	Correlation Coefficient	.167**	.477**	1.000
	Sig. (2-tailed)	.003	.000	.
	N	310	310	310

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

As shown in table 9 the correlation between LOC and GSE was positive but not significant **(**r = 0.082, p = 0.148**)**. This indicates that students' perceptions of control over life events are not strongly related to their general self-efficacy in this sample.

The correlation analysis reveals, Self-efficacy plays a stronger role in career decision-making than locus of control. Students who believe in their own abilities are more likely to make informed and confident career choices. Locus of control has a weaker but significant effect on career decision-making. This suggests that students' perception of control over life outcomes contributes slightly to their ability to make career decisions, but it is less influential than self-efficacy. The non-significant correlation between LOC and GSE indicates that these constructs operate independently in this sample; a student's belief in personal control does not necessarily coincide with their general self-confidence in performing tasks.

4.1.9 Multiple Regression Analysis

4.9.1 Multiple Regression Analysis: Variables Entered/Removed

To determine the predictive effect of General Self-Efficacy (GSE**)** and Locus of Control (LOC) on Career Decision-Making (CDM)**,** a multiple regression analysis was conducted.

Table 10 Multiple Regression Analysis: Variables Entered/Remove

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	GSE, LOC[b]	.	Enter

a. Dependent Variable: CDM

b. All requested variables entered.

In the first model, both GSE and LOC were simultaneously entered as independent variables to predict CDM. No variables were removed because all selected predictors were included in the analysis. The enter method was applied, meaning that the contribution of each variable is assessed while controlling for the other predictor(s) in the model.

4.9.2 Regression Model Summary

A multiple regression analysis was conducted to examine the extent to which General Self-Efficacy (GSE) and Locus of Control (LOC) predict Career Decision-Making (CDM)**.**

Table 11 Regression Model Summary for *Predicting CDM (N = 310)*

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.617[a]	.381	.377	9.63389	.381	94.429	2	307	.000

a. Predictors: (Constant), GSE, LOC
b. Dependent Variable: CDM

As stated in table 11, a multiple linear regression was conducted to examine whether Locus of Control (LOC) and General Self-Efficacy (GSE) significantly predicted Career Decision-Making (CDM)**.** The correlation coefficient R = 0.617 indicates a moderate to strong positive relationship between the predictors (GSE and LOC) and career decision-making. The coefficient of determination $R^2 = 0.381$ shows that 38.1% of the variance in CDM is explained jointly by GSE and LOC. The Adjusted $R^2 = 0.377$ accounts for the number of predictors in the model, confirming that roughly 38% of the variance in career decision-making is attributable to students' self-efficacy

and locus of control. The F-statistic ($F = 94.43$, $p < 0.001$) indicates that the regression model is statistically significant, meaning that GSE and LOC together reliably predict CDM.

The model confirms that both self-efficacy and locus of control are important predictors of career decision-making among Nifas Silk Polytechnic College students. However, since $R^2 < 0.50$, other factors not included in this study likely contribute to students' career decision-making abilities. These findings support the theoretical expectation that psychological constructs like self-efficacy and perceived control over life outcomes are key determinants of career decision-making**,** but they are not the sole influences.

4.9.3 ANOVA for the Regression Model

The ANOVA table tests whether the regression model, with General Self-Efficacy (GSE) and Locus of Control (LOC) as predictors, significantly predicts Career Decision-Making (CDM)**.**

Table 12: ANOVA for Regression Model Predicting CDM (N = 310)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17528.192	2	8764.096	94.429	.000[b]
	Residual	28493.227	307	92.812		
	Total	46021.419	309			

a. Dependent Variable: CDM

b. Predictors: (Constant), GSE, LOC

According to table 12, the F-value of 94.43 with $p < 0.001$ indicates that the overall regression model is statistically significant. This confirms that the combination of GSE and LOC significantly predicts students' career decision-making. The regression sum of squares (17,528.19)

represents the portion of variance in CDM explained by GSE and LOC, while the residual sum of squares (28,493.23) represents the variance not explained by the model.

The ANOVA result demonstrates that the regression model fits the data well and that GSE and LOC together have a meaningful impact on career decision-making among the respondents. The high F-value and significant p-value support the earlier finding from the R^2 value, showing that the predictors collectively explain 38.1% of the variance in CDM**.** This emphasizes the importance of psychological factors in students' career planning and decision-making processes.

4.9.4 Regression Coefficients for Predicting Career Decision-Making

The regression coefficients indicate the unique contribution of each predictor**,** General Self-Efficacy (GSE) and Locus of Control (LOC); to the prediction of Career Decision-Making (CDM)**.**

Table 13 Regression Coefficients Predicting CDM (N = 310)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.651	3.720		5.014	.000		
	LOC	.262	.184	.064	1.425	.155	.997	1.003
	GSE	1.533	.113	.610	13.573	.000	.997	1.003

a. Dependent Variable: CDM

A multiple linear regression was conducted to examine whether Locus of Control (LOC) and General Self-Efficacy (GSE) significantly predicted Career Decision-Making (CDM).

Locus of Control (LOC) the unstandardized coefficient B = 0.262 suggests that for each one-unit increase in LOC, CDM increases by 0.262 units, holding GSE constant. However, the relationship is not statistically significant ($p = 0.155$)**.** The standardized Beta (0.064) indicates that LOC has a very small effect on CDM compared to GSE.

General Self-Efficacy (GSE), the unstandardized coefficient B = 1.533 indicates that for each one-unit increase in GSE, CDM increases by 1.533 units, holding LOC constant. This effect is highly significant ($p < 0.001$)**,** and the standardized Beta 0.610 shows that GSE is a strong predictor of CDM.

Collinearity Diagnostics tolerance values (~0.997) and VIF (~1.003) indicate no multicollinearity, so GSE and LOC independently contribute to predicting CDM.

GSE is the strongest predictor of career decision-making among students. Students with higher general self-efficacy are more likely to make informed and confident career decisions. LOC has a minimal and non-significant effect when controlling for GSE, suggesting that perceived control over outcomes does not strongly influence CDM in this sample.

4.9.5 Collinearity Diagnostics

Collinearity diagnostics were conducted to assess whether multicollinearity exists among the predictors (General Self-Efficacy [GSE] and Locus of Control [LOC]) in predicting Career Decision-Making (CDM). Table 14 presents the eigenvalues, condition indices, and variance proportions for the regression model.

Table 14 Collinearity Diagnostics for Predictors of CDM (N = 310)

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	LOC	GSE
1	1	2.938	1.000	.00	.01	.00
	2	.049	7.735	.03	.86	.17
	3	.013	14.850	.97	.13	.83

a. Dependent Variable: CDM

Collinearity diagnostics were examined to assess potential multicollinearity among the predictor variables. Eigenvalues the first dimension has a high eigenvalue (2.938), and the subsequent eigenvalues are small (0.049 and 0.013), suggesting most of the variance is explained by the first dimension. Condition Index **t**he maximum condition index is 14.85, which is below the commonly used threshold of 30**,** indicating that multicollinearity is not problematic in this model.

Variance Proportions indicates large variance proportions (>0.50) indicate potential multicollinearity. In Dimension 2, LOC has a variance proportion of 0.86, but the condition index is only 7.735, which is considered safe. In Dimension 3, GSE has a variance proportion of 0.83**,** but again, the condition index is 14.85, below critical concern levels.

There was no evidence of problematic multicollinearity in the model. All condition indices were below the critical threshold of 15, with the highest being 14.85. Additionally, no two predictors had high variance proportions (> .50) associated with the same small eigenvalue. These results support the conclusion that multicollinearity is not distorting the regression estimates.

Residuals Statistics for the Regression Model

Residuals statistics were analyzed to assess the fit and assumptions of the regression model predicting Career Decision-Making (CDM) from General Self-Efficacy (GSE) and Locus of Control (LOC)**.** Table 15 presents the minimum, maximum, mean, and standard deviation of predicted values and residuals.

Table 15 Residuals Statistics (N = 310)

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	40.9340	82.3601	64.4839	7.53164	310
Residual	-23.63753	20.06434	.00000	9.60266	310
Std. Predicted Value	-3.127	2.373	.000	1.000	310
Std. Residual	-2.454	2.083	.000	.997	310

a. Dependent Variable: CDM

Residuals statistics were examined to assess the fit and assumptions of the regression model. Predicted values of career decision-making (CDM) ranged from 40.93 to 82.36 (M = 64.48, SD = 7.53). Residuals ranged from −23.64 to 20.06 (M = 0.00, SD = 9.60). Standardized residuals fell within the acceptable range (−2.45 to 2.08), indicating the absence of significant outliers.

The residuals analysis indicates that the regression model fits the data well and that the assumptions of normality, linearity, and homoscedasticity are reasonably met. No extreme residuals were detected, supporting the reliability and validity of the regression results reported earlier. Overall, the residuals statistics reinforce the conclusion that General Self-Efficacy is a strong and significant predictor of Career Decision-Making**,** while Locus of Control has a minimal effect.

4.2. Discussion

Under this section the result above presented by linking with existing literature and theoretical frame work. The main focus is to understand how locus of control and general self-efficacy influence student career decision making at Nifas Silk Polytechnic.

4.2.1. Influence of General Self-Efficacy on Career Decision-Making

The study found a significant positive correlation between GSE and CDM ($r = 0.477$, $p < 0.001$), indicating that students with higher self-efficacy are more confident and capable in making career decisions. This aligns with findings from Şeker (2025), who reported that career decision-making self-efficacy mediates the relationship between internal career locus of control and career indecision among adolescents. Additionally, Zewude et al. (2025) highlighted that career self-efficacy contributes to career adaptability and future career choices among university students in Ethiopia.

Similarly, O'Neil and Wright (2011) found that self-efficacy was a key determinant in polytechnic students' approach to career decisions. During this study, they found that polytechnic students who have equal confidence in their academic and work skills succeed at higher rates than others when making career choices.

In addition this finding is consistent with Bandura's Social Cognitive Theory (1986), which posits that individuals with higher self-efficacy are more likely to set goals, persist in the face of obstacles, and make confident decisions. Students who believe in their ability to handle problems, gather information, and evaluate options are naturally more decisive and proactive in choosing a career path.

This result also support previous research such as; Betz & Hackett (2006), who found that self-efficacy is a critical determinant of career-related behaviors and outcomes. And reported that students with higher self-efficacy demonstrated greater clarity and confidence in making career decisions.

In the context of this study, the strong influence of self-efficacy may reflect students' perceived ability to navigate the labor market, overcome personal challenges, and adapt to changing employment conditions key skills for success in the TVET environment.

This result give implication for career counselling as there is strong association between GSE and CDM, enhancing students' self-efficacy could be a key strategy in career counseling programs. The intervention focused at generating self-confidence and perceived competence may lead to more decisive and informed career choices.

4.2.2. Influence of Locus of Control on Career Decision-Making

The correlation between LOC and CDM was weak and statistically significant ($r = 0.167$, $p = 0.003$), suggesting that while internal LOC may have a modest impact on career decision-making, other factors play a more substantial role. This finding contrasts with studies like that of Şeker (2025), which found a significant negative relationship between external career locus of control and career indecision, and a positive relationship between internal career locus of control and career decision-making self-efficacy.

Additionally, the finding not support the finding of Luzzo and Jenkins (1996) which found college students with an internal Locus of control had more career decision-making self-efficacy and lower levels of career indecision. Similarly, Guay et al. (2003) found that for high school

students, internal Locus of control significantly predicted autonomous career motivation, especially when combined with parental involvement.

The relatively low impact of LOC on CDM in this study may be attributed to cultural and educational factors prevalent in Ethiopia. The Ethiopian educational system often emphasizes rote learning and teacher-directed instruction, which may not foster the development of an internal locus of control. Moreover, societal factors such as limited exposure to career exploration opportunities and a strong reliance on external guidance may influence students' perceptions of control over their career decisions.

According to Guay et al., 2003; Leong & Gupta, 2008, sociocultural and situational variables have to be taken into consideration. Family or social pressure in collectivist societies may have a greater impact on career choices, which can be regarded as extrinsic pressures. Nevertheless, this does not necessarily indicate problems because external control beliefs can be adaptive in some cultural environments.

4.2.3. Comparative Analysis: GSE vs. LOC

In regression analysis, GSE emerged as a strong and significant predictor of CDM ($\beta = 0.610$, $p < 0.001$), whereas LOC did not significantly predict CDM ($\beta = 0.064$, $p = 0.155$). This finding underscores the greater importance of self-efficacy over perceived control in influencing career decision-making among students in this context. The Social Cognitive Career Theory (SCCT) posits that self-efficacy beliefs are central to career development and decision-making processes. The results of this study support this theory, highlighting the critical role of self-efficacy in shaping students' career decisions.

This result is associated with Betz and Taylor (2001) argue that high self-efficacy people become more confident and clearer in their career decision making. They're more likely to be resourceful in seeking career options, persistent in the face of discouragement and impactful in achieving goals. On the other hand, low self-efficacy may be an obstacle for the individual who exhibits indecision and lack of confidence or procrastinates in making important career decisions (Hackett & Betz, 1981).

This result align with the framework of Social Cognitive Career Theory (SCCT)**,** which emphasizes the central role of self-efficacy beliefs in guiding career development and decision-making processes (Lent, Brown, & Hackett, 1994). SCCT suggests that individuals who believe in their ability to perform career-related tasks are more likely to engage in effective decision-making and goal-setting behaviors.

Consistent with this study, prior research has demonstrated that self-efficacy is a robust predictor of career-related outcomes. For example, Betz and Hackett (2006) found that higher self-efficacy was associated with greater career exploration and decisiveness. Similarly, Nauta (2004) reported that students with stronger self-efficacy beliefs showed more confidence and clarity in making career choices. In contrast, while LOC has been linked to general psychological outcomes, its direct influence on career decisions appears to be more context-dependent and often weaker than that of self-efficacy (Judge et al., 2002).

4.2.4. Implications for Career Counseling and TVET Policy

To improve students' career decision-making abilities, educational institutions should implement programs that enhance self-efficacy. These programs could include workshops, mentorship opportunities, and activities that promote skill development and confidence building.

According to Lease, 2004, career indecision a well-known counseling presenting problem-has also been empirically related to external Locus of control. Vocational interventions commonly seek to promote a more internal sense of control for clients, and by doing so, facilitate agency and motivation. For instance Gushue & Whitson, 2006 reported, structured decision-making model, cognitive-behavioral perspectives and motivational interviewing have all been found to be effective strategies for empowering clients' career decisions.

While GSE was found to be a stronger predictor of CDM, fostering an internal locus of control could further empower students. Educational reforms that encourage critical thinking, problem-solving, and personal responsibility may help develop a more internal locus of control among students.

4.2.5. Demographic Considerations

The descriptive results showed that the sample was largely young, female, and enrolled in the extension program, with most participants in the business department. While the present study did not test demographic differences statistically, these patterns may provide context for understanding the career challenges students face. For example, extension-program students often balance work and study, which may affect both self-efficacy and career decision-making.

Demographic determinants have been discussed in several analyses of the relationships between self-efficacy, locus of control, and career decision-making. Prevailing factors include gender, grade, and laboratory environment on which this paper will focus.

According to Hackett and Betz (1981) found that women attempt to make career-related decisions at a lower level of self-efficacy than men when in male-oriented fields like engineering or technology. This implies that the gender is a moderating variable between self-efficacy and decision-making in careers--women in positions where they feel less competent than men may have their great difficulties indeed. O'Neil and Wright (2011) also found that male students in vocational and technical fields typically have more confidence about making decisions for their careers compared with female psychology graduates who follow the same course, which indicates that gender differences also affect how students view the decisions in front of them.

Age also has a part to play in making career decisions. Lent et al. (1994) found that older students were more self-efficacious, created for themselves higher internal locus of control, and even had fewer problems bothering them overall when compared with those still in their 20s who had yet to get married or set down a long-term career path. A Lefcourt (1976) noted that age-related experiences, such as part-time work or internships, can bolster students' self-efficacy and emotion control by offering them opportunities to gain firsthand career experience.

Limitations of the Study

This study's findings are based on a sample from a single institution in Addis Ababa, which may limit the generalizability of the results. Future research could expand the sample to include students from various regions and educational backgrounds to provide a more comprehensive understanding of the factors influencing career decision-making in TVET.

Chapter five

Summary, Conclusion and Recommendation

5.1. Summary of Findings

This study examined the association between general self-efficacy (GSE), locus of control (LOC), and career decision-making (CDM) in university students, using the processes of occupational self-efficacy model. The sample was 46.8% male (n = 145) and 53.2% female (n = 165). Age wise representation It was observed that majority 56.1% (n=174), fatal victims were between 21 to 25 years followed by 28.7% (n=89) in the age group of 16-20 years, then next is in the range above and below wherein around one third only lies (10.3%, n=32) in the age group of 26 to30, lesser than this still i.e., 4.8%(n=15) predominate beyond31years of age. This gives idea that maximum injury death occurred among young adults. In terms of what department does the students represent, Business contributed with 35.8%, followed by Hotel and Tourism (15.8%), Information Technology and Manufacturing, both holding 11.3%, Automotive (8.4%), Textile and Garment (7.4%) Surveying and Drafting (3.5%) and Electricity/ Electrics cooker + Furniture Making had a tie at 3.2% each.

In terms of the year of study, 43.9% were in their first year, and 26.5% were in their second year of study while 17.4% and 12.3% participated during their third and fourth years respectively. More than half (60.6%) were enrolled in the extension program and 39.4% were regular students.

Regarding the primary study variables, most students presented moderate levels of CDM (54.6% in total), with a low proportion presenting low CDM scores (7.4%). The results also revealed that most students had low general self-efficacy (38.4% of moderate only). Results for locus of control showed a moderate orientation, suggesting that students possessed neither a strong internal nor external control belief.

Results of the correlation analysis revealed that general self-efficacy significantly and positively correlated to career decision-making. Results of regression analysis also showed that the most important predictor was GSE, which contributed for a high proportion of variance in CDM levels. The locus of control was on the other hand, less strongly associated with CDM and did not prove to be a significant predictor for CDM in the model that included GSE.

As a whole it appears that students with high self-efficacy are likely to express more confident and efficacious career decision making, whereas locus of control plays less into this dynamic.

5.2. Conclusion

The purpose of this study was to examine the influence of General Self-Efficacy (GSE) and Locus of Control (LOC) on Career Decision-Making (CDM) among students at Nifas Silk Polytechnic College.

- Self-efficacy is a significant psychological construct that influences student career decision-making in Nifas Silk Polytechnic College. Students with stronger self-efficacy are more comfortable exploring possibilities, making high-stakes decisions, and cultivating careers.
- LOC is a less important predictor of career choice than self-efficacy. While there is a gain of students feeling at control over their lives, this tendency does not seem to be pre-dominating in the analyzed situation.
- The results are consistent with Social Cognitive Career Theory (SCCT), emphasizing the importance of self-efficacy in influencing career behavior.
- Enhancing students' self-efficacy through experiences, role modelling and support would be expected to enhance individuals' ability to make career decisions.

5.3. Recommendations

These recommendations are made to enhance the self-efficacy and locus of control in the context of career decision-making among students at Nifas Silk Polytechnic college to be able to solve the identified problems.

- For students, it is important to foster self-efficacy by taking on tasks that develop confidence and problem-solving and decision-making abilities. By promoting personal responsibility with training, it will assist students in establishing an internal locus of control that is necessary for achieving informed career decisions. Workshops, internships and mentor programs enable students to interface with real-world employment opportunities which provides direction in career exploration.
- Teachers/career educators have an important role, using techniques such as setting goals and providing chances for role play to increase students' self-efficacy. Scheduled career counselling sessions should be provided to students for exploring their interests and a perfect carrier platform. Furthermore, motivation and encouragement are extremely necessary in aiding low self-efficient students and those with an eternal locus of control.
- Policymakers ought to promote the inclusion of life skills and soft skills in a curricula as to improve poor decision making amongst students. They should equally encourage real-life work experiences through employment opportunities and industrial attachments that can serve to build confidence in career choices.
- Finally, professional training and development for the teachers and student counselor are also in order to provide them with tools and the needed academic knowledge to efficiently support students through these challenges.

References

Adeyemi-Bello, T. (2001). Validating Rotter's (1966) locus of control scale with a sample of not-for-profit leaders. *Management Research News*, *24*(6/7), 25-34.

Al-Bahrani, M., Abu Shindi, Y., Allawati, S., & Bakkar, B. (2021). A path analysis of effects of the career locus of control dimensions and career decision self-efficacy on career aspiration. *International Journal of Adolescence and Youth*, *26*(1), 367-375.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review,* 84(2), 191–215. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1977). Self-efficacy: towards unifying theory of behavioral change. *Psychological Review*, vol. 84, no. 2, pp. 191-215.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: the exercise of control.* W.H. Freeman and Company, New York.

Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (2001). *Self-efficacy beliefs as shapers of children's aspirations and career trajectories. Child Development*, vol. 72, no 1, pp.187-206.

Betz, N. E., & Hackett, G. (2006). Career self-efficacy theory: Back to the future. *Journal of career assessment*, *14*(1), 3-11.

Betz, N. E. (2008). *The influence of self-efficacy on career development*. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th ed., pp. 340-366). Wiley.

Betz, N. E., & Taylor, K. M. (2001). *Manual for the Career Decision Self-Efficacy Scale* (CDMSE).

Brown, S. D., & Lent, R. W. (2005). *A social cognitive framework for career choice and performance*. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 233-269). Wiley.

Creagh, T., & Williams, M. (2010). Career decision-making self-efficacy and career adaptability: The role of self-efficacy in predicting adaptive career behaviors. *Journal of Vocational Behavior, 77*(3), 257–267. https://doi.org/10.1016/j.jvb.2010.02.007

Gati, I., Krausz, M., & Osipow, S. H. (1996). *A taxonomy of difficulties in career decision making. Journal of counseling psychology*, *43*(4), 510.

Getachew, A. & Daniel, G., 2016. *Career Development among Undergraduate Students of MaddaWalabu University, South East Ethiopia.. Journal of Student Affairs in Africa | Volume 4(2), ,* pp. 25-37.

Gottfredson, L. S. (2002). *Gottfredson's theory of circumscription and compromise*. In D. Brown & L. Brooks (Eds.), *Career choice and development* (4th ed., pp. 85-148). Jossey-Bass.

Guay, F., Ratelle, C. F., Larose, S., Vallerand, R. J., & Vitaro, F. (2003). The academic and career trajectories of adolescents with learning difficulties and the role of parental involvement. *Journal of Educational Psychology, 95*(1), 144–162. https://doi.org/10.1037/0022-0663.95.1.144

Gushue, G. V., & Whitson, M. L. (2006). The relationship among support, ethnic identity, career decision self-efficacy, and outcome expectations in African

American high school students: Applying social cognitive career theory. *Journal of Career Development, 33*(2), 112–124. https://doi.org/10.1177/0894845306293416

Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior, 18*(3), 326–339. https://doi.org/10.1016/0001-8791(81)90012-8

Hans, A., Deshpande, A., Pillai, A. E., Fernandes, C. J., Arora, S., Kariya, P., & Uppoor, A. (2017). A Study on Self-Efficacy, Locus of Control and Commitment in Select Private Management Colleges in Oman. *Amity Journal of Management Research, 2*(1), 1-9.

Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: a meta-analysis. *Journal of applied psychology, 87*(3), 530.

Kumar, S. (2016). Parental influence on career choice traditionalism among college students in selected cities in Ethiopia. *International Journal of Psychology and Educational Studies*, *3*(3), 23-30.

Lease, S. H. (2004). Effect of locus of control, work knowledge, and mentoring on career decision-making difficulties. *Journal of Career Assessment, 12*(3), 239–254. https://doi.org/10.1177/1069072703261539

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior, 45*(1), 79–122. https://doi.org/10.1006/jvbe.1994.1027

Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive theory perspective. *Journal of Counseling Psychology, 47*(1), 36–49. https://doi.org/10.1037/0022-0167.47.1.36

Leong, F. T. L., & Ho, M. H. (2000). Career decision-making and self-efficacy. *Journal of Career Assessment, 8*(3), 337–354. https://doi.org/10.1177/106907270000800304

Mengistu, M., 2017. Graduate Employability as a Function of Career Decision in Amhara State TVET System. *Ethiopian Journal of Education and Science* , pp. 1-21.

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.

Nauta, M. M. (2004). Self-efficacy as a mediator of the relationships between personality factors and career interests. *Journal of Career Assessment, 12*(4), 381-394.

Osborn, D. S., & Baggerly, J. N. (2004). School counselors' perceptions of career counseling and career testing: Preferences, priorities, and predictors. *Journal of career development, 31*, 45-59.

Patton, W., & McMahon, M. (1999). *Career development and systems theory: A new relationship*. Thomson Brooks/Cole Publishing Co.

Peterson, G. W., Sampson, J. P., Reardon, R. C., & Lenz, J. G. (2002). Cognitive information processing approach in career problem solving and decision making.

In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 312–369). San Francisco, CA: Jossey-Bass.

Rotter, J. B. (1966). *Generalized expectancies for internal versus external control of reinforcement*. Psychological Monographs, 80(1), 1–28. https://doi.org/10.1037/h0092976

Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the organization. *Journal of Vocational Behavior, 51*(2), 234–254. https://doi.org/10.1006/jvbe.1997.1600

Sampson, J. P., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004). *Career counseling and services: A cognitive information processing approach*. Brooks/Cole.

Schwab, D. P. (1980). *Locus of control and job satisfaction: A review of the literature*. Academy of Management Review, 5(3), 485-495. https://doi.org/10.5465/amr.1980.4288880

Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. *J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs, 35*, 37.

Şeker, G. (2025). The mediating role of career decision-making self-efficacy in the relationship between career locus of control and career indecision. *Journal of Vocational Behavior*, 110, 1-10. https://pubmed.ncbi.nlm.nih.gov/41013694/

Şeker, G. (2025). The mediating role of career decision-making self-efficacy in the relationship between career locus of control and career indecision. *Journal of Vocational Behavior*, 110, 1-10. https://pubmed.ncbi.nlm.nih.gov/41013694/

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). Wiley.

Sharf, R. S. (2013). Advances in theories of career development.

Spector, P. E. (1988). *Locus of control and job stress: A review of the literature*. Journal of Applied Psychology, 73(2), 151–157. https://doi.org/10.1037/0021-9010.73.2.151

Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to understanding career choice and development. *Journal of Vocational Behavior, 22*(1), 63–81. https://doi.org/10.1016/0001-8791(83)90060-5

Teklu, A. (2012). Factors Detecting Students' Career Choice in the Ethiopian Higher Education Environment.

Purkey, W. W., & Novak, J. M. (1996). *Inviting school success: A self-concept approach to teaching and learning*. Wadsworth.

Zewude, G. T., Bezie, A. E., Woreta, G. T., Tareke, T. G., Oo, T. Z., Hassen, A., Tareke, M., Orsovics, Y., & Józsa, K. (2025). A parallel mediation model of career adaptability, career self-efficacy, and future career choice among university students: The role of basic psychological needs satisfaction and mindfulness. *European Journal of Investigation in Health, Psychology and Education*, 15(4), 47. https://doi.org/10.3390/ejihpe15040047

Appendix

Addis Ababa University

College of Education and Language Studies

School of Psychology

Questionnaire to be filled by students

Dear Participants,

I am a postgraduate student at Addis Ababa University, College of Education and Language Studies, School of Psychology. I am conducting a master's thesis titled: **" A Study on the Relationship between Self-Efficacy and Locus of Control in Career Decision Making in The Case of Nifas Silk Poly Technic College "** This research is being carried out as part of the requirements for obtaining a **Master of Arts Degree in Counseling Psychology** at Addis Ababa University.

I kindly request you to provide **honest and thoughtful responses** to the questionnaire. Your participation is crucial to the success of this study. Please rest assured that all responses will be kept **strictly confidential** and used solely for academic purposes.

Thank you in advance for your time and cooperation!

Sincerely,

Section 1: Demographic Information

(Please tick ✓ the appropriate box or fill in the blanks.)

1. **Age:**

   16-20 ☐ 21-25☐ 26-30☐ 31 and above☐

2. **Gender:**

   Male ☐ Female ☐

3. **Department/Field of Study:**

   Hotel and Tourism ☐ Manufacturing ☐ Textile, Garment and leather☐

   Automotive ☐ IT ☐ Business ☐ Surveying and Drafting ☐

   Electricity and electronics ☐ Furniture making ☐ Agro ☐

   Construction ☐ Other ☐

4. **Year of Study:**

   1st Year ☐ 2nd Year ☐ 3rd Year ☐ 4th Year ☐

Section 2: Locus of Control

It consists of **29 forced-choice** questions (23 meaningful and 6 fillers). Each question presents two statements, and you must choose the one that best reflects your beliefs.

1. a. Children get into trouble because their patents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries
5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality
   b. It is one's experiences in life which determine what they're like.
9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying in really useless.
11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.
14. a. There are certain people who are just no good.
    b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
    b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck."
19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard 1 study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

Section 3: Self-Efficacy in Career Decision-Making

The **General Self-Efficacy Scale (GSE)** is a **10-item** scale developed to measure a person's **belief in their ability to cope with various challenges and achieve goals**.

For each statement, **rate your response** on a scale from **1 to 4**:

1 = Not at all true **2 = Hardly true** **3 = Moderately true** **4 = Exactly true**

No.	*GSE Items*	1	2	3	4
1	I can always manage to solve difficult problems if I try hard enough.				
2	If someone opposes me, I can find the means and ways to get what I want.				

3	It is easy for me to stick to my aims and accomplish my goals.
4	I am confident that I could deal efficiently with unexpected events.
5	Thanks to my resourcefulness, I can handle unforeseen situations.
6	I can solve most problems if I invest the necessary effort.
7	I can remain calm when facing difficulties because I can rely on my coping abilities.
8	When I am confronted with a problem, I can usually find several solutions.
9	If I am in trouble, I can usually think of a solution.
10	I can handle whatever comes my way.

Section: Four **Career Decision-Making Scale (CDMS)**

Instructions: Please rate each of the following statements using the scale below:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

No.	Statement	SD	D	N	A	SA
Part A: Career Decision-Making Confidence (CDC)						
1	I am confident in my ability to choose a career that suits me.					
2	I can identify my strengths and weaknesses related to a career.					
3	I know what I want from a career.					
4	I feel certain about the career path I want to follow.					
5	I am confident in my ability to gather career-related information.					
6	I can evaluate the pros and cons of different career options.					
7	I feel capable of making an independent career decision.					
8	I am confident I can set realistic career goals.					
9	I understand the steps I need to take to reach my career goals.					
10	I am sure I can overcome obstacles related to career decision-making.					

Part B: Career Decision-Making Difficulties (CDD)

11 I feel confused about what career I should pursue.

12 I have difficulty deciding on a career because I lack information.

13 I often procrastinate or avoid thinking about career decisions.

14 I find it hard to make decisions in general, including about my career.

15 I am afraid of making the wrong career choice.

16 I feel pressure from family or society about which career to choose.

17 I feel overwhelmed by too many career options.

18 I change my mind often about which career to pursue.

19 I feel discouraged when thinking about my career future.

20 I feel I lack the necessary support to make a good career decision.