

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

Psychosocial Factors Associated with Academic Career Choice Process of Kotebe Metropolitan
University Freshman Students in Addis Ababa

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A Thesis Submitted to School of Psychology, College of Education and Behavioral Studies,
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in Developmental Psychology

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November, 2020
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Declaration

I the undersigned, hereby declare that the thesis entitled, “Psychosocial factors associated with academic career choice process of Kotebe Metropolitan University freshman students in Addis Ababa” is my original study under the supervision of Professor Habtamu Wondimu. The study did not contain any previously published documents by other persons except those proper citations and recognition has been made. Furthermore I do confirm that this thesis paper has not been presented or being submitted as part of the requirements of any other academic degree.

Henok Girma Kebede

Signature -----

Date -----

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

Habtamu Wondimu (Prof.)

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Approval page

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Abstract

The major aim of this study was to assess the psychosocial factors associated with academic career choice process among Kotebe Metropolitan University students in Addis Ababa by examining the major psychosocial factors impacting the academic study discipline choice and the relationship between parental influence, peer influence and self-efficacy and academic career exploration and indecision. The study used correlational research design and the data were obtained using standardized and adapted parent career behavior checklist, peer influence questionnaires, general self-efficacy scale, career exploration survey scale and career decision scale measures from randomly selected 169 (88 males and 81 females) among Kotebe Metropolitan University freshman students. To analyze the obtained data descriptive and inferential statistics were employed. The findings showed that personal interest mainly influenced positively academic discipline choice of students and economic conditions and family factors as the major factors negatively influenced academic discipline choice of students than other factors. The study also showed that academic career exploration had a significant positive relationship with parental influence and self-efficacy and significant negative relationship with peer influence. Whereas, academic career indecision had a significant negative relationship with parental influence and self-efficacy and significant positive relationship with peer influence. Based on the findings, relevant recommendations were forwarded.

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Acronyms and Abbreviations

AAU	Addis Ababa University
ANOVA	Analysis of Variance
CDS	Career Decision Scale
CES	Career Exploration Survey
EE	Environmental Exploration
GSE	General Self-efficacy Scale
HSIU	Haile Selasie I University
KMU	Kotebe Metropolitan University
PCBC	Parent Career Behavior Checklist
rpb	Point-Biserial correlation coefficient
SCCT	Social Cognitive Career Theory
SD	Standard Deviation
SE	Self Exploration
SPSS	Statistical Package for Social Science

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Chapter One

1. Introduction

1.1. Background of the Study

Young adult college/university students are commonly freed to choose a particular field of study. What they choose at this point will have a long lasting impact throughout their life as it is a starting point of selecting career paths which determines the future professional roles they are going to play in the society. The issue of career choice has become a major concern for vocational psychologists, practitioners, researchers and educators (Gaffner & Hazler, 2002; Vignoli, 2009). The problems related to making appropriate career related choice is becoming a common phenomenon for adolescents and young adults (Braunstein-Bercovitz, Benjamin, Asor & Lev, 2012). Career exploration, selection and commitment with the selected one is considered as a major developmental task of young adults and this period is viewed as developmentally appropriate time in which one have to start to make career related plans, decisions and choices (Erikson, 1968; Vignoli, 2009).

Even if the process of career choice mainly took place in adolescence and young adulthood periods, the exploration may begin in childhood and its complexity increases with age (Gati & Saka, 2001). During early childhood it is likely described in the form of ideal career that may represent vision and phenomenal perceptions about what one wants to do when grows up and as one gets older more likely to describe career choice as a dynamic interplay of developmental stages and the prevailing environmental conditions (Howard & Walsh, 2011). But young adults career decision making required to go through a process of understanding and defining what one wants to do and explore a variety of career options with the aid of guidance and planning (Porfeli & Lee, 2000) and proper handling of the process affirms individual identity and enhances wellbeing, satisfaction and stability (Kunnen, 2013). Career choice has also

become a complex issue with the emergence of modernization (Hooley, 2012). The expansion of industrialization has made an individual to plan and conduct exhaustive career assessment before making a choice so as to adjust with the evolving socio economic conditions (Wattles, 2009).

The term career choice is described as the process of selecting a specific profession or vocation over the others and also used to examine the various factors influencing the process of selection and how these factors exert their influence (Sharf, 2002). The notion of career choice was first introduced by Frank Parson in 1909 and he explained the ways career is chosen in his book titled “choosing a vocation” (as cited by Patton & McMahon, 1999). According to Parson vocational choice should depend on three major factors which involve understanding of one’s self, interests, abilities, aptitudes, ambitions, resources, limitations and knowhow; awareness of requirements, situation of success, pros and cons, compensations, opportunities and prospects in many different lines of vocations; and genuine reasoning on the association of the above facts (Patton & McMahon,1999).

In fact the idea of career choice was introduced in early twentieth century but, the concept and term of career choice or decision making were not appropriately recognized until 1950s. During and after 1950s many employment policy and social environment related changes were taking place in many countries and lead many people to seek better career opportunities (Inkson, 2007). In 1979 Michael Krumboltz proposed social learning theory of career decision making and used the term career decision making for the first time (Brown, 2002). The coming of Krumboltz’s work is taken as a good development for career theory as it sets the concept of career decision and provided conceptual framework explaining the way a person makes career choice at different stage of life (Sharf, 2006).

In addition to this, there are theories and conceptual frameworks attempting to explain how career choice processes are affected by various factors. Among them, the prominent career theory proposed to explain the process of career development and choice is social cognitive career theory (SCCT) by Lent et al, (1994). This theory stated that, career development behaviors are affected by three social cognitive processes, namely self-efficacy beliefs, outcome expectations and career goals or intentions which intertwine with social culture, gender, socio economic status, social support and any perceived barriers to shape a person's educational and career choices and also a complex interplay between the personal aspiration of youngsters in career choice and the external influences which act upon them. Carpenter and Foster (1977) also support the assumptions of SCCT and developed a multi-dimensional framework categorizing factors that influence career choice and proposed that as all career influencing factors derive from intrinsic, extrinsic or interpersonal dimensions. The intrinsic dimension refers to a set of personal interest or ability which is related to a profession and its role in society (Carpenter and Foster, 1977). Various studies also stated that these factors come from the self and the followed actions are triggered by preference, pleasure, curiosity, satisfaction and learning experiences (Ryan & Desi, 2000; Kunnen, 2013; Nyamwange, 2016). For instance, personal self-efficacy or perceived ability to accomplish a goal was found to be associated with quality of career choice process (Betz & Voyten, 1997) mainly lack of confidence and structure influence college student career decisions in which level of self-efficacy predicted the level of career decision (Taylor & Betz, 1983). The desire for social recognition and security which revolve around external regulations and benefits associated with certain professions are described as extrinsic dimension (Shofner et al., 2015) such as prestigious occupations, availability of jobs and well-paying employments (Ryan & Desi, 2000; Edward & Quinter, 2011; Bakar et al., 2014). Whereas, the

influence of social environment was stated as interpersonal dimension (Carpenter & Foster, 1997) in which the influences of families, schools, peers and societal responsibilities appear to be the majors (Gokuladas, 2010; Bosmman, 2014, Wu et al., 2015).

Parents in particular have been found to influence career development in young adults. Whiston & Keller (2004) confirm that the majority of the research documents stated young adults perceived their parents as being influential in their career choices. Most additional research examining familial and parental influences on career development has focused on attachment styles, parenting styles and functionality of the home environment. Research within this area has also investigated the role of parental support and career related communication between offspring and parents (Sickinger, 2012). However, other studies addressed the role of specific parental behaviors such as career related parental pressure and even have explored the role of subjective experiences of these behaviors in young adults (Dietrich & Kracke, 2009).

Similar to parents, peer influences have been also found to influence an individual's career choices (Felsman & Blustein, 1999). As young adults separate from their families, the interactions are transferred and fostered in peer relationships and as a result, young adults with positive peer relationships experience a sense of freedom in regard to making career choices allowing them to explore career options and themselves in greater depth (Felsman & Blustein, 1999). On the other hand, it was found that high number of young adults goes into careers inappropriate to them due to being in peer influence (Salami, 1999).

As described earlier, for college or university student choosing academic study discipline is part of the career choice which leads them to their future roles. Obviously many higher educational institutions make students to decide on their academic study discipline early in their college or university careers assuming that once the student determines their field they will be

able to focus on succeeding with it (Wei Chun, V. L., 2009). But, it is indicated that if a choice is made without carefully looking into different alternatives and thorough investigation the student runs the risk of making inappropriate choice which leads them to stress and other related problems (Wei Chun, V. L., 2009).

Despite the need for college or university students to choose a field, researches have focused little on the actual process of college students used to decide on academic major. Most of the career decision related literatures focus on the general career decisions instead of academic major. The research on career decision making as applied to academic decision making remains minimal and assumed that the literature could be used to higher education study discipline decisions given that making decision on college study discipline might be the first big decision with potential for life long impacts (Wei Chun, V. L., 2009). But, as students try to make a choice they face problems of matching their choices with their academic abilities and interests (Issa &Nwalo, 2008). Many students start their higher educations without an idea as to why they have chosen their study field (Tinto as cited in Allen, 1999). For example, in America between 20 and 60 percent of young adults were undecided in regard to higher education study discipline and future career choices and those who choose a major also experienced uncertainty with choices made (Gaffner & Hazler, 2002).

Moreover, one can understand from the above that exploring social and individual factors and how these factors are related to academic career exploration and decision will assist to support students struggling with choosing academic career. Thus, since little or no research attention has been paid in Ethiopian context, the present study deems it imperative to assess the extent to which self-efficacy, peer and parental influences play an important role in relation to the university student's academic career exploration and decision making in Addis Ababa.

1.2. Statement of the Problem

The choice of college or university study field is the most important decision students make which prepare them for future profession in life and considered as the beginning part of career path choice. But scholars found that the process of career choice is a complex task in which the problems associated with it is a major concern for young adults and suggested that what hinders the ability to explore ones environment and made proper choice must be assessed (Gaffner & Hazler, 2002; Vignoli, 2009). Making improper career decision can hinder ones satisfaction in life, resulting in career maladjustment and may affect the individual as well as the entire society (Selami et al., 2013). The inability to choose the right career also contributes to stress and mental health problems in general (Ayesha Khan & Adele Rehman, 2018).

Seema Arif et al. (2019) stated that personal, parental and social variables are the strongest factors influencing students' academic career choice and found strong relation between self-efficacy, social, economic, peer and family factors in leading to enhanced satisfaction with career choices and weak association result in poor satisfaction with the academic career choice students make while in the university. Whereas other researchers in the past found an association between inability to choose career, environmental exploration, and self-esteem, parental and peers influences (Ketterson & Blustein, 1997; Vignoli, 2009). The findings from the study of parental interaction, dysfunctional career thoughts and career exploration as predictors of career decision making self-efficacy of student suggested that career exploration behaviors are the most essential activities that explain ones confidence in making career decisions (Karma El Hassan & Nadine Ghalayini, 2019). On the other hand, youngsters who lack parental supports are more likely not to take positive risks when exploring their environment and uncomfortably explore alternatives and opportunities than those having support from their parents (Ketterson &

Blustein, 1997). In the past it was also evident, that high number of young adults go into careers inappropriate to them due to being in peer pressure and as a result majority of them not met their personal interests and unable to serve meaningfully their society in a chosen career (Salami, 1999).

As most young adult students spend more time in the university, this period is critical for development in which they may go through various changes in academic, social, personal and other areas (Newman & Newman, 2017). They may prematurely choose careers without sufficient assessment of the situation or may not take a full commitment in relation to specific career and these may in turn determine the future transitions of development to adulthood (Jordan, as cited in Felsman & Blustein, 1999). Thus, understanding the specific psychosocial factors associated with young adult student's exploration and commitment to choose career is important in order to better guide individuals experiencing problems with career selection process as they face many challenges in exploring one's self and environment and deciding to career paths during transition to adulthood (Erikson, as cited in Felsman & Blustein, 1999).

Moreover various studies carried out in different countries imply that the challenge of career decision making is a common issue of many cultures found in different countries around the world. There are studies carried out in different regions of the world that includes which are done by Karma El-Hassan & Nadine Ghalayini (2019) on parental interaction, dysfunctional career thoughts and career exploration as predictors of career decision-making self-efficacy of Grade 11 students in Lebanese; Seema Arif et al. (2019) on factors determining choice of career among secondary school students in Nigeria; Salami et al. (2013) on factors influencing students choice of academic career in Pakistan and others. For instance, Shumba and Naong (2012) examined factors affecting the career choice of students in South Africa and suggested family

and teacher variables as major factors influencing students' career selection. Whereas, Sella Kumar (2016) also investigated the extent to which parental occupation and expectation influences on private college students career decision making in Ethiopia and fathers influence was found to be more significant than others. The study also stated that the issue of career choice was not investigated enough in the country and gives insight the need to study further. So the current study differs from that of the previously conducted in other countries and in Ethiopia in its aim of the study, area of the study, population and samples and the specific psychosocial variable measures included in this study.

The focus of the study is however, to examine the relationship between academic career choice process and some psychosocial factors where each variable was assessed independently and with large sample size. Due to this and the need for empirical data regarding the association between academic career choice process and psychosocial determinants related with parental influence, peer influence and personal self-efficacy in Ethiopian higher educational institutions, as the students in the university are found in critical period of choosing ones suitable educational career, it is necessary to conduct the study. Therefore, in order to add on the existing empirical data about the correlation and direction of its relation between parents influence, peer influence and individual self-efficacy, and academic career exploration and decision making of university students the researcher formulated the following research questions which guided the direction of the study.

1.3. Research Questions

The study aimed to answer the following major research questions

1. What are the major psychosocial factors which reportedly influence the study discipline choice of Kotebe Metropolitan University freshman students?

2. Is there an association between parental influence, peer influence and self-efficacy, and academic career exploration and academic career indecision of KMU freshman students?
3. Is there a relationship between sex and level of academic career exploration and academic career indecision of KMU freshman students?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study was examining the psychosocial factors associated with academic career choice process among KMU freshman students.

1.4.2. Specific Objectives

Under the general objective the study was specifically aimed:

- ✓ To identify the main psychosocial factors that influences the study discipline selection of KMU freshman students.
- ✓ To find out if there is an association between parental influence, peer influence and self-efficacy, and academic career exploration and academic career indecision of KMU freshman students.
- ✓ To examine whether there is a relationship between sex and level of academic career exploration and academic career indecision of KMU freshman students.

1.5. Significance of the Study

The process of academic career choice should be very critical issue because of its paramount long lasting impact having on the young adult students' future occupation or employment, social roles and other aspects of life throughout their adulthood period. Young adult students are the future hope of any given country in the world. Therefore, examining the

psychosocial factors' relationship with academic career choice process is very important in order to create citizens that are creative, well skilled, knowledgeable and productive as well as well satisfied in their respective professions/vocations. The results of the study indicated the relationship between the psychosocial factors and academic career exploration and decision among young adult university students would help to provide the guidance/suggestion on how to better explore and choose ones academic related career and its relationship with psychosocial factors in general and university students in particular. Thus, the results of the study are important for those involved in psychology, social work, guidance and counseling service and education to identify the major psychosocial factors affecting academic discipline choice, and the relationship that academic career selection process has with parental, peer and self-efficacy factors. It gives scientific information and relevant recommendations for concerned bodies in the area. In general it can serve as a source of data for educational institutions, media organizations, concerned government bodies and future researchers who are interested to study further in the area.

1.6. Delimitation of the Study

The study was delimited to Kotebe Metropolitan University young adult freshman students enrolled in the academic year 2019/2020 in Addis Ababa because many previous studies or scholars suggest that university years are the most critical period of choosing ones academic career and as most of the students are young adults they may choose academic career without sufficient assessment of the self and environment. In addition there is no other study done in this specific study area relating to this topic as per the knowledge of the researcher. The study also assessed only the psychosocial factors of parental influence, peer influence and personal self-efficacy variables relationship with academic career exploration and decision making.

1.7. Limitation of the Study

This study was limited to one Government University freshman students purposefully selected, even though the procedures thereafter were random. The respondents might have given limited responses due to different possible factors such as discomfort, forgetting and social desirability effects as the data was gathered using self-report questionnaires administered through electronic mails. As a result, there might be a discrepancy between what respondents reported and what they actually perceived and behaved. Finally, this study mainly examined the association between parental influence, peer influence and self-efficacy, and academic career exploration and indecision of young adults. In addition to this it did not specifically established the relationship of paternal or maternal influence with academic career choice.

1.8. Operational Definitions

Psychosocial Factors: - The term psychosocial factors refer to the individual psychological (self-efficacy) and social level variables (parental influence and peer influence) that can be associated with young adults' academic career/study discipline choice.

Academic Career Choice Process: - The term academic career choice process refers to the students environmental and self-explorations and decision in relation to study discipline or department choice in the university.

Academic Career Exploration: - Respondents process of self-assessment and search for surrounding information in relation to academic study discipline. In this study, it is measured by the total score on academic career exploration scale adapted from (Stumpf et al., 1983, as cited in Hellmann, J. N., 2014).

Academic Career Indecision: - Refers to the individual's inability to make decision regarding one's future academic study discipline. In this study, it is measured by the young adults total score on academic career indecision scale adapted from Osipow (1987).

Parental Influence: - Refers to the respondent's perceived parental general and specific action supports in relation to academic study discipline choice. In this study, it is the total score of young adults on parent career behavior checklist adapted from Kristen, L. Roach (2010).

Peer Influence: - Is the peer groups advice and support that may influence young adults' choice of academic study discipline. In this study, it is measured by the total score on peer influence questionnaires adapted from the study of Jane, G et al. (2019) and Jeofrey, M. (2017).

Self-efficacy: - Respondents perceived one's ability to reach or accomplish a goal. In this study, it is measured by young adults' total score on general self-efficacy scale developed by Schwarzer & Jerusalem (1995).

Chapter Two

2. Review of Related Literatures

For the purpose of the study examined the selected psychosocial factors (parent, peer and self-efficacy) association with young adult university students' academic career choice processes (exploration and indecision). The literature review chapter begins with introducing the general concept of career choice. After this, theories of career choice will be discussed in detail with their practical implications then conceptual framework of the study will be presented. Finally literatures related to social and psychological factors associated with young adult students' career choice process will be discussed in detail.

2.1. The Concept of Career Choice

The term career choice refers to an individual's process of selecting one's specific academic, professional or other vocational roles. The term also used to examine the various variables influencing the process and brings the ways to comprehend how these factors exert its impact (Sharf, 2002). The idea of career choice was first introduced in 1909 by Frank Parson in which explained how careers are chosen in his book titled "choosing a vocation" (as cited by Patton & McMahon, 1999). In parson's view three main factors affect career choice which involves understanding of one's self, awareness of the surrounding environment and reason to associate the above two facts and these factors used as a simple guideline while selecting one's career (Patton & McMahon, 1999).

Even if the idea of career choice was introduced in early 1909 the term and concept did not accepted until 1950s. During and after 1950s many employment policy and social environment related changes occurred widely around the world and leads many people to seek better career opportunities (Inkson, 2007). The term career decision making was used for the first

time in 1979 when Michael Krumboltz proposed social learning theory of career decision making (Brown, 2002). The coming of Krumboltz's theory was taken as good development for career theory because of it sets the career decision making concept and provided conceptual framework to understand ways of choosing career at different stage of human life (Sharf, 2006). Then after career choice theory have been showed much progress but the parson's concept remained influential and sets the ground foundation for later developed theories in the area (Sharf, 2006).

2.2. Theoretical Approaches of Career Choice

Theoretical approaches to career choice/decision making are based upon two major theoretical perspectives of career choice and development namely psychological and sociological (Brown, 2002). Psychological perspectives explain the way individuals make career decisions based on individual factors which include personality, interests, abilities and job satisfaction because these factors significantly influence the way individuals behave, think and respond to making career choices. On the other hand, sociological perspectives explain career choice processes by considering the relevance of a variety of influencing factors prior to an individual's career decision making. Sociological based theories focus on two major factors namely demographic and environmental (Johnson & Mortimer, 2002). Demographic factors refers to gender, ethnicity and family socioeconomic status and the environmental factors refers to social influences such as the impact of family members, peers, community values and practices, work environment, labor market structure and economic environment.

This section first examines psychological theories to career choice concentrating specifically on two major theories: theory of vocational personalities and work environments of Holland and career anchors of Schein. Later it considers sociological perspectives to career

decision making focusing specifically on three theoretical approaches: self-efficacy of Bandura, social learning theory of career decision making of Krumboltz and social cognitive career theory of Lent, Brown & Hackett.

2.2.1. Theory of Vocational Personalities and Work Environment

The theory of vocational personalities and work environment was introduced by John Holland in 1959 emphasized the importance of the fit between vocational choices and work environments and developed from Parsons' view of vocational choice which suggested that individuals should understand themselves and the nature of jobs and then find similarity between these two factors (Patton & McMahon, 1999). This theory proposes that human behavior depends upon both personality and the environment in which the person lives and the way express themselves, their interests and their values through vocational choices and experiences (Holland, 1992). Thus, Holland has categorized individuals into six personality types: realistic, investigative, artistic, social, enterprising and conventional and explained how these personality types are suited to particular work environments. For instance, a person with realistic personality types prefer to engage in activities associated with systematic manipulation of objects, tool, machines and animals and do not need to work with others. Appropriate vocational choices for realistic personality types could relate to mechanical, agricultural or technical competencies. Whereas artistic personality types prefer to engage in activities or tasks associated with less structure, such as language, art, music and drama (Holland, 1992). Holland's six personality types are a useful guideline for helping individuals to understand their personality and vocational interests and provide them with opportunities to make a rational job decision that could lead to career satisfaction, and to clarify or interpret their career interests and occupational choices. (Hogan & Blake, 1999).

There are some weaknesses associated with the theory's application. It is argued that while individuals and work environments are in constant interaction the theory focuses on achieving a match between person and job, and it ignores the process affecting individuals' career decision and choice (Kidd, 2006). Previous studies also indicated that the structural validity of Holland's personality type's model is likely to have a limited application in some cultural contexts. For example, the examination of Holland's personality types among young black South African men and women using multidimensional scaling analysis found a poor fit between the data and Holland's model (Toit & Bruin, 2002). Thus, the study concluded that the model may not be applicable in some cultural contexts. This finding was also supported by investigation using Holland's six personality types in China which concluded that Holland's six personality types are more relevant in a Western context (Leong & Tracey, 2006).

2.2.2. Theory of Career Anchors

Edgar H. Schein (1978) proposed the concept of career anchors to guide individual's career decision and development in organizations. The theory emphasized that people tend to have specific values or desires towards their work at different stages of life and these may include values in relation to their work and life as well as skills and abilities necessary to do the work. Schein (1978) categorized individual in terms of five different career anchors namely technical competence, managerial competence, security and stability, autonomy and independence and entrepreneurial creativity, and later added three further anchors namely service and dedication, pure challenge and lifestyle (Schein, 1990). Each career anchors represent individuals' expectations and the competencies associated with their job which drives their career decisions. For example, individuals with the security and stability anchor tend to make career decisions based on security of employment and benefits whereas individuals valuing autonomy and independence are likely to base their decisions on the nature of the job and

whether it allow them freedom to perform their tasks with minimal organizational constraints (Schein, 1978).

The concept of career anchors appears useful for helping individuals to find congruence between their career orientations and work environment (Ituma & Simpson, 2006). For example, an investigation of the relationship between career anchors and graduates sought to understand why applied for jobs in large organizations and their perceived career competencies found that graduates applied for a job in large organizations because they valued the security and stability anchor and also viewed that as large organizations would provide them with better career opportunities than small businesses (Stewart & Knowles, 2000). This study also demonstrated that career anchors provide organizations with a better understanding of potential employees' career orientation and allow to develop strategy that enhance employee career satisfaction and commitment to the organization.

Even if Schein's career anchors view continue to be useful for individuals and organizations it has been criticized. One criticism is that the theory was introduced in 1970s when organizational structures were simple and linear and career paths within an organization tended to move from operational level upwards to higher levels (Baruch, 2004). However, it has been argued that career development not only progresses upwards but is more transitional and can shift within either one function or across functions and without boundaries due to the dynamic nature of a person's anchors (Gilbert, Sohi & Mc Eachern, 2008). Despite this criticism it appears that the basic typology of Schein's career anchors continues to be relevant for career development.

2.2.3. Social Learning Theory of Self-efficacy and Human Personality

The concept of self-efficacy was introduced by Albert Bandura in 1977 when he used social learning theory to investigate personality developments. He proposed that human personality develop through learning experiences and cognitive process and these learning experiences are influenced by the interaction of three key factors including individual factors which refer to behavior; environmental factors which refer to the external aspects associated with an individual's learning and cognitive processes associated with how individuals learn from the consequences of the interaction between individual and environmental factors such as perceptions of learning experiences and approach to problem solving (Bandura, 1977). Bandura's social learning theory of human personality has emphasized the importance of human cognitive process and introduced aspects of personality that develops as a result of an individual's learning experiences and these are self-regulation, self-esteem, self-punishment and self-efficacy (Abbott, 2001). Although all of these influences are seen to be important and the concept of self-efficacy has been regarded as a key personality factor influencing career decision making/choice.

Self-efficacy is defined as individuals' belief in their capability to take the action required to deal with given tasks or prospective situations (Bandura, 1977). Bandura stated that individuals acquire self-efficacy through the relationships between personal efficacy beliefs and outcome expectancies and through this process people learn about their capabilities and their perceived self-efficacy which tends to affect their ability to organize and accomplish given tasks (Bandura, 1997). This self-efficacy theory provides an understanding of how individuals develop self-efficacy and how their perceived self-efficacy can be used to predict certain behavior including whether individuals approach or avoid certain tasks or situations, the quality of their performance with certain tasks or situations and their persistence to overcome unpleasant

experiences (Betz, 2004). For example, investigation of the relationship between self-efficacy and career aspirations and trajectories among children within specific socioeconomic environments found that children tended to base their career choices on their perceived occupational self-efficacy rather than on their academic performance (Bandura et al, 2001). The study also found that socioeconomic environments appeared to have an indirect impact on children because it influenced parents' self-efficacy and their educational aspirations for their children. These findings demonstrated the influence of self-efficacy on career choices and the way in which children were likely to choose the career they felt competent to do and which was perceived to match their self-efficacy. The above findings were also supported by an investigation of the impact of parental socioeconomic levels on career aspiration among young Nigerian adolescents (Salami, 2008). The study suggested that children from families with a high level of income appeared to have high career aspirations because their family was able to provide them with relevant academic support. It is likely that children from low socioeconomic backgrounds might lack the confidence to develop their career through higher education and highlights the impact of socioeconomic environment on the way children develop their perceived occupational self-efficacy.

As has been discussed, self-efficacy appears to have significant impact on the way individuals perceive their career interests and competencies and these subsequently influence their career decision making. Bandura's social learning theory of human personality and self-efficacy have also formed the theoretical foundation for two other important theoretical approaches to career decision making: John D. Krumboltz's social learning theory of career decision-making and Lent, Brown, and Hackett's social cognitive career theory.

2.2.4. Social Learning Theory of Career Decision Making

John D. Krumboltz introduced Social learning theory of career decision making in 1979 and as previously in concept of career choice section mentioned, it was the first time that the term career decision making became accepted terminology (Brown, 2002). Bandura used social learning theory to increase people's understanding of career decision making through the concept of self-efficacy but, Krumboltz's theory included a range of additional influences over which an individual has little or no control (Brown, 2002).

Krumboltz's social learning theory of career decision making acknowledged the importance of two key elements of Bandura's social learning theory that human behavior results from learning experiences and cognitions (Sharf, 2006). Krumboltz's theory emphasizes however, that career decisions are not only based on individual factors such as gender, age, educational background, ability and family background but on other important factors outside individuals' control which affect their career availability and career decision making for example, the nature of job opportunities; monetary and social rewards of various occupations; labor laws and union rules; technological developments; changes in social organization; the educational system, and neighborhood and community influences (Mitchell & Krumboltz, 1996). Thus, Krumboltz applied a social learning approach which focused on the roles of four major influences on individuals' career decision making (Patton & McMahon, 1999). These factors were individual factors such as gender, abilities, skill, personality traits and family background; environmental factors such as culture, occupational requirements and education; the relationship between skills and occupational tasks and career learning experiences or the impact of individuals' learning on their career decision making. It also highlighted the relationship between an individual's beliefs and the environment and how these influence individuals'

approach to learning new skills and ultimately affects their aspirations and actions (Patton & McMahon, 1999).

Krumboltz's social learning theory of career decision making is a useful approach for understanding how individuals make career decisions and indicates how this knowledge can be used to help individuals generate career alternatives and make effective career decisions under different circumstances (Sharf, 2006). However, few empirical studies have examined this theory. One explanation for this could be that the theory was developed for career counseling purposes and to provide guidelines for career counselors to help clients explore their skills, interests, beliefs, values and personality, and encourages career intervention to assist clients with strategies for their career development (Swanson & Fouad, 1999). While Krumboltz's social learning theory of career decision making applied Bandura's concept of individual learning on career decision making, Lent, Brown and Hackett's social cognitive career theory emphasizes Bandura's concept of self-efficacy more in detail.

2.2.5. Social Cognitive Career Theory

Social cognitive career theory (SCCT) was developed by Lent, Brown & Hackett in 1994. This theory explains the way an individual make career decisions by emphasizing on the relationship between the individual factors and environmental factors that influence ones learning, self-efficacy and career interest (Sharf, 2006). And particularly stressed on the interaction of learning experiences, self-efficacy and outcome expectations in which learning experiences influence the way individuals develop self-efficacy and perceived outcome expectations i.e. consequences of particular actions, goals or tasks whereas the interaction between self-efficacy and outcome expectations influence individuals' career interests and choices (Sharf, 2006). The theory also mentioned the influence of socio environmental variables

such as family, social class, gender, ethnicity and learning experiences of both nature and quality of educational opportunity on self-efficacy (Kidd, 2006).

Lent, Brown and Hackett (1994) have developed a model of career choice to conceptualize the process of individuals' career decision making and factors influencing their choices and has been widely used to investigate career decision making among adolescent and young adult students. SCCT appears to be a useful approach for gaining a better understanding of individuals' career decision making processes. It allows a variety of factors associated with career decision making processes to be identified and provides a constructive explanation for how these factors are interrelated and can subsequently lead to career choice.

2.3. Conceptual Framework of the Study

The study was framed in the context of Lent, Brown & Hackett (1994) social cognitive career theory (SCCT), stressing upon exercise of personal interests in pursuit of career where a host of external factors operate to influence positively or negatively on personal interest and shaping the expected outcomes. SCCT model categorized these influencing factors into the following broader factors namely individual factors, background contextual factors (family, friends, school teachers, cultural values and etc.), learning experiences, self-efficacy, outcome expectations and how these influences the way a person develops career interest and career interest in turn influences career choice process. Therefore, the independent variables of this study are external factors, such as parental and peer influences and the personal self-efficacy working along other contextual factors in the process to choose ones academic careers. Thus, both peer and parental related academic career behaviors, and general self-efficacy inventories designed to capture a person's sense of beliefs and confidence in ability to complete various tasks are taken into account while choosing the questionnaires.

2.4. Psychosocial Factors Affecting Academic Career Choice

There are several different factors that may affect young adult student in choosing study discipline or career paths in general. According to Carpenter and foster (1977) an individual's choice of careers were influenced by intrinsic, extrinsic and interpersonal factors. Deci and Ryan (2000) stated that intrinsically motivated individuals select to enjoy the challenge entailed rather than due to external pressures or reward. A study by Beggs, Bantham, and Taylor (2008) examined the factors that are most important when selecting a study discipline by surveying 852 undergraduate students of freshman and seniors in public university of Midwest and the findings revealed that the student's interest in the specific field was the most important factor that influenced their selection. Deci and Ryan (2000) discussed that individuals whose motivation was internal to self rather than external normally experienced more positive feelings which in turn increased performance and creativity. Zafar (2013) also examined college major choice sex differences by surveying 92 female and 69 male students from northwest university and found that enjoyment of the job and the coursework in the study field were considered important to both sexes, but males concentrates more about financial outcomes than females. These findings support Deci and Ryan's (2000) study which stated that student's motivation in choosing study field was internal to themselves which lead them to place a high value on interest in the coursework and enjoyment of the job regardless of their gender.

The extrinsic motivation can be considered as actions performed in order to gain an outcome outside one's self. Students who study a specific major due to the value they give to their chosen career or to gain reward from their parents would be extrinsically motivated (Ryan & Deci, 2000). Students may also select a major based on extrinsic motivators like financial returns after graduation or good grades in their courses. In a study by Malgwi, Howe & Burnaby

(2005) examined 788 young adults which of 66% females and 92% between the ages of 18-24 undergraduate business students about the factors that influenced them to select a business major majority of them ranked a high level of compensation as the most influential factor when deciding on a new major. The fact that these students were basing their decision partially on compensation could mean that some type of information was gathered to determine earnings for each major they were considering. On the other hand, Bolles (2011) stated that one can inherit certain financial resources from family which can influence the choice of career to some extent. An individual's family financial condition also determines the place where to live and the type of school to attend which in turn affect ones values, occupational expectations and opportunities to recognize all the career options appeared available (Hooley, 2012). Brown & Barbosa (2009) also supported the above ideas by stating that the career aspirations of young females from low income backgrounds were limited to the experiences of their family and surroundings.

Studies have been also conducted that explored the interpersonal relationships influencing the student's college major selection. Relationships with parents, siblings, peers and academic institutions staff members were among the factors which influences the student when choosing a study discipline (Downey, McGaughey, & Roach 2011; Walmsley et al., 2010). Parents play a significant part in influencing a student's academic discipline choice. Beggs et al. (2008) stated that most of the students in their sample relied on information from people they knew such as high school teachers, peers, and family members. Thus, depending on the above facts young adult student's choice of academic career was determined by the individual interest, perceived ability, personality, expectation of rewards from different angles and the interpersonal relationships having with families, peers and societies.

Several studies have been also found the relationship of sex/gender in several aspects of career development like career exploration, career decision making self- efficacy and career decision-making difficulties or indecisions. Claudia, C & Sebastian, T (2015) on the connection between the level of career indecision and the perceived self-efficacy on the career decision-making among teenagers which revealed an insignificant correlation between gender and career indecision. One study investigating the university selection process generally show that sex is a significant source of influence in the choice decisions of students, and gender gaps have been found to affect male and female student choice and aspiration for college/university career and indicated a significant and positive correlation between student gender and college/university academic career choice. More specifically, student gender appears to be strongly associated with perceptions of quality in higher education (Semsia et al., 2018). For the purpose of this study parental influence, peer influence and self-efficacy variables in relation to young adults' academic career choice will be discussed in detail in the subsequent sections.

2.5. Parental Influences and Career Choice

The family members especially parents are known to directly and/or indirectly influence the career decision making process of young adults. According to Kniveton (2004) parents can provide information and guidance in one or another ways to influence a young person's career choice. For instance, parents offer appropriate support for certain career choices which tend to follow their own (Small and McClean, 2002). Their expectation and supports are important factors in influencing their children career decisions and future educational or occupational attainment (Guerra and Braungart-Rieker, 1999) and also parents can have an influence on their child's career choice process by positively encouraging or negatively discouraging certain behaviors (Mitchell & Krumboltz, 1996).

When young adults reach for college or for work their family will likely remain have a strong influence upon them on two significant life events namely marriage and career (Larson, 1995). The parent's expectations and perceptions of career fit for their children have been found to be the key roles in shaping their children career choices (Ferry, 2006). On the other hand, the young adult's understanding of their parents expectation will influence their own career decisions depending on whether the adolescent feels the need to go along with their parents view or to rebel against them (Penic & Jepsen, 1992).

Career choice process of college students are significantly influenced by their parents. Kinnier et al., (1990) surveyed undergraduate and graduate students to see the relationship between dependency on parent and career indecision and revealed that those students who were highly dependent on their parents tends to highly experience career decision making difficulties. Other study done on sample of 214 college student also found a significant association between females career indecision and high parental negative involvement and concluded that female students having highly intervening parents may experience difficulties in making career decision (Whiston, 1996). On the other study that examined the high school and college students career decision making impacting variables and correlates revealed that 50% of the respondents answered parental factors influenced them highly or somewhat in the process of career decision making (O'Neil et al., 1980).

A person's experiences and perceptions of parental pressure have been also shown to be a significant aspect of career development process. Thus career exploration have to be examined in relation to immediate social influences such as family, peers, community and other wider social factors such as educational and vocational alternatives exist in a person surrounding (Blustein et al., 1995). Along with others the above factors found to influence both the extent and nature of

young adults career exploration (Blustein et al., 1995). Particularly the influences of parents are one of the key factors in student's career exploration (Vignoli, 2009). Based on the vocational identity theory Sharf (2006) suggested that the person having an identity characterized by high commitment and low exploration is more tends to engage in a careers that not match to their personality and this is assumed due to influenced by the opinions and pressures of parents and others.

On the other hand, Middleton & Loughhead (1993) examined how parents influence their children and classified parents into three main categories namely positive involvement, non-involvement and negative involvement. Parents who were positively involved with their children's career development and choice were enthusiastic about their children's career exploration and were emotionally and/or verbally supportive of the young adults goals. Non-supportive parents were unaware of what to do, how to help, or that their involvement is desired. Whereas, negatively involved parents were found in a more unsafe situations where the adolescents felt anxiety or resentment regarding their career decisions based on their parental attitudes. These kinds of parents may overtly pressure their children to focus on particular career path which were against their children preferences (Middleton & Loughhead, 1993).

Dietrich & Kracke (2009) also examined family support, control and lack of engagement with how it influences career exploration and decision making and found that parental support was positively correlated with career exploration whereas control and lack of engagement were moderating the relationship. This study along with the study on vocational identity revealed that parental pressure may directly impact career exploration activities and some level of parental involvement in the form support and communications are encouraged (Young and Valah, 2000; & Sickinger, 2012).

2.6. Peer Influences and Career Choice

As young adult students spent much time with their peers their behaviors are likely to be influenced by them. Peers have a crucial influence on the career choice process of students and making other key life decisions (Felsman & Blustein, 1999). The ability of peers to influence the behaviors and attitudes of the adolescent is also magnified when adolescents perceive that their parental relationship is negative or deficient in support and guidance (Middleton and Loughead, 1993).

Young adults gain information concerning planning for future careers from a variety of sources including parents, teachers, and peers (Montgomery et al., 2000). Young adults who viewed their parents, teachers and peers as a supportive are more likely to expect that they will be successful in their chosen careers (Felsman & Blustein, 1999). On the other hand, Salami (1999) found that in Nigeria many young adults go into unsuitable careers due to a number of factors among them peer influence and advice are the main. Consequently many of them are unsuited for their careers as they usually find themselves in careers where they could not satisfy their value needs.

The students' career choice is not only influenced by the overall supportive mindset of their peers but also by the opportunity to learn from them (Fisher & Griggs, 1995). Stuart (2000) contends that adolescents and young adults are easily influenced by their peers because they rely on them to provide validation of the choices they make including career decision making. A study by Berndt (1990) indicated that the best friend exerts strong influence on individuals and their choices. The findings led him to conclude that peer influence leads to an increase in friends' similarity of decisions. The study done by Issa and Nwalo (2008) also support the above finding

by concluding that boys and girls are positively influenced in equal measure by their friend's interest in computer science.

Felsman & Blustein (1999) examined the role of peer relationship in career development among individuals from age 17 to 22 and found that peers interaction was positively associated with environmental exploration and progress in committing to career choices. They proposed that the development of close peer relationship is an important part of engaging in healthy separation from one's family and suggested as youngsters slowly detach themselves from their parents and seek to develop close peer relationships they may develop a sense of security needed to engage in career exploration and decision making. A research by Paa and McWhirter (2000) studied the extent to which peer pressures have on high school students' career choices and reported that peer influences along with other factors do significantly influence the students' eventual field choice. Trusty (1996) found that high parental and peer involvement can have a direct and positive influence on achievement and process of career choice. He examined and found that having friends who serve as academic and social resources can have a direct and positive influence on achievement outcomes in school and career plans for the future. Thus from the above study literatures one can understand that young adult students peer groups can exert their influences negatively or positively in due process of choosing ones career.

2.7. Self-efficacy and Career Choice

An individual's self-efficacy is the other important factor in determining career choice of young adult students. Previously conducted studies focused on the relationship between self-efficacy and the career exploration and selection process (Betz & Voyten, 1997; Creed et al., 2007; Rogers et al., 2008). The term career decision-making self-efficacy is frequently used in the literature and is defined as an individual's belief in his or her ability to engage in certain

behaviors in specific career-related domains (Betz & Vuyten, 1997). According to the research of Betz and Vuyten (1997) career indecision is best predicted by one's beliefs surrounding educational and occupational capabilities. Research defines self-efficacy as an important and influential factor in the career exploration and decision-making process. Career self-efficacy is an important motivational variable as it influences the focus, initiation and persistence of behaviors including career behaviors (Creed et al., 2007). They also defined self-efficacy as a cognitive mechanism responsible for behaviors and changes in behaviors.

A common finding in the literature shows a positive correlation between self-efficacy and career exploration. Creed et al (2007) in a study focused on career maturity found that students with higher levels of confidence in career decision making were more likely to report higher incidences of career exploration than students with lower levels of self-efficacy. On the other hand, Betz and Vuyten (1997) in their research on the influence of self-efficacy and outcome expectations on career exploration found a negative correlation between self-efficacy and career indecision. With this finding, the researchers concluded as self-efficacy is a key element in the career exploration and decision making process (Creed et al., 2007). Rogers et al (2008) were interested in exploring the role of personality in the career planning process and they tested the relationships between personality, social supports and variables of the social cognitive career theory. The overall findings of this research revealed that individuals who displayed higher self-efficacy in making career specific decisions were more likely to set career-related goals and individuals capable of setting goals were also more likely to create plans and explore career opportunities (Rogers et al., 2008).

Gushue et al. (2006) conducted study and examined career decision-making self-efficacy of urban African American students and revealed a positive correlation between career decision

making self-efficacy and career exploration activities. The students that experienced greater self-confidence in regard to career decision making were more likely to engage in activities related to career exploration.

Past researches have consistently supported the importance of self-efficacy in the career exploration process (Betz & Vuyten, 1997; Rogers et al., 2008). However, self-efficacy is not limited to career exploration and planning. An individual's sense of self-efficacy also influences his or her career performance, persistence (Betz, 2004) and interests (Gushue et al, 2006). Due to this self-efficacy is considered as a key variable in many aspects of the career exploration, decision making and performance. In addition to the above, there are also some studies that examined the sex differences on self-efficacy variables. For instance, Abesha (2012) conducted study on academic self-efficacy and achievement motivation on the academic achievement of university students in Ethiopia. The findings revealed insignificant association between female and male students in academic self-efficacy and achievement motivation. Another study carried out in Kenya by Odanga, Raburu & Aloka (2015) on a sample of 327 teacher respondents also concluded that there was no significant influence of gender on self-efficacy variable.

2.8. Summary

Career choice is a process of selecting ones academic profession or any other vocational roles which in turn affected by various personal and social factors. The concept of career choice was emerged early in nineteenth century but, it became widely accepted and attracted the scholar's attention as many social environment and employment related policy changes take place widely around many countries in the world. These changes allow individuals to consider various careers while looking for the better one and brought many scholars to assert their theoretical assumptions on the way careers are chosen. The developed theoretical frameworks

were mainly depends on two major perspectives of career choice namely, psychological and sociological. The psychological perspectives stress the importance of individual factors to explain the way careers are chosen. On the other hand, sociological perspectives explain the process of choosing career depending on the person's demographic and environmental factors.

The psychosocial factors that may exert an impact on young adults career choices were mainly categorized into three main domains namely, intrinsic, extrinsic and the interpersonal relationships. Regarding this many different previously conducted studies revealed different results.

Families particularly parents have been found to influence the career choice of their children in many ways. Literatures identified that as parental factors aspects of support, pressure, expectation, encouragement and involvements were associated with the quality of youngster's career exploration and decision making. In addition to parental influence, young adult student's career choice process was influenced by their peers as they spent much time with them. Researchers were also identified that supportive behaviors of peers, advices, pressures, relying on choice of peers and sense of similarity of choice with peers have been associated with career choice of young adult students. Finally the review of literature indicated the importance of self-efficacy variable in relation to young adults' career choice process. Past researchers have been consistently identified that self-efficacy has a positive relationship with career exploration and decision making of young adult students, but much of the studies were specifically concentrating on career decision making self-efficacy.

Chapter Three

3. Research Methods

This chapter outlines in detail the methodology used by the researcher in this study. In this methodology section, the research design, study site, population and participants of the study, sampling techniques, measures, pilot study reports, procedure of data collection, data cleaning and management, statistical methods of data analysis and ethical considerations are presented.

3.1. Study Design

This study used correlational research design to examine how the independent variables (parental influence, peer influence and self-efficacy) are correlated with the dependent variables (students' academic career exploration and indecision). 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, etc. in the same period.

3.2. Study Site

This study was carried out in Addis Ababa, which is the capital city of Ethiopia and headquarter of the African Union. In this study site there are 2 government universities. However, this study was conducted in purposefully selected one university. The study site was specifically located in Yeka sub city woreda 11 at Kotebe Metropolitan University campus. KMU is established in 1959 as a college under Haile Selasie I University (HSIU). In 1969 the college left HSIU and goes to the Addis Ababa technical and vocational college where it became

known as teachers training college. Later in 1976 the college transferred to the present site and got its name Kotebe College of Teacher Education. Then in 2014 it developed to the status of University College and in 2016 upgraded to full metropolitan university. At present the university is offering a certificate, diploma, undergraduate and graduate studies in various disciplines in regular, evening extension and summer programs. KMU was selected as a research site due to the fact that young adult students found in the university are in critical time worried about to set their specific academic career than students in other educational settings. Thus as this individuals are found in the university the researcher selected KMU campus because of physical proximity and having prior relationship with some of the teachers and administrative staffs of the university assumed that the process of data collection was easy and supported by the teachers and staff members of the university.

3.3. Population of the Study

The population of this study consisted of young adult government university students with the age range between (18 and 30) enrolled in the year 2019/2020 in Addis Ababa city specifically in KMU. The total number of the study population was 643 which of 341 were males and the remaining 302 were females. The reason for selecting was that, university years are the most critical period in which young adult students worried about to set their career (Newman & Newman, 2017). Specifically, freshman students were selected as the target population of the study due to the fact that freshman students have not still selected their specific study department and assumed that they are in the process to make choice.

3.4. The Participants and Sampling Procedure

The researcher used random sampling technique. This type of sampling method is used in order to give every participant equal chance to be selected to participate in the research. Lottery

method of simple random sampling technique was applied. The sample size was determined by using Yemane (1967) simplified formula. This is 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 0.5% of the level of precision.

$$\text{The formula for this method is } n = \frac{N}{1+N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision.

The total number of KMU freshman students was 643. The determined sample size was 245 based on sample size determination formula. However, by considering the non-response rate, 10% of the sample was added and the number of participants was 269.

3.5. Measures

In order to collect data from the respondent the researcher used self-administered questionnaires. Questionnaire is 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 consisted of seven major parts: demographic questions, general psychosocial factor measures, parent career behavior measures, peer influence measures, self-efficacy measures, career exploration measures and career indecision measures.

I. Demographic Data

The respondent's demographic data was collected based on demographic questions, which focuses on background information such as age, sex, college majors and former place of residence. It consisted of three close-ended questions and one open-ended question.

II. Major Psychosocial Factors Affecting Study Discipline Choice

Data related to the major psychosocial factors affecting young adults university student study discipline choice was collected by using two close-ended questions prepared by the researcher.

III. Parental Influence

In order to measure the level of parental influences Parent career behavior checklist (PCBC) developed by Keller & Whiston (2008) and adapted by Kristen, L. Roach (2010) to make more relevant for college aged students and consisted of 19 items assessing participants' perceptions of general parenting behaviors (support scale) and career-specific parenting behaviors (action scale) using a 5-point scale measuring the extent to which each items describes their parents (1 = Never - 5 = Very Often) was employed. The scores range from 19 - 95 with higher scores indicating higher level of parental support and lower scores indicating lower level of parental support and the middle score used to differentiate high and low levels. The original PCBC measure had a Cronbach alpha of .93 and the Cronbach alphas for the subscales were .90 (Support) and .89 (Action). Both subscales were strongly related to the overall measure with the Support subscale Cronbach alpha of .93 and Action subscale Cronbach alpha of .92 (Keller & Whiston, 2008). Another study done in Kenya on the relationship between parental variables and career choices among students in secondary schools also obtained Cronbach alpha of .7 for the whole items and suggested that the parental influences were better assessed by PCBC (Dorcas, W. W., 2018).

IV. Peer Influence

To measure the level peer influences questionnaires of peer pressure consisting 14 items rated on 5 point Likert scale ranges from 1 strongly disagree to 5 strongly agree was used. The

scores range from 14 - 70 with higher scores indicating higher level of peer influence and lower scores indicating lower level of peer influence and the middle score used to differentiate high and low levels. The questionnaires are adapted from previously conducted similar studies of (Jane, G et al., 2019 & Jeofrey, M., 2017). Jeofrey gathered and adapted the items from various studies done on peer influence on students career choice then tested the reliability and found it consistent.

V. Self-efficacy

To measure respondent levels of self-efficacy this study used General Self-Efficacy Scale (GSE) consisting 10 items ranked in a 4 point scale type ranging from (1) not at all true - (4) exactly true, developed by Schwarzer & Jerusalem (1995). The scores range from 10 – 40. The higher scores are indicative of greater self-efficacy and lower scores indicate low self-efficacy and the middle one used as cut off point. Schwarzer & Jerusalem found reliability measure of the scale range from .76 to .90 Cronbach alphas. On the study done by Hellmann, J.N. (2014) the reliability estimate also showed a Cronbach alpha of .84.

VI. Academic Career Exploration

Academic career exploration level of the respondent was measured by using career exploration survey (CES) environmental and self-exploration sub scales developed by (Stumpf et al., 1983; as cited in Hellmann, J. N., 2014). The environmental exploration (EE) subscale measures the academic and/or occupation related environmental exploration and the self-exploration (SE) subscale measures exploration and assessment of the self. CES generally consisted 11 items of which 6 were EE subscale items and 5 were SE subscale items using 5-points scale ranging from very little (1) to very often (5). Examples include “Investigated academic career possibilities” for EE subscale and “Reflected on how my past integrates with my

future career” for SE subscale. The scores range from 11-55 with higher scores indicating higher level of exploration and lower scores indicating lower level of exploration and the middle score used to identify high and low level academic career exploration. Past research utilizing the CES has reported Cronbach alpha of .70 to .88 for the environmental exploration and self-exploration subscales (Stumpf et al., 1983, as cited in Hellmann, J. N., 2014). Hellmann, J. N. (2014) in his study on social and psychological factors related to career exploration process of young adults also found an internal reliability Cronbach alpha of .87 and .86 for the EE and SE respectively.

VII. Academic Career Decision

The respondent levels of academic career indecision was measured by using Career Decision Scale (CDS) developed by Osipow (1987) having career indecision subscale of 15 items (e.g., “If I had the skills or the opportunity, I know I would be a _____, but this choice is really not possible for me. I haven’t given much consideration to any other alternatives, however”) used 4-point scale ranging from not at all like me (1) to exactly like me (4). The scores range from 15-60 with higher scores indicating higher indecision and lower scores indicating lower level of career indecision and the middle score used to differentiate high and low levels. The reliability of the scale were checked and identified as the most reliable. Creed et al. (2007) utilized the career indecision subscale to measure career planning and exploration of high school students and revealed an internal reliability Cronbach alpha of .87. Hellmann, J. N. (2014) also found an internal reliability Cronbach alpha of .91 for the career indecision subscale in a study of social and psychological variables associated with undergraduate young adult career exploration process. For the whole scale reliabilities ranging from Cronbach alpha of .82 to .90 was obtained (Osipow, 1987).

3.6. Pilot Study

Before conducting the pilot study the adapted or modified scales were given to 2 psychology experts who have MA degree in social psychology and working as a lecturer 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 was done to check the reliability of the instrument.

Besides this, the pilot study was conducted to get lessons thereby making certain amendments prior to administering the instrument for the main study. To reduce the effects of the language barrier the scales were translated into Amharic by language experts then translated back into English with the help of one English language expert teaching English as a Foreign Language.

Finally, the Amharic version of the instrument was pilot tested on a randomly selected sample of 36 participants (19 males and 17 females; 20 social sciences and 16 natural sciences) who were freshman students from a non-sampled Addis Ababa University (AAU). Hence, the responses of the respondents were scored and the reliability of the five scales were checked i.e., Parent career behavior checklist of Keller & Whiston's (2008) which was adapted by Kristen, L. Roach (2010) to make more relevant for higher educational institution students; Peer influence questionnaires adapted from previous similar studies of Jane ,G. et al (2019) & Jeofrey, M (2017); General self-efficacy scale of Schwarzer & Jerusalem (1995); Stumpf's et al (1983)

Career exploration survey scale and Osipow's (1983) Career decision scale were computed using the SPSS software package version 25. Therefore, some items were modified and omitted because of their ambiguity and inconsistency. For example, my parents encourage me to participate in academic career development workshop offered by my university; my parents helped me to understand the results from academic career tests or interest assessments I have taken; my parents have given me written material about specific career and my parents encourage me to take interest assessments or academic career tests offered by my university from parent career behavior checklist scale, and having to make academic career decision bothers me I'd like to make a decision quickly and get it over with; I wish I could take a test that would tell me what kind of academic career I should pursue from career decision scale were removed due to their contextual inconsistency.

The final set of instruments consists of, 19 items of parent career behavior checklist scale (Cronbach alpha .896) by removing 4 items, all 14 items of peer influence questionnaires (Cronbach .757), all 10 items of general self-efficacy scale (Cronbach alpha .850), all 11 items of career exploration survey scale (Cronbach alpha .787) and 15 items of career decision scale by removing 1 item (Cronbach alpha .748) (See Appendix B). Therefore, all the scales have Cronbach alpha value between .748 and .896 which is good and acceptable reliability level as per many literatures suggestion. Thus, the final scales consisted of 69 items.

3.7. Data Scoring

The items that measure the psychosocial factors reportedly affecting academic career choice were analyzed independently of each other. On the other hand items that can be added together were computed together such as; parent career behavior checklist, items measure peer influences, self-efficacy scale, career exploration scale and career decision scale (from part 3-7).

Parental influence (support) was measured by 19 items with 5 points scale in which 1 indicates never to 5 very often and it has total score of 95. The level of peer influence(support) was measured by 14 items with 5- point Likert scale from 1- strongly disagree to 5 strongly agree and 3 was neutral and it has total score of 70. General self-efficacy was measured by 10 items having a 4 point scale ranges from 1-not at all true to 4-exactly true and it has total score of 40. Academic career exploration scale consists of 11 items with 5-point scale ranges from 1- very little to 5- very often. Its total score was 55. Finally, Academic career decision scale consists 15 items and scored by 4 point scale in which 4 indicate exactly like me and 1 indicates not at all like me having a total score of 60.

3.8. Procedures of Data Collection

A. Translation of the Instruments

To avoid possible language difficulty the questionnaire was translated into Amharic language. Collecting data in one language and presenting the results in another needs translation related decision that has a direct impact on the validity of the research and its report (Winer, 2000, cited in Merid, 2016). Thus, the recognized translators translated the scales used in this study from English to Amharic by using the back translation approach.

First, the scales were translated by the experts from English into Amharic language. Then the Amharic version was edited and cleaned by two Amharic teachers. Second, one English teacher translated the Amharic version into English. The second translator was an MA graduate of English language and teaching in one of high school in Addis Ababa. The second translator was unfamiliar with the source language and was not informed that there is a source language. Third, the researcher did a comparison of the First original English version and the Second translated English version. The researcher made some corrections to the Amharic translation

with the support of another teacher who has been teaching high school level students' Amharic language for more than 5 years. Finally, based on similarities between the first original English version and the Second translated English version, the researcher used the Amharic version as the tool for the study. These steps helped the researcher to create identical original English scale and translated English scale that demonstrate greater equivalence between the Target Amharic language scales.

B. Approval from the study University

To obtain well-organized data, the following procedures were followed; first, the support letter was written to the KMU from the College of Education and Behavioral Studies of AAU. After presenting the objectives of the study to the KMU administration office they approved to conduct the study. Due to the Corona virus global pandemic occurred at the time of data collection the government closed all universities and this made it impossible to administer questionnaires face to face. Therefore the researcher decided to collect the data through email and telegram with help of some instructors having prior relationship with the researcher who teaches the target students. Then the questionnaires along with description about aim of the study and the participation are voluntarily and directions how to respond to the questionnaire was sent via email and telegram group channel for the participants by their teachers. The filled questionnaires were collected from April 01 to August 30/2020.

3.9. Data cleaning and management

A. Error prevention

Before collecting the actual data, the questionnaire was pretested among AAU students which were not selected for the main study. Based on this, necessary amendments on the

questions like clarifying the language and clearing ambiguities was made and then the actual data collection was employed.

B. Data cleaning

Data cleaning is a process used to identify inaccurate, incomplete data and then improving the quality through correction of detected errors and omissions (Chapman, 2005 cited in Merid, 2016). Based on this, the researcher assessed, identified, corrected and omitted the detected errors. For missed values of the respondents, the average value of the respondents’ response to the other items was taken. Finally, 11 questionnaires were dropped since they were almost incomplete and very difficult to score them.

3.10. Methods of Data Analysis

Before going to analyze the main data, the reliability of the instruments was reestablished. Therefore, a comparison was conducted with the pilot study to re-check the internal consistency of the items and to realize the result of correcting and eliminating ambiguous items.

Table 1. Summary Table of the Reliability of the Scales Before and After Poor Items were Corrected and Dropped from the Final Analysis of this Study

Descriptions	Scale items									
	Parent career behavior checklist		Peer influence		Self-efficacy		Career exploration		Career indecision	
	B	A	B	A	B	A	B	A	B	A
No of items	23	19	14	14	10	10	11	11	16	15
Reliability	.896	.935	.757	.890	.850	.909	.787	.902	.748	.877

B= items used in pilot study

A= items used in the main study

As indicated in Table 2, there is a change in number of items used in pilot study and the main study for parent career behavior checklist and career decision scale. 4 and 1 items from parent career behavior checklist and career decision scale were omitted respectively due to it was inconsistent with study context and having zero variance. Change in reliability between the pilot study and the main study was also obtained and realized high reliability in the main study (See Appendix B and D).

Hereafter, to analyze the obtained data different statistical methods such as descriptive statistics, correlations and parametric tests were computed using SPSS version 25. To calculate all statistical tests the critical and calculated values were compared at .05 alpha levels (two-tailed) with appropriate degrees of freedom (df).

The researcher employed both descriptive and inferential statistics in the study to indicate the mean and standard deviation and to check the statistical significance of the results. The methods of analysis were used on the basis of the type of research questions to be answered. Therefore, the descriptive and inferential statistics were used based on their assumptions (level of measurement, normality of data, homogeneity of variance, linearity and type and number of variables). Descriptive statistics frequency and percentage was used to see the general distribution of demographic characteristics and factors reportedly influencing the academic field of study choice; Correlational matrix was used to calculate the relationship between variables. To see whether demographic factors are related to academic career exploration and indecision Pearson product moment and Point Biserial correlation was used. To check whether academic career exploration and indecision are correlated with the parent influence, peer influence and

self-efficacy variables Pearson product moment correlation was utilized and an independent sample t-test was used to calculate sex differences on the academic career exploration and indecision variables. Furthermore, multiple linear regressions analysis was also used to predict the effects of independent variables on dependent variables of the study. Finally the findings were presented using tables and interpreted accordingly.

3.11. Ethical Considerations

In order to conduct this study especially to collect the desired data from both the selected institution and participants of the study, it is recommended to keep the ethical standards and get informed consent. Therefore, the researcher contacted KMU administration body by presenting the support letter given from the School of Psychology and discussed 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 obtained their consent.

Chapter Four

4. Results

This chapter deals with the data obtained through self-administered questionnaire. The analysis was presented in line with the research questions raised in the study and analyzed based on statistical methods selected appropriately and interpreted accordingly.

4.1 Response Rate

Hence, according to Yamane (1967) sample size of 269 was a representative of 643 populations with a confidence interval level of 95%. Besides, one should have to anticipate the non-response questionnaires while determining the sample size of the study. However, out of the total of 269 samples only 169 of them filled and returned the questionnaire. Therefore, only 169 (62.8%) of questionnaires were used for the main data analysis in this study.

4.2. Demographic Background of Respondents

Table 2. Descriptive Statistics on the Demographic Characteristics of University Young Adults

Demographic variables Categories		Frequencies (n)	Percentage (%)
Age	18	13	7.7
	19	66	39.1
	20	48	28.4
	21	23	13.6
	22	14	8.3
	23	3	1.8
	24 & above	2	1.2
	Total	169	100
Sex	Male	88	52.1
	Female	81	47.9
	Total	169	100
College major	Social science	102	60.4

	Natural science	67	39.6
	Total	169	100
Former residence	Urban	103	60.9
	Rural	66	39.1
	Total	169	100

As indicated in the above Table 2, the age categories of the respondents constitute that majority (39.1%) of them were 19 years old. The next largest percentages of participants were 20 years (28.4%) and 21 years (13.6%) and the least percentage was found at 24 and above years constituting only 1.2% of the respondents. In terms of sex characteristics of participants the two sexes were almost evenly distributed with 52.1% of males (88) and 47.9% of females (81) out of the total 169 participants. The stream or college categories of participants shows that 102(60.4%) were social science and the rest 67(39.6%) were natural science students. Regarding the participants former place of residence majority (60.9%) of them come from urban area and the rest (39.1%) come from rural area of the country.

4.3. Major Psychosocial Factors Affecting Academic Discipline Choice of Young Adult Students

Table 3. Descriptive Statistics for Psychosocial Factors Reportedly Affecting Academic Discipline Choice of Young Adult Students

	Psychosocial factors positively affecting discipline choice			Psychosocial factors negatively affecting discipline choice			
	Family	Peer	Personal interest	Family	Peer	Economy	Social value
Demographic							
Factors							
Age 18	2(1.18)	1(0.59)	10(5.9)	4(2.36)	2(1.18)	4(2.36)	3(1.77)
19	5(2.9)	22(13)	39(23)	25(14.79)	9(5.3)	21(12.4)	11(6.5)
20	9(5.3)	8(4.7)	31(18.3)	12(7.1)	8(4.7)	12(7.1)	26(13.38)
21	8(4.7)	6(3.55)	9(5.3)	7(4.14)	-	10(5.9)	6(3.55)
22	9(5.3)	-	5(2.9)	-	12(7)	-	2(1.18)
23	-	3(1.77)	-	-	-	3(1.77)	-
24&above	2(1.18)	-	-	-	-	-	2(1.18)
Total	35(20.7)	40(23.6)	94(55.6)	48(28.4)	31(18.3)	50(29.58)	40(23.6)
Sex Male	13(7.69)	26(15.38)	49(28.9)	14(8.28)	14(8.28)	35(20.7)	25(14.79)
Female	22(13)	14(8.28)	45(26.6)	34(20.1)	17(10)	15(8.87)	15(8.87)
Total	35(20.7)	40(23.6)	94(55.6)	48(28.4)	31(18.3)	50(29.58)	40(23.6)
College							
Social	21(12.4)	22(13)	59(34.9)	26(15.38)	18(10.6)	38(22.48)	20(11.83)
Natural	14(8.28)	18(10.6)	35(20.7)	22(13)	13(7.69)	12(7.1)	20(11.83)
Total	35(20.7)	40(23.6)	94(55.6)	48(28.4)	31(18.3)	50(29.58)	40(23.6)
Residence							
Urban	24(14.2)	25(14.79)	54(31.9)	22(13)	22(13)	41(24.2)	18(10.6)
Rural	11(6.5)	15(8.87)	40(23.6)	26(15.38)	9(5.3)	9(5.3)	22(13)
Total	35(20.7)	40(23.6)	94(55.6)	48(28.4)	31(18.3)	50(29.58)	40(23.6)



As Table 3 shows, the majority, 94 (55.6%) of participants reported that their personal interest will have a positive impact on their choice of university academic discipline. Among participants reported personal interest, 39 (23%) and 31 (18.3%) of them were 19 and 20 years old respectively. Regarding the sex 49 (28.9%) of them were male and the remaining 45 (26.6%) were females. The next largest percentage (23.6%) constituting 40 participants perceived that their peers will positively affecting them while selecting academic discipline. Among these 22 (13%) of them were found at 19 years, and 8 (4.7%) of them were 20 years age. In terms of sex 26 (15.38%) were male, and 14 (8.28%) were female students. Whereas the least percentage 35 (20.7%) of students reported that their families are positively affecting them while selecting field of study. Among the participants reported that their families have a positive impact on academic discipline choice 9 (5.3%) were aged 20 and 22 years equally; 8 (4.7%) were 21 years, and 5 (2.9%) were 19 years old. In terms of sex most 22 (13%) of them were females and the remaining 13 (7.69%) were male students. However, the findings of this study revealed that economic conditions have negatively affecting the study discipline choice of 50 (29.58%) of the respondents. Among these 21 (12.4%) of them were 19 years old; 12 (7.1%) were 20 years old; 10 (5.9%) were 21 years old, and the rest few 3 (1.77%) of them were 23 years old. In terms of sex majority 35 (20.7%) of them were male and the remaining 15 (8.87%) were female students. Next to economic condition, families of respondents have a negative impact on study field choice constituting 48 (28.4%) of students. Among these 25 (14.79%) of them were 19 years old; 12 (7.1%) were 20 years; 7 (4.14%) were 21 years, and the rest few 4 (2.36%) were 18 years old. In terms of sex category majority 34 (20.1%) were female and the remaining 14 (8.28%) were male students. The third largest percentage, 40 (23.6%) of participants viewed societal value as negatively impacting their study field choice. Among these 26 (13.38%), 11 (6.5%) and 6

(3.55%) of them were 20, 19 and 21 years old respectively. In terms of sex the majority 25 (14.79%) were male and the remaining 15 (8.87%) were female participants. About 31 (18.3%) participants also perceived that their peers had a negative impact on study field choice. Among them 12 (7.1%), 9 (5.3%) and 8 (4.7%) were 22, 19 and 20 years old respectively. In terms of sex majority 17 (10.2%) were female and the remaining 14 (8.28%) were male students.

4.4. The Relationship between the Selected Psychosocial Variables and Academic Career Choice Process of Young Adult Students

4.4.1. Parental Influence, Peer Influence and Self-efficacy Levels of Young Adults

Table 4. Descriptive Statistics for Parental Influence, Peer Influence and Self-efficacy Levels among Young Adults by Sex

Psychosocial Factors	Groups	Mean	SD	Number
Parental Influence	Male	50.50	16.425	88
	Female	56.17	19.212	81
	Total	53.22	17.988	169
Peer Influence	Male	48.07	11.852	88
	Female	47.70	12.144	81
	Total	47.89	11.959	169
Self-efficacy	Male	27.82	6.780	88
	Female	27.67	7.122	81
	Total	27.75	6.926	169

As Table 4 above shows, the mean and standard deviation of young adults for parental influences (supports) were $M = 53.22$ and $SD = 17.988$ which indicates that participants had a low level of parental supports on average. Compared to male ($M = 50.50$, $SD = 16.425$) females participants ($M = 56.17$, $SD = 19.212$) had high mean score indicating that female respondents receive more parental supports than males on average. The mean and standard deviation of participants on peer influence questionnaires were $M = 47.89$, $SD = 11.959$ that indicates on average respondents had a high level of peer influence. The male ($M = 48.07$, $SD = 11.852$) students were highly influenced by their peers than female ($M = 47.70$, $SD = 12.144$) students. The participants had scored high level of self-efficacy with the mean of 27.75 and SD of 6.926 . As per the results of this study male ($M = 27.82$, $SD = 6.780$) students scored high level of self-efficacy than female ($M = 27.67$, $SD = 7.122$) students.

4.4.2. The Relationship between Sex, Age and Parental Influence, Peer Influence and Self-efficacy of Young Adult Students

Table 5. Correlation between Sex, Age and Parental Influence, Peer Influence and Self-efficacy of Young Adult Students

Variables	Parent influence	Peer influence	Self-efficacy
Sex	.158*	-.015	-.011
	.040	.844	.888
N	169	169	169
Age	.265**	.024	.039
	.001	.759	.613
N	169	169	169

*. Correlation is significant at the 0.05 level (2-tailed).

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

As depicted in Table 5 above, sex had a significant positive relationship with parental influence ($r_{pb} = .158$, $n = 169$, $p = .040$) whereas, it did not significantly correlated with peer influence ($r_{pb} = -.015$, $n = 169$, $p = .844$) and self-efficacy. The age of respondents were also significantly and positively correlated with parental influence ($r = .265$, $n = 169$, $p = .001$) and did not significantly correlated with peer influence and self-efficacy ($r_{pb} = -.011$, $n = 169$, $p = .888$).

Table 6. Independent Sample t-test for Sex Differences in the Levels of Parental Influence, Peer Influence and Self-efficacy

Sex differences in levels of parental influence							
	Groups	N	Mean	SD	Df	t	P value
Sex	Male	88	50.50	16.425	167	-2.068	.040
	Female	81	56.17	19.212			
Sex differences in levels of peer influence							
	Groups	N	Mean	SD	Df	t	P value
Sex	Male	88	48.07	11.852	167	.197	.844
	Female	81	47.70	12.144			
Sex differences in levels of self-efficacy							
	Groups	N	Mean	SD	Df	t	P value
Sex	Male	88	27.82	6.780	167	.142	.888
	Female	81	27.67	7.122			

As illustrated in Table 6, males ($M = 50.50$, $SD = 16.425$) and females ($M = 56.17$, $SD = 19.212$) were significantly differ on parental influence level, $t(167) = -2.068$, $p = .040$. However there was no statistically significant difference among males ($M = 48.07$, $SD = 11.852$) and females ($M = 47.70$, $SD = 12.144$) on peer influence level, $t(167) = .197$, $p = .844$. Similarly there was no statistically significant mean difference between males ($M = 27.82$, $SD = 6.780$)

and females ($M = 27.67$, $SD = 7.122$) on level of self-efficacy, $t(167) = .142$, $p = .888$. Hence, there is no significant difference on the level of peer influence and self-efficacy between male and female students but, there is a significant mean difference on the level of parental influence.

4.4.3. Academic Career Exploration and Indecision Levels of Young Adults

Table 7. Descriptive Statistics for Academic Career Exploration and Indecision Levels of Young Adults by Sex

Academic Career	Groups	Mean	SD	Number
Choice Process				
Career Exploration	Male	33.03	10.520	88
	Female	29.91	9.483	81
	Total	31.54	10.128	169
Career Indecision	Male	33.39	10.692	88
	Female	35.00	7.788	81
	Total	34.16	9.420	169

The level of academic career choice process of young adult university students were analyzed by descriptive statistics using mean and standard deviation. As Table 7 shows, on average participants had scored low level of academic career exploration constituting $M = 31.54$ and $SD = 10.128$. Compared to female ($M = 29.91$, $SD = 9.483$) male ($M = 33.03$, $SD = 10.520$) participants had high level of mean score on academic career exploration. The academic career indecision measure results revealed that on average participants had low level of academic career indecision with the mean score of 34.16 and standard deviation of 9.420. In terms of sex of participants the result revealed that female ($M = 35.00$, $SD = 7.788$) students had high academic career indecision level than male ($M = 33.39$, $SD = 10.692$) students.

4.4.4. The Relationship between Parental Influence, Peer Influence and Self-efficacy, and Academic Career Exploration and Academic Career Indecision of Young Adults

Table 8. Correlation between Parental Influence, Peer Influence and Self-efficacy Levels, and Academic Career Exploration and Indecision Levels of Young Adult Students

Variables	Academic Career Exploration	Academic Career Indecision
Parent Influence	.266** .000	-.195* .011
Peer Influence	-.252** .001	.218** .004
Self-efficacy	.695** .000	-.583** .000

*. Correlation is significant at the 0.05 level (2-tailed).

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

As shown in the Table 8 above, parental influence had a statistically significant positive relationship with academic career exploration ($r = .266$, $n = 169$, $p = <.05$) and a significant negative correlation with academic career indecision levels of young adults ($r = -.195$, $n = 169$, $p = <.05$). Whereas peer influence had a significant negative relationship with academic career exploration ($r = -.252$, $n = 169$, $p = <.05$) and a significant positive relationship with academic career indecision levels of young adults ($r = .218$, $n = 169$, $p = <.05$). General self-efficacy levels had also a significant moderate positive relationship with academic career exploration ($r = .695$, $n = 169$, $p = <.05$) and a significant moderate negative relationship with academic career indecision levels of young adults ($r = -.583$, $n = 169$, $p = <.05$).

4.5. The Relationship between Sex, Age and Academic Career Exploration and Academic Career Indecision Levels of Young Adult Students

Table 9. Correlation between Sex, Age and Academic Career Exploration and Indecision Levels of Young Adult Students

Variables	Academic career exploration	Academic career indecision
Sex	-.154*	.086
	.045	.267
Age	-.196*	-.091
	.011	.240

*. Correlation is significant at the 0.05 level (2-tailed).

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

The findings from point Biserial correlation also indicated that sex had a significant negative correlation with academic career exploration levels of young adults ($r_{pb} = -.154$, $n = 169$, $p < .05$) and it had a non-significant positive relationship with academic career indecision ($r_{pb} = .086$, $n = 169$, $p = .267$). The age of respondents had also a significant negative relationship with academic career exploration levels of young adults ($r = -.196$, $n = 169$, $p < .05$) and insignificant negative relationship with academic career indecision ($r = -.091$, $n = 169$, $p = .240$).

To further identify whether statistically a significant difference exists between the two sexes on the level of academic career exploration and indecision independent sample t-test was employed.

Table 10. Independent Sample t-test for Sex Difference in the Level of Academic Career Exploration

Demographic Variable	Groups	N	Mean	SD	Df	t	P value
Sex	Male	88	33.03	10.520	167	2.019	.045
	Female	81	29.91	9.483			

As illustrated in Table 10, male participants were reported significantly higher mean score ($M = 33.03$, $SD = 10.520$) than females ($M = 29.91$, $SD = 9.483$) on the academic career exploration level, $t(167) = 2.019$, $p = .045$. Therefore, there was a significant mean difference between the two sexes on the academic career exploration.

Table 11. Independent Sample t-test for Sex Difference in the Level of Academic Career Indecision

Demographic Variable	Groups	N	Mean	SD	Df	t	P value
Sex	Male	88	33.39	10.692	167	-1.113	.267
	Female	81	35.00	7.788			

As Table 11 shows, both male ($M = 33.39$, $SD = 10.692$) and female students ($M = 35.00$, $SD = 7.788$) scored below the mean on academic career indecision measure. The t-test result also revealed that the two sexes were did not significantly differ on academic career indecision level ($t(167) = -1.113$, $p = .267$).

Since the independent variables of the study (parental influence, peer influence and self-efficacy) are significantly correlated with the dependent variables of the study (academic career exploration and indecision) multiple linear regression analysis was conducted in the subsequent

section in order to see whether the independent variables significantly predict the dependent variables.

4.6. Parental Influence, Peer Influence and Self-efficacy Factors Influence on Academic Career Exploration of Young Adults

Table 12. Multiple Linear Regressions Coefficients for Parental Influence, Peer Influence and Self-efficacy Factors Influence on Academic Career Exploration

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std Error	Beta	t	Sig
1 (Contant)	5.917	3.872		1.528	.128
Parental Influence	-.009	.035	-.015	-.246	.806
Peer Influence	-.038	.051	-.045	-.756	.450
Self-efficacy	1.006	.096	.688	10.501	.000
Model summary	R	R Square	Adjusted R Square	Std. Error of the estimate	
1	.697 ^a	.486	.476	7.330	

a. predictors: (constant), parental influence, peer influence, self-efficacy

b. Dependent Variable: Academic career exploration

As indicated in Table 12 above, the results of the multiple linear regressions analysis showed that by considering all other predictor variables at zero, the predictor variables of parental influence and peer influence would insignificantly predict/affect the young adults' academic career exploration with (Beta = -.015, p value = .806) and (Beta = -.045, p value = .450) respectively. On the other hand, by considering all other predictor variables at zero, self-efficacy would significantly predict academic career exploration with (Beta = .688 and p value =

.000). Furthermore, the whole predictor variables regression model insignificantly predicts the level of academic career exploration with (Beta = 5.917, R = .697, R² = .486 and p value = .128).

4.7. Parental Influence, Peer Influence and Self-efficacy Factors Influence on Academic Career Indecision of Young Adults

Table 13. Multiple Linear Regressions Coefficients for Parental Influence, Peer Influence and Self-efficacy Factors Influence on Academic Career Indecision

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std Error	Beta	t	Sig
1 (Contant)	53.642	4.069		13.183	.000
Parental					
Influence	.024	.037	.046	.654	.514
Peer					
Influence	.031	.053	.039	.583	.561
Self-efficacy	-.802	.101	-.590	-7.967	.000
Model summary	R	R Square	Adjusted R Square	Std. Error of the estimate	
1	.586 ^a	.343	.331	7.703	

a. Predictors: (constant), parental influence, peer influence, self-efficacy

b. Dependent Variable: Academic career indecision

As indicated in Table 13 above, the findings of the multiple linear regressions analysis revealed that by considering all other predictor variables at zero, the predictor variables of parental influence and peer influence would insignificantly predict/affect the young adults' academic career indecision with (Beta = .046, p value = .514) and (Beta = .039, p value = .561) respectively. On the other hand, by considering all other predictor variables at zero, self-efficacy would significantly predict academic career indecision with (Beta = -.590 and p value = .000). Furthermore, the whole predictor variables regression model significantly predicts the level of academic career indecision with (Beta = 53.642, R = .586, R² = .343 and p value = .000).

Chapter Five

5. Discussion

The study assessed the relationship between psychosocial factors (parental influence, peer influence and self-efficacy) and academic career choice process (exploration and indecision) among freshman KMU young adult students. In this chapter, the findings of the present study (presented in chapter 4) were discussed along with the previous study findings in the area.

5.1. Major Psychosocial Factors Affecting Academic Career Choice of Young Adults

The first research question of this study focused on the factors that positively and negatively impacting the young adult university student's academic discipline choice. The findings of this study revealed that majority 94 (55.6%) of participants perceived that personal interest positively influence them while choosing university academic discipline. 40 (23.6%) and 35 (20.7%) of students also perceived that peers and families positively influencing them in selecting field of study. Thus as per this study result on average personal interest had a more positive impact on study field choice of young adult students than other factors. This result is consistent with the study conducted by Beggs, Bantham & Taylor (2008) that surveyed 852 undergraduate students of freshman and seniors in public university of Midwest which identified interests in the specific field as the most important factor that influenced their academic discipline selection. The present result was also further supported by research findings suggesting that enjoyment of the job and the course work in the major was important to both sexes (Deci & Ryan, 2000 & Zafar, 2013).

Concerning the psychosocial factors negatively influencing the academic discipline choice of young adults, the findings of this study revealed that majority 50 (29.58%) and 48 (28.4%) of the respondents reported economic condition and familial factors respectively and

about 40 (23.6%) and 31 (18.3%) of them reported societal value and peer influences as negatively impacting their study field choice respectively. Therefore it can be concluded that economic conditions and familial factors are among the most negatively influencing study discipline choice of young adults. The findings of this study resembles with the suggestions made by Bolles (2011) that one can inherit certain financial resources from family which can influence the choice of career to some extent. Another concept that support the present finding is, an individual's family financial condition determines the place where to live and the type of school to attend which in turn can affect ones values, occupational expectations and opportunities to recognize all the career options appeared available (Hooley, 2012). In addition to this, Brown & Barbosa (2009) also stated that young females from low income backgrounds career aspiration were limited to the experiences of their family and surroundings.

5.2. Association between Sex, and Parental influence, Peer influence and Self-efficacy Level of Young Adults

The statistical correlations of this study revealed sex had a significant positive relationship with parental influence and non-significant negative relationship with peer influence and self-efficacy. Moreover, independent sample t-test was computed to identify whether there is a significant difference between males and females. The result showed that statistically significant mean difference on the level of parental influence and insignificant difference on the level of peer influence and self-efficacy. Sema Arif et al. (2019) study done to identify the role of different factors affecting academic career choice of students and concluded that gender of respondents did not significantly influence family support, peer support and self-efficacy beliefs and it appears consistent with the present findings which shows sex did not significantly differ on peer influence and self-efficacy but it contradicts with the result indicated significant sex

difference on parental influence. In addition, the study done by Issa and Nwalo (2008) also contradicts the present result on peer influence which concluded that boys and girls are positively influenced by their friend's interest in computer science field. The result of this study relating to sex difference on self-efficacy level appears similar with a study conducted by Abesha (2012) focused on academic self-efficacy and achievement motivation on the academic achievement of university students in Ethiopia and found insignificant association between female and male students in academic self-efficacy and achievement motivation. Another study supporting the present study is carried out in Kenya by Odanga, Raburu & Aloka (2015) on a sample of 327 teacher respondents and concluded that there was no significant influence of gender on self-efficacy. Hence, the findings of this study were consistent with more of the previous research findings. However, few results contradict with some past researches conducted in other settings and the difference is may be due to differences in study context.

5.3. The Relationship between Sex and Academic Career Exploration and Indecision of Young Adults

The study findings indicated that sex had a significant negative correlation with academic career exploration levels of young adults and non-significant positive relationship with academic career indecision. Moreover the t-test analysis showed a significant mean difference on the academic career exploration and insignificant difference on the academic career indecision between the two sexes. This result appears similar with the study done by Claudia, C & Sebastian, T (2015) on the connection between the level of career indecision and the perceived self-efficacy on the career decision-making among teenagers and revealed an insignificant correlation between gender and career indecision. Another concept supporting the present study investigated the university career selection process generally and showed that sex is a significant

source of influence in the choice decisions of students, and gender gaps have been found to affect male and female student choice and aspiration for college/university career and indicated a significant correlation between student gender and college/university academic career choice. More specifically, student gender appears to be strongly associated with perceptions of quality in higher education (Semsia et al., 2018).

5.4. The Relationship between Psychosocial Factors and Academic Career Choice Process of Young Adults

Examining the association between the independent variables (parental influence, peer influence and self-efficacy) and academic career choice process (exploration and indecision) of young adults was the main objective of this study. The statistical correlation analysis find out both significant and non-significant correlations between variables and to further identify whether significant differences occurred among demographic variable (sex) in the levels of academic career choice process independent sample t-test and to see whether the independent variables of parental influence, peer influence and self-efficacy predicts the level of dependent variables of academic career exploration and indecision analysis of multiple linear regression was computed.

5.4.1. Parental Influence and Academic Career Exploration and Indecision

The result from the Pearson product moment correlation of this study showed that a statistically significant positive relationship between parental influence and academic career exploration and significant negative correlation between parental influence and academic career indecision of young adults. The results of the multiple linear regression analysis also showed that parental influence insignificantly predict/affect the young adults' academic career exploration and indecision. Regarding the correlation between parental influence and academic career

exploration the results of this study resembles with the study findings of Dietrich & Krake (2009) which examined how family support, control and engagement influences career exploration and decision making and found that familial support was positively correlated with career exploration. The negative correlation between parent influence and academic career indecision found in this study corresponds to the study done on undergraduate and graduate students which revealed that those who had high parental pressure tends to experience high level of career indecision (Kinnier et al., 1990). A study done by Whiston (1996) on college students and found a significant correlation between high parental negative involvement and career indecision among females was also similarly supports this study results. Thus, from the above one can suggest that high level of parental supportive behaviors may increase the young adult students' academic career exploration and decision making.

5.4.2. Peer Influence and Academic Career Exploration and Indecision

The findings of the present study revealed that peer influence had a significant and negative relationship with academic career exploration and significant positive relationship with academic career indecision levels of the young adults. These mean that when young adult students received high level of influence from their peers they tend to less explore and decide on their academic career. The results of the multiple linear regression analysis also revealed that predictor variable of peer influence insignificantly affect the young adults' academic career exploration and indecision. The result of this study resembles with the suggestion made by Salami (1999) that in Nigeria many young adults go into unsuitable careers mainly due to a peer influence and consequently many of them are unsuited for their careers as they usually find themselves in careers where they could not satisfy their value needs. On the other hand, the result of this study was in contrary to the study done by Felsman & Blustein (1999) which examined

the role of peer relationship in career development among individuals from age 17 to 22 and found that peers interaction was positively associated with career exploration and progress in committing to career choices and suggested as youngsters slowly detach themselves from their parents and seek to develop close peer relationships they may develop a sense of security needed to engage in career exploration and decision making. Another study done by Paa and McWhirter (2000) which reported that peer influences along with other factors do significantly influence the students' eventual field choice; and the study of Trusty (1996) which found that high peer involvement can have a direct and positive influence on achievement and process of career choice in which having friends who serve as academic and social resources can have a direct and positive influence on achievement outcomes and career plans for the future, also appeared to contradict with this study findings. This study results on the association between peer influence and academic career choice process contradicts with many previous study findings and it may be due to differences in study context as all the previous studies were done out of Ethiopia but, future studies should check in the same context.

5.4.3. Self-efficacy and Academic Career Exploration and Indecision

As per the result of this study general self-efficacy levels of young adults had a significant positive relationship with academic career exploration and a significant negative relationship with academic career indecision of young adults. The findings of the multiple linear regression analysis also showed that self-efficacy significantly predict/affect academic career exploration and indecision. The finding was consistent with many results found in the literature showing that self-efficacy had a positive relationship with career exploration and negative relationship with career indecision. Creed et al. (2007) in a study focused on career maturity found that students with higher levels of confidence in career decision making were more likely

to have higher levels of career exploration than students with lower levels of self-efficacy. On the other hand, Betz and Vuyten (1997) studied the influence of self-efficacy and outcome expectations on career exploration and found a negative correlation between self-efficacy and career indecision. In addition to the above, Rogers et al. (2008) study supported this study result, which explored the role of personality in the career planning process. Their results revealed that individuals who displayed higher self-efficacy in making career specific decisions were more likely to set career-related goals and individuals capable of setting goals were also more likely to create plans and explore career opportunities. Gushue et al. (2006) also examined career decision-making self-efficacy of urban African American students and revealed a positive correlation between self-efficacy and career exploration activities. Thus both literatures and the present study show that self-efficacy is an important key variable in career choice of young adult students.

Chapter Six

6. Summary, Conclusion and Recommendations

6.1. Summary

The present study was done with the main objective of exploring the selected psychosocial factors' association with academic career choice process among young adult students of KMU in Addis Ababa. The study also examined the major psychosocial factors impacting the academic study discipline choice, the level of psychosocial variables (parental influence, peer influence and self-efficacy) and the level of academic career exploration and indecision of young adults. In order to deal with the basic study questions, related literatures were reviewed and 5 major theoretical frameworks were discussed namely theory of vocational personalities and work environment, career anchors theory, social learning theory of self-efficacy, social learning theory of career decision making and social cognitive career theory. The study employed questionnaires measuring parent influence, peer influence and self-efficacy levels and academic career exploration and decision status of young adult students. Before gathering data for the main study pilot study was conducted to realize the reliability of the instruments and important improvements was made. Then after, the study involved both social and natural science freshman students of KMU enrolled in 2019/20 academic year. The scale questionnaires were distributed to randomly chosen 269 students. Then the data was gathered by administering the questionnaires through electronic mail methods and 169 questioners which, properly returned were used for data analysis.

The collected data was analyzed using both descriptive and inferential statistics method of analysis. Descriptive statistics were used to describe the findings of the study and inferential statistics were employed to check the statistical significance of the tests. Hence to calculate the correlation between variables Pearson product moment correlation and point Biseral correlation

were used. Independent sample t-test was used to calculate psychosocial variables and academic career choice process differences between male and female students. Multiple linear regressions were also used to predict the extent to which the independent variables (parent influence, peer influence and self-efficacy) affects the academic career exploration and indecision.

Based on the findings of the analysis majority (55.6%) of participants perceived that personal interest positively affect their academic discipline choice followed by (23.6%) and (20.7%) perceived their peers and families respectively. On the other hand, about (29.58%) of participants perceived that economic conditions affect them negatively when selecting academic discipline. Next to this (28.4%) familial factors, (23.6%) societal values and peer factors (18.3%) were reported by participants as a negative factors.

The result of the study on the level of selected psychosocial variables showed that on average participants had low level of parental influence but compared to male, female participants had high mean score of parental influence. Concerning peer influence and self-efficacy on average respondents had high level and male respondents had high mean score on both peer influence and self-efficacy levels than females. Sex of participants had a significant negative correlation with academic career exploration levels of young adults and non-significant positive relationship with academic career indecision.

The result also discovered the relationship between the selected psychosocial variables and academic career choice process of young adults. Academic career exploration had a significant positive relationship with parental influence and self-efficacy and in contrary it had a significant negative relationship with peer influence. On the other hand, academic career indecision level of young adults had a significant negative relationship with parental influence and self-efficacy, and a statistically significant positive relationship with peer influence.

Furthermore, the results from analysis of multiple linear regressions showed that the model insignificantly predict academic career exploration and significantly predict academic career indecision of young adults.

6.2. Conclusions

Majority of the young adults perceived personal interest as positively affecting academic career choice than other psychosocial factors. On the other hand, economic conditions and familial factors were also perceived as negative influencing factors in choosing academic career by majority of the young adults. Therefore following one's personal interest in selecting university academic discipline can help to get out the best fit academic profession whereas economic conditions or considering one's economic status and familial influences can hinder it.

As per the findings of this study young adult freshman university students on average had low level of parental influence and high level of peer influence and self-efficacy. Sex had significant negative correlation with academic career exploration. Concerning the main study variables, academic career exploration had a significant positive association with parental influence and self-efficacy, and a significant negative association with peer influence. Whereas academic career indecision had significant negative association with parent influence and self-efficacy and significant positive association with peer influence. Generally, the study concludes that parental influence in the form of support and high self-efficacy can relate to better explore and decide on one's academic career and self-efficacy significantly affects academic career exploration positively and academic career indecision negatively.

6.3. Recommendations

- ❖ Depending on the study findings and conclusions drawn, since result shows self-efficacy significantly predicts academic career exploration, it is better that university counselors

guide young adult university students on how to better explore and decide on their academic career/study discipline by emphasizing on building confidence in ability to reach their goals

- ❖ Since the result of the study shows that on average students scored low level of academic career exploration level, university administration should establish career guidance and counseling section so as to assist students in the process of academic career choice.
- ❖ Professional career counselors should aware parents of young adult university students on the importance of their support in relation to their children's academic career choice.
- ❖ Future study should be conducted to assess whether other variables such as socio economic status of family, family educational level, individual personality types, opportunities and gender stereotypes can be associated with academic career choice of young adults.
- ❖ Since this study revealed a positive relationship between parental influence and academic career exploration, future research in the area should specifically examine the paternal and maternal influences to gain an in depth better understanding.
- ❖ Future study should be conducted to check whether high school adolescents, post graduate university students and private college/university students perceived psychosocial factors associate with career choice.
- ❖ Finally, it is better if future study will be conducted by using mixed methods of quantitative and qualitative approaches and longitudinal research to further clarify and clearly understand how the psychosocial factors influence career choice of students.

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Appendices

Appendix A1

Survey questionnaire English version

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Questionnaire to be filled by University students

Dear respondents, I am a postgraduate student at Addis Ababa University, college of education and behavioral studies school of psychology. I am doing a master thesis on the title entitled: Psychosocial factors associated with academic discipline choice process of Kotebe Metropolitan University freshman Student in Addis Ababa. This research is being done for the fulfillment of the Master of Arts Degree in Developmental Psychology at Addis Ababa University.

Therefore, you are kindly requested to give genuine responses to the questionnaire. Your responses have a pivotal role in the success of this study. The researcher will keep the confidentiality of the responses of the participants.

Thank you in advance for your cooperation!!!!

Part One. Background information

Direction: The following items require you to provide information about you. Please provide the information requested by writing on the space provided for the open-ended items and by putting (x) mark for those items, which are followed by a list of options.

1. Age -----

2. Sex: Male Female

3. Major College Social Natural

4. Former living place: Urban Rural

Part Two: General psychosocial factors affecting academic career choice

Direction: The following two questions require you to provide your perception on the factors influencing your academic discipline choice. Please provide the information requested by putting a (x) mark in the box and writing on the space provided as needed. You can choose more than one factors.

1. Which of the following factors do you think is positively influencing your academic discipline choice?

Family

Economic condition

Peer

Societal value

Personal interest

If others, specify.....
.....

2. Which of the following factors do you think is negatively influencing your academic discipline choice?

Family

Economic condition

Peer

Societal value

Personal interest

If others, specify.....
.....

Part Three: Parent Career Behavior Checklist

Direction: In this section, there are 19 statements that help to examine your perceived parental general and academic career specific supports. After reading each statement mark (x) in the box that best represents your parent’s level of support.

No	Items	Never	Almost never	Some times	Often	Very often
1	My parents tell me that they are proud of me					
2	My parents encourage me to ask questions about different academic careers					
3	My parents encourage me to involve in extracurricular activities					
4	My parents express interests in various academic career issues that are important to me					
5	My parents tell me that they loves me					
6	My parents have given me written material about specific academic career					
7	My parents encourage me to make my own decisions relating to my university academic discipline					
8	My parents ask me what academic discipline I am considering for my future					
9	My parents tell me about specific academic discipline					
10	My parents tell me where to find information about					

	various academic careers					
11	My parents encourage me to try new things					
12	My parents tell me that they have high expectation for my academic career					
13	My parents help me feel better when I tell them I am worried/concerned about choosing academic discipline					
14	My parents encourage me to choose whatever academic discipline I want					
15	My parents support me when I tell them that I am interested in specific academic discipline					
16	My parents tell me about the steps involved in making difficult decisions					
17	My parents really try to understand my thoughts, feelings, and opinions about various topics.					
18	My parents encourage me to consider many different academic career options					
19	My parents encourage me to talk to them about my academic career plans					

Part Four: Peer influence

Direction: In this section, there are 14 statements that help to examine your perceived peers influence relating to academic discipline choices. After reading each statement mark (x) in the box that best represents your level of agreement.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Academic career choice comes from other students					
2	Peer influence regarding academic study discipline choices is powerful					
3	My friends are influencing me to choose certain academic disciplines					
4	Peer advice on academic career guidance is helpful to me					
5	My friends validated the academic discipline that I want to choose					
6	My friends always give me reliable information about academic career					
7	I want to choose academic discipline that is					

	similar to my friends					
8	I embrace/accept the advice I get from peers that I value most					
9	My friends give me a comprehensive and proper advice on academic careers					
10	My peers inspire me to choose what I like to take					
11	My peers encourage me to do things to achieve my goals					
12	My peers advise me to learn more about what I like to choose to do					
13	My peers informal talk leads me of what I should plan to choose academic career					
14	I prefer to my peer group in selecting a study discipline					

Part Five: General Self-Efficacy

Direction: In this section, there are 10 statements that help to examine your level self-efficacy.

After reading each statement mark (x) in the box that best represents your level of self-efficacy.

No	Items	Not at all true	Hardly true	Moderately true	Exactly true
1	I can always manage to solve difficult problems				
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 know how to 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 usually handle whatever comes my way				

Part Six: Academic Career Exploration

Direction: In this section, there are 11 statements that help to examine your environmental exploration and self-exploration. After reading each statement mark (x) in the box that best represents your level of exploration.

No	To what extent have you behaved in the following ways over the last three months?	Very little	Little	Neutral	Often	Very often
1	Investigated academic career possibilities					
2	Went to various academic career orientation programs					
3	Obtained information on specific academic career					
4	Initiated conversation with knowledgeable individuals in my academic career area					
5	Obtained information on the labor market and general job opportunities in my academic career area					
6	Sought information on specific areas of academic career interest					
7	Reflected on how my past integrates with my future academic career					
8	Focused on my thoughts on me as a person					
9	Contemplated my past					
10	Been retrospective in thinking about my academic career					
11	Understood a new relevance of past behavior for my future academic career					

Part Seven: Academic Career Decision Making

Direction: In this section, there are 18 statements that help to examine your level of academic career indecision. After reading each statement mark (x) in the box that best represents your level of agreement.

No	Items	Not at all like me	Rarely like me	Often like me	Exactly like me
1	If I had the skills or opportunity, I know I would learn____,but this choice is really not possible for me I haven't given much consideration to any other alternatives, however				
2	Several academic careers have equal appeal to me. I'm having a difficult time deciding among them				
3	I know I will have to choose one academic career, but none of the academic careers I know about appeal to me				

4	I'd like to learn a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make an academic career decision right now. I hope I can find a way to please them and myself				
5	Until now, I haven't given much thought to choosing academic career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and don't have enough information to make academic career decision right now				
6	I feel discouraged because everything about choosing academic career seems so "iffy" and uncertain; I feel discouraged, so much so that I'd like to put off making decisions for the time being				
7	I thought I knew what I wanted for an academic career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible academic careers				
8	I want to be absolutely certain that my academic career choice is the "right" one, but none of the academic careers I know about seem ideal for me				
9	I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me				
10	I can't make academic career choice right now because I don't know what my abilities are				
11	I don't know what my interests are. A few things "turn" me on but I'm not sure that they are related in any way to my academic career possibilities				
12	So many things interest me and I know I have the ability to do well regardless of what academic career I choose. It's hard for me to find just one thing that I would want as an academic career				
13	I have decided on academic career, but I'm not certain how to go about implementing my choice. What do I need to do to study a _____ anyway?				
14	I need more information about what different study fields are like before I can make an academic career decision				
15	I think I know what to major in, but I feel I need some additional support to make that choice for myself				

Thank you very much!!!

Appendix A2

Survey questionnaire Amharic version

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ባሕሪ ጥናት ኮሌጅ

የሥነ-ልቦና ትምህርት ክፍል

በዩኒቨርሲቲ ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ውድ ተማሪዎች! እኔ በአዲስ አበባ ዩኒቨርሲቲ በሥነ-ልቦና ትምህርት ክፍል የሁለተኛ ዓመት የድህረ-ምረቃ ተማሪ ስሆን የዩኒቨርሲቲ ተማሪዎች የትምህርት ክፍል ምርጫ ከማህበራዊና ስነ-ሌቦናዊ ጉዳዮች ጋር ያለውን ቁርኝት በማጥናት ላይ እገኛለሁ። ይህ የፅሁፍ መጠይቅ የሚያገለግለው በአዲስ አበባ ዩኒቨርሲቲ በ “Developmental Psychology” ትምህርት ክፍል ለድህረ-ምረቃ ጥናት የመመረቂያ ፅሁፍ ማሟያ ነው። ይህንን አጠቃላይ ዓላማ ግንዛቤ ውስጥ በማስገባት ለቀረቡት ጥያቄዎች የየራሳችሁን ቅን እና ሐቀኛ መልሶች ትሰጡ ዘንድ በትህትና እጠይቃለሁ። የአንተ/ቺ ቅን እና ትክክለኛ መልሶች ለዚህ ጥናት መሳካት ትልቅ አስተዋፅኦ አለው። በመጠይቁ ውስጥ ትክክል ወይም ትክክል ያልሆነ መልስ የለም ስለዚህ ከእናንተ የሚጠበቀው የሚሰማችሁን ስሜት ከመጠይቁ ካለት አማራጮች በምትስማሙበት ቦታ ላይ ምልክት ማድረግ ብቻ ነው። ስማችሁንና ልሎች ዝርዝር መረጃዎችን መግለጽ አይጠበቅባችሁም። የምትመልሱት መልስ ሚስጥራዊናቱ የተጠበቀ ነው።

ስለ ትብብራችሁ አስቀድሜ አመሰግናለሁ!!!

ክፍል አንድ:- አጠቃላይ መረጃ

መመሪያ: እባክህ/ሽ ቀጥሎ ለተዘረዘሩት ጥያቄዎች በተዘጋጁት ሳጥኖች ውስጥ የ (x) ምልክት በማድረግ ወይም በፅሁፍ ምላሽ ስጥ/ጭ።

1 እድሜ

2 ያታ፤ ወንድ ሴት

3 የትምህርት ክፍል/ኮሌጅ፤ የማህበረሰብ ሳይንስ የተፈጥሮ ሳይንስ

4 ከዩኒቨርሲቲ በፊት መኖሪያ ቦታ፤ ከተማ ገጠር

ክፍል ሁለት:- በትምህርት ክፍል ምርጫ ዙሪያ ስነ-ልቦናዊ እና ማህበራዊ ተፅእኖዎች

መመሪያ: የሚከተሉት 2 ጥያቄዎች በዩኒቨርሲቲ ተማሪዎች የትምህርት ክፍል ምርጫ ላይ ተፅእኖ የሚያሳድሩ ስነ-ልቦናዊ እና ማህበራዊ ጉዳዮችን ለመመዘን የቀረቡ ሲሆኑ ከተዘረዘሩት አማራጮች ውስጥ ለኔ ትክክል ነው የምትሉትን በተዘጋጀው ሳጥን ውስጥ የ (x) ምልክት በማድረግ ወይም ምርጫ

ወስጥ ከሌለ በተዘጋጀው ቦታ በፅሁፍ ምላሽ ስጡ። እንደ አስፈላጊነቱ ከአንድ በላይ ምርጫ መምረጥ ይቻላል።

1. ቀጥሎ ከተዘረዘሩት ወስጥ የትኛው የትምህርት ክፍል ምርጫዬ ላይ አዎንታዊ ተፅእኖ ይኖረዋል ብለህ/ሽ ታስባለህ/ቢያለሽ?

ቤተሰብ የኢኮኖሚ ሁኔታ

ጓደኛ የማህበረሰቡ እሴት

የግል ፍላጎት

ሌላ ካለ አስቀምጥ/ጨ.....

2. ቀጥሎ ከተዘረዘሩት ወስጥ የትኛው የትምህርት ክፍል ምርጫዬ ላይ አሉታዊ ተፅእኖ ይኖረዋል ብለህ/ሽ ታስባለህ/ቢያለሽ?

ቤተሰብ የኢኮኖሚ ሁኔታ

ጓደኛ የማህበረሰቡ እሴት

የግል ፍላጎት

ሌላ ካለ አስቀምጥ/ጨ.....

ክፍል ሶስት፡- የቤተሰብ ተፅእኖ

መመሪያ፡ - የሚከተሉት 19 ጥያቄዎች የዩኒቨርሲቲ ተማሪዎችን የቤተሰብ የድጋፍ ሁኔታን ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ወስጥ ከተዘረዘሩት አማራጮች በጣም ይገሌፀኛል ከምትሉት ቦታ ላይ የ (x) ምልክት በማድረግ መልሱ

ቁጥር	ጥያቄ/	በፍፁም	በአብዛኛ ወ በፍፁም	አንድ አንድ ጊዜ	ብዙ ጊዜ	በጣም ብዙ ጊዜ
1	ቤተሰቦቼ በኔ እንደሚኮሩ ይነግሩኛል					
2	ቤተሰቦቼ ስለተለያዩ የትምህርት መስክ እንድጠይቃቸው ያበረታቱኛል					
3	ቤተሰቦቼ በተለያዩ ነገሮች ወስጥ እንድሳተፍ ያበረታቱኛል					
4	ቤተሰቦቼ በተለያዩ ለኔ አስፈላጊ በሆኑ የትምህርት ጉዳዮች ዙሪያ ያላቸውን ፍላጎት ይገልፁልኛል					

5	ቤተሰቦቹ እንደሚወዱኝ ይነግሩኛል					
6	ቤተሰቦቹ በተወሰነ የትምህርት አየነት ዙሪያ የሚነበቡ ነገሮችን ይሰጡኛል					
7	ቤተሰቦቹ የትምህርት መስክ ምርጫዬን በተመለከተ የራሴን ወሳኔ እንድወስን ያበረታቱኛል					
8	ቤተሰቦቹ ምን አይነት የትምህርት መስክ መማር እንደምፈልግ ይጠይቁኛል					
9	ቤተሰቦቹ ስለ ተወሰነ የትምህርት መስክ ይነግሩኛል					
10	ቤተሰቦቹ ስለ ተለያዩ የትምህርት መስኮች ከየት መረጃ እንደማገኝ ይነግሩኛል					
11	ቤተሰቦቹ አዲስ ነገርን እንድሞክር ያበረታቱኛል					
12	ቤተሰቦቹ በኔ የትምህርት መስክ ትልቅ ተስፋ እንዳላቸው ይነግሩኛል					
13	ቤተሰቦቹ የትምህርት መስክ ለመምረጥ እንደተጨነኩ ስነግራቸው ጥሩ ስሜት እንዲሰማኝ ይረዱኛል					
14	ቤተሰቦቹ ማንኛውም የምፈልገውን የትምህርት መስክ እንድመርጥ ያበረታቱኛል					
15	ቤተሰቦቹ ለሆነ የትምህርት መስክ ፍላጎት እንዳለኝ ስነግራቸው ይደግፉኛል					
16	ቤተሰቦቹ ስለ አስቸጋሪ ወሳኔን በመወሰን ሂደት ወሰጥ ስላሉ ደረጃዎች ይነግሩኛል					
17	ቤተሰቦቹ በተለያዩ እርዕይ ዙሪያ ያለኝን ሃሳብ ስሜት እና አመለካከት ከምር መረዳት ይፈልጋሉ					
18	ቤተሰቦቹ ብዙ የትምህርት መስኮችን ከግምት ወስጥ እንዳስገባ ያበረታቱኛል					
19	ቤተሰቦቹ ስለ የትምህርት መስክ እቅድ እንድነግራቸው ያበረታቱኛል					

ክፍል አራት:- የጓደኛ ተዕጋኖ

መመሪያ: - የሚከተሉት 14 ጥያቄዎች የዩኒቨርሲቲ ተማሪዎችን የጓደኛ ተዕጋኖ ሁኔታ በትምህርት መስክ ምርጫ ዙሪያ ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገሌፀኛል ከምትሉት ቦታ ላይ የ (x) ምልክት በማድረግ መልሱ

ቁጥር	ጥያቄ/	በእጅግ እስማማለሁ	እስማማለሁ	ያልተወሰነ	አልስማማም	በእጅግ አልስማማም
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1	የትምህርት መስክ ምርጫዬ ከሌሎች ተማሪዎች የመጣ ነው					
2	የትምህርት መስክ ምርጫን በተመለከተ የጓደኛ ተፅእኖ ከባድ ነው					
3	ጓደኞቼ የተወሰነ የትምህርት መስክ እንድመርጥ ይገፋፉኛል					
4	በትምህርት መስክ ዙሪያ የጓደኞቼ ምክር ለኔ ጠቃሚ ነው					
5	ጓደኞቼ መምረጥ ምፈልገውን የትምህርት መስክ ተቀብለው አፅድቀውልኛል					
6	ጓደኞቼ የትምህርት መስክን በተመለከተ ሁሌም ሊታመን የሚችል መረጃ ይሰጡኛል					
7	ከጓደኞቼ ጋር ተመሳሳይ የሆነ የትምህርት መስክ መምረጥ እፈልጋለሁ					
8	ትልቅ ቦታ ከምሰጣቸው ጓደኞቼ ምክር ሳገኝ እቀበላለሁ					
9	በትምህርት መስክ ዙሪያ ጓደኞቼ የተሟላ እና ትክክለኛ ምክር ይሰጡኛል					
10	ጓደኞቼ መምረጥ ምፈልገውን እንድመርጥ ያነሳሱኛል					
11	ጓደኞቼ አላማዬን ለማሳካት እንድሰራ ያበረታቱኛል					
12	ጓደኞቼ ወድጄና መርጬ ማድረግ ስለምፈልገው ነገር ይበልጥ እንድማር ይመክሩኛል					
13	ጓደኞቼ በጨዋታ መሃል የሚያወሩት ነገር ምን መምረጥ እንዳለብኝ እንዳቅድ አድርጎኛል					
14	የትምህርት መስክ በመምረጥ ሂደት ውስጥ ከጓደኞቼ ጋር መሆን መርጣለሁ					

ክፍል አምስት:- አጠቃላይ የአደርገዋለሁ/አወጣዋለሁ/ አስተሳሰብ እምነት

መመሪያ: - የሚከተሉት 10 ጥያቄዎች የዩኒቨርሲቲ ተማሪዎችን አጠቃላይ የአደርገዋለሁ /አወጣዋለሁ/ አስተሳሰብ እምነት ደረጃን ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገሌፀኛል ከምትሉት ቦታ ላይ የ(x) ምልክት አድርጉ።

ቁ ጥ ር	ጥያቄ/	ፈፅሞ እወ.ነት አይደለም	ባመዛኙ እወ.ነት አይደለም	በመጠኑ እወ.ነት ነወ.	በትክክል እወ.ነት ነወ.
1	ሁሌም ከባባድ ችግሮችን መፍታት እችላለሁ				
2	ከሆነ ሰወ ተቃዋሚ ቢገጥመኝም የምፈልገውን ለማግኘት ብልሃት እና መንገድ መፍጠር እችላለሁ				
3	አላማዬን ይዞ መሄድና ከግብ ማድረስ ለኔ ቀላል ነወ.				
4	ያልተጠበቁ ክስተቶችን በብቃት መቋቋም እንደምችል በራሴ እተማመናለሁ				
5	እድሜ ለተሟላ ችሎታዬ እንዴት ያልተጠበቁ ሁኔታዎችን ማስተናገድ/መቆጣጠር/ እንደምችል አወቃለሁ				
6	አስፈላጊውን ጥረት ካደረኩኝ አብዛኛውን ችግር መፍታት እችላለሁ				
7	አስቸጋሪ ነገሮች ሲገጥሙኝ መረጋጋት እችላለሁ ምክንያቱም የመቋቋም ችሎታዬ ስለምጠቀም				
8	ከችግር ጋር ስጋፈጥ በተለምዶ ብዙ መፍትሄዎችን ማግኘት እችላለሁ				
9	ችግር ወስጥ ብገባ/ብሆን/ በተለምዶ ስለመፍትሄወ ማሰብ እችላለሁ				
10	በተለምዶ ማንኛውንም በመንገዴ የሚመጣን ነገር ማስተናገድ/መቆጣጠር/ እችላለሁ				

ክፍል ስድስት:- ዘላቂ የትምህርት መስክ ምርመራ

መመሪያ: - የሚከተሉት 11 ጥያቄዎች የዩኒቨርሲቲ ተማሪዎችን ዘላቂ የትምህርት መስክ ጋር በተያያዘ አካባቢያዊ እና እራስን የመርመር ሁኔታ ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገሌፀኛል ከምትሉት ቦታ ላይ የ(x) ምልክት አድርጉ።

ቁ ጥ ር	ባለፉት 3 ወራት ውስጥ ምን ያህል ቀጥሎ በተዘረዘሩት መንገዶች ተንቀሳቅሰዋል/ሻል?	በጣም በትንሹ	በትንሹ	ገለልተኛ	ብዙ ጊዜ	በጣም ብዙ ጊዜ
1	አማራጭ ዘላቂ የትምህርት መስክ አጥንቻለሁ					
2	ብዙ የትምህርት መስክ ገለጻ ፕሮግራሞች ላይ ተገኝቻለሁ					
3	በተወሰነ የትምህርት መስክ ላይ መረጃ አግኝቻለሁ /ሰብስቢያለሁ/					
4	በኔ ዘላቂ የትምህርት መስክ ዙሪያ እውቀት ካላቸው ግላሰቦች ጋር ለመወያየት ሞክራለሁ					
5	በኔ ዘላቂ የትምህርት መስክ ዙሪያ ስላለው አጠቃላይ የስራ እድል እና የገበያ ሁኔታ መረጃ ሰብስቤአለሁ					
6	በምፈልገው የትምህርት መስክ ዙሪያ መረጃዎች ሰብስቤአለሁ					
7	እንዴት ያለፈው ጊዜዎ ከወደፊት የትምህርት መስክ ጋር እንደሚቀናጅ አስቤአለሁ					
8	እንደ ግለሰብ በራሴ ሀሳቦች ላይ አተኩራለሁ					
9	የሁዋላዬን/ጀርባዬን/ አስቤአለሁ/አሰላስያለሁ/					
10	ካላለፍኩት ሁኔታ ጋር በማያያዝ ስለ ትምህርት መስክ አስቤአለሁ					
11	የነበረኝ ባህሪ ከወደፊት የትምህርት መስክ ጋር አዲስ አግባባዊ ግንኙነት እንዳለው ተረድቻለሁ					

ክፍል ሰባት:- ለዘላቂ የትምህርት መስክ ምርጫ ወሳኔ መስጠት

መመሪያ: - የሚከተሉት 18 ጥያቄዎች የዩኒቨርሲቲ ተማሪዎችን በዘላቂ የትምህርት መስክ ላይ ወሳኔ የመስጠትና ያለመስጠት ሁኔታዎችን ለመመዘን የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገለፁኛል ከምትሉት ቦታ ላይ የ(x) ምልክት አድርጉ::

ቁ ጥ ር	ጥያቄ/	በጭራሽ አይገልፀኝም	በትንሹ ይገልፀኛል	ባመኝ ይገልፀኛል	በትክክል ይገልፀኛል
1	ክህሎቱ ወይም አድሱ በኖረኝ ----- እንደምግር አውቃለሁ ሆኖም ይህ ምርጫ ለኔ የሚቻል አይደለም ለማንኛውም ለሌላ አማራጭ በቂ ትኩረት አልሰጠውም				
2	በርካታ የትምህርት መስኮች ለእኔ እኩል ተቀባይነት አላቸው ሆኖም በእነሱ ላይ ለመወሰን አስቸጋሪ ጊዜ እያሳለፍኩ ነው				

3	በመጨረሻ አንድ የትምህርት መስክ መምረጥ እንዳለብኝ አውቃለሁ ሆኖም የማውቃቸው የትምህርት መስኮች ለኔ ሳቢ አይደሉም				
4	እኔ----- መማር እፈልጋለሁ ሆኖም ይህንን ካደረኩ ለኔ ጠቃሚ የሆነ ግለሰብ ፍላጎት ተቃራኒ እሆናለሁ። በዚህ ምክኒያት በአሁኑ ወቅት የትምህርት መስክ ምርጫ ውሳኔ መስጠት ለእኔ አስቸጋሪ ነው። እነሱን እና እራሴን የማስደስትበት መንገድ እንደማገኝ ተስፋ አደርጋለሁ				
5	እስካሁን ዘላቂ የትምህርት መስክ ለመምረጥ ብዙ ትኩረት አልሰጠሁም። ያንን ሳስብ ያጣሁት ነገር ያለ ይመስለኛል ምክንያቱም ውሳኔ በራሴ ለመስጠት በርካታ ልምድ የለኝም። በአሁኑ ወቅት የትምህርት መስክ ምርጫ ውሳኔ ለመወሰን በቂ መረጃ የለኝም				
6	ያልተበረታታሁ ሆኖ ይሰማኛል ምክኒያቱም ዘላቂ የትምህርት መስክ የመምረጥ ሁሉም ነገር በምናልባት እና እርግጠኛ ባልሆነ መልኩ ስለሆነ ለጊዜው ውሳኔ መስጠትን ማቆም እፈልጋለሁ				
7	ምን መማር እንደምፈልግ እንደማውቅ አስባለሁ ሆኖም በቅርቡ እንደተረዳሁት መማር ምፈልገውን መማር የምችል አይመስለኝም እናም አሁን ሌላ የሚቻሉ የትምህርት መስኮች መፈለግ መጀመር አለብኝ				
8	የትምህርት መስክ ምርጫዬ ትክክለኛ ስለመሆኑ መጣም እርግጠኛ መሆን እፈልጋለሁ ሆኖም የማውቃቸው የትምህርት መስክ አይነቶች በሙሉ ለእኔ ህልም ናቸው				
9	ምን መማር እንደምፈልግ አውቃለሁ ሆኖም ወደ ምን አይነት እኔን ሊያረከኝ ወደሚችል ዘላቂ የስራ መስክ እንደሚመራኝ አላውቅም				
10	በአሁኑ ወቅት የትምህርት መስክ ምርጫ ማድረግ አልችልም ምክንያቱም ያሉኝን ችሎታዎች አላውቅም				
11	ፍላጎቶቼ ምን እንደሆኑ አላውቅም ጥቂት ነገሮች ግን ያነሳሱኛል ሆኖም ለኔ የትምህርት መስክ የመሆን እድሎች ጋር ስለመያያዣቸው እርግጠኛ አይደለሁም				
12	ብዙ ነገሮች ፍላጎት ያሳድሩብኛል፣ ምንም አይነት የትምህርት መስክ የመማር ችሎታ እንዳለኝ አውቃለሁ፣ ሆኖም የምፈልገውን አንድ የትምህርት መስክ ማግኘት አስቸጋሪ ነው				
13	በትምህርት መስክ ምርጫ ዙሪያ መወሰን አለብኝ ሆኖም ምርጫዬን እንዴት መተግበር እንዳለብኝ እርግጠኛ አይደለሁም። -----መማር እንድችል ምን ማድረግ ይኖርብኝ ይሆን?				
14	የትምህርት መስክ ምርጫ ውሳኔ ከማስተላለፌ በፊት ስተለያየ አይነት የትምህርት መስክ የበለጠ መረጃ እፈልጋለሁ				
15	ምንን ዋነኛ የትምህርት መስክ ማድረግ እንዳለብኝ እንደማውቅ አስባለሁ ሆኖም ይህንን ምርጫ የራሴ ለማድረግ ተጨማሪ ድጋፍ እንደሚያስፈልገኝ ይሰማኛል				

በድጋሜ አመሰግናለሁ !!!

Appendix B

Pilot study results

Appendix B1

Cronbach's alpha and item-total statistics for parent career behavior checklist scale

Reliability Statistics

Cronbach's Alpha	N of Items
.896	19

Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	54.50	206.314	.246	.900
Item 2	54.50	206.486	.286	.898
Item 3	54.25	200.993	.518	.891
Item 4	54.25	197.621	.549	.890
Item 5	53.94	191.025	.686	.885
Item 6	55.69	222.218	-.131	.904
Item 7	54.25	188.193	.825	.881
Item 8	54.14	190.637	.665	.886
Item 9	53.97	193.913	.570	.889
Item 10	55.22	223.092	-.146	.906
Item 11	54.06	200.283	.457	.893
Item 12	54.06	190.454	.685	.885
Item 13	54.56	197.340	.601	.888
Item 14	54.36	196.523	.556	.890
Item 15	54.39	189.444	.761	.883
Item 16	54.14	197.094	.573	.889
Item 17	54.14	188.180	.779	.882
Item 18	54.39	195.444	.681	.886
Item 19	54.19	191.475	.681	.886

Appendix B2

Cronbach's alpha and item-total statistics for peer pressure questionnaires

Reliability Statistics

Cronbach's alpha	N of Items
.757	14

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	41.44	73.568	.472	.732
Item 2	41.56	78.883	.346	.746
Item 3	41.53	78.256	.382	.742
Item 4	40.89	78.559	.490	.734
Item 5	41.33	80.914	.272	.753
Item 6	40.97	79.742	.375	.743
Item 7	41.83	82.486	.211	.759
Item 8	41.31	78.561	.327	.749
Item 9	41.44	78.386	.406	.740
Item 10	41.31	79.418	.406	.740
Item 11	41.25	76.936	.423	.738
Item 12	41.03	79.913	.342	.746
Item 13	41.14	80.180	.358	.745
Item 14	41.47	79.856	.399	.741

Appendix B3

Cronbach's alpha and item total statistics for general self-efficacy scale

Reliability Statistics

Cronbach's alpha	N of items
.850	10

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	24.64	36.294	.581	.833
Item 2	24.61	35.444	.725	.820
Item 3	24.78	37.263	.582	.833
Item 4	24.67	38.000	.542	.837
Item 5	25.00	37.086	.505	.841
Item 6	24.86	38.694	.463	.843
Item 7	25.08	37.336	.501	.841
Item 8	24.86	37.266	.483	.843
Item 9	24.69	37.875	.592	.833
Item 10	24.56	38.140	.567	.835

Appendix B4

Cronbach's alpha and item-total statistics for career exploration scale

Reliability Statistics

Cronbach's Alpha	N of Items
.787	11

Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	28.17	61.229	.288	.788
Item 2	28.25	56.936	.538	.760
Item 3	28.08	58.136	.520	.763
Item 4	28.11	56.273	.519	.761
Item 5	28.06	58.454	.447	.770
Item 6	27.92	60.536	.384	.776

Item 7	27.58	63.107	.244	.790
Item 8	27.31	59.361	.477	.767
Item 9	27.58	57.679	.422	.773
Item 10	27.78	58.578	.435	.771
Item 11	27.83	53.800	.584	.752

Appendix B5

Cronbach's alpha and item-total statistics for career decision scale

Reliability Statistics

Cronbach's alpha	N of Items
.748	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	42.47	54.771	.364	.734
Item 2	42.19	53.304	.437	.727
Item 3	42.50	57.800	.162	.752
Item 4	42.19	55.475	.333	.737
Item 5	42.28	52.263	.568	.716
Item 6	41.97	55.971	.374	.734
Item 7	42.22	54.063	.412	.729
Item 8	42.06	57.311	.222	.746
Item 9	42.42	57.564	.199	.748
Item 10	42.22	55.206	.349	.735
Item 11	42.50	52.886	.509	.721
Item 12	42.00	57.314	.219	.746
Item 13	41.97	54.428	.476	.725
Item 14	42.19	55.533	.329	.737
Item 15	42.31	57.933	.152	.753
Item 16	42.03	56.199	.290	.740

Appendix C

Written informed consent from the university administration and the study participants

Appendix C1

Assurance of the university's consent message

The undersigned agreed to do an ethical and scientific study in our university entitled as psychosocial factors associated with academic discipline choice process of Kotebe Metropolitan University freshman Student in Addis Ababa.

Name of the researcher: Henok Girma

Date Signature

Approval of the university official

Name.....SignatureDate.....

Appendix C2

Written consent message of the participants

Good morning/ good afternoon students!!

This is Henok Girma. I am a 2nd year postgraduate student at Addis Ababa University, College of education and behavioral studies, school of psychology. I am conducting a psychological survey in your university and would like to appreciate your participation in the study. The main objective of this study is to examine whether there is a relationship between some selected psychosocial variables and academic career choice process of Kotebe Metropolitan University freshman students in Addis Ababa. The questionnaires touches various personal issues of you, nonetheless, it is very essential for the accomplishment of this study. Hence, I kindly ask you to fill the questionnaires in a careful and genuine manner as much as possible.

Concerning the confidentiality, this data will be used to examine the relationship between variables, since no individual data will be analyzed. To assure this, you are not requested to write your name in any parts of the questionnaire.

Thank you for your voluntary participation in the study!!!

Appendix D

Reliability of instruments in the main data (re-established reliability)

Appendix D1

Cronbach's alpha and item-total statistics for parent behavior checklist scale

Reliability Statistics

Cronbach's Alpha	N of Items
.935	19

Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	50.02	294.809	.580	.933
Item 2	50.59	292.255	.649	.931
Item 3	50.47	290.703	.706	.930
Item 4	50.39	288.989	.677	.931
Item 5	50.39	294.002	.557	.933
Item 6	50.53	290.834	.604	.932
Item 7	50.25	287.965	.689	.931
Item 8	50.39	290.870	.678	.931
Item 9	50.63	289.688	.632	.932
Item 10	50.66	289.941	.611	.932
Item 11	50.64	289.601	.658	.931
Item 12	50.20	289.805	.618	.932
Item 13	50.32	292.671	.632	.932
Item 14	50.24	291.221	.612	.932
Item 15	50.41	300.053	.496	.934
Item 16	50.59	295.149	.587	.933
Item 17	50.60	288.145	.730	.930
Item 18	50.63	291.402	.662	.931
Item 19	50.50	289.216	.688	.931

Appendix D2

Cronbach's alpha and item-total statistics for peer influence items

Reliability Statistics

Cronbach's Alpha	N of Items
.890	14

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach Alpha if Item Deleted
item1	44.98	124.756	.493	.887
item2	44.79	122.582	.624	.881
item3	44.62	123.750	.533	.885
item4	44.13	124.995	.649	.880
item5	44.53	126.251	.489	.887
item6	44.43	129.902	.422	.889
item7	44.84	125.052	.484	.887
item8	44.20	123.730	.566	.883
item9	44.51	122.966	.642	.880
item10	44.31	126.440	.573	.883
item11	44.15	122.786	.651	.879
item12	44.20	121.539	.663	.879
item13	44.51	122.906	.631	.880
item14	44.43	123.258	.603	.881

Appendix D3

Cronbach's alpha and item-total statistics for general self-efficacy scale

Reliability Statistics

Cronbach's Alpha	N of Items
.909	10

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach Alpha if Item Deleted
item1	24.99	39.440	.646	.902
item2	24.88	38.348	.780	.894
item3	25.11	39.203	.662	.901
item4	24.93	41.519	.507	.910
item5	25.15	39.103	.627	.903
item6	24.73	40.271	.551	.908
item7	25.08	39.017	.677	.900
item8	24.99	38.702	.726	.897
item9	24.98	37.982	.805	.892
item10	24.88	38.843	.755	.895

Appendix D4

Cronbach's alpha and item-total statistics for career exploration scale

Reliability Statistics

Cronbach's Alpha	N of Items
.902	11

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach Alpha if Item Deleted
item1	29.24	85.706	.601	.896
item2	29.04	84.528	.764	.887
item3	28.72	85.633	.617	.895
item4	28.95	83.712	.648	.893
item5	28.70	86.914	.550	.899
item6	28.66	86.130	.701	.891
item7	28.55	85.380	.627	.894

item8	28.04	87.683	.634	.894
item9	28.66	85.715	.620	.894
item10	28.44	85.390	.666	.892
item11	28.39	84.906	.636	.894

Appendix D5

Cronbach's alpha and item-total statistics for career decision scale

Reliability Statistics

Cronbach's Alpha	N of Items
.877	15

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach Alpha if Item Deleted
item1	31.82	78.468	.450	.873
item2	31.93	76.156	.694	.862
item3	32.17	76.437	.687	.862
item4	31.74	76.872	.559	.868
item5	32.22	75.509	.750	.860
item6	31.76	77.506	.563	.867
item7	31.75	78.893	.442	.873
item8	32.01	78.077	.538	.869
item9	31.90	77.817	.549	.868
item10	32.05	81.336	.360	.876
item11	32.00	78.690	.501	.870
item12	32.00	78.536	.477	.871
item13	31.74	79.277	.441	.873
item14	31.54	79.666	.399	.875
item15	31.60	76.384	.600	.866