



**ADDIS ABABA UNIVERSITY COLLEGE OF
EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY**

**Career Choice, Associated Factors and Career Strategies
among General Winget Polytechnic College Students**

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Career Choice, Associated Factors and Career Strategies among General Winget Polytechnic College Students

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Behavioral Studies, Addis Ababa University in Partial Fulfillment of the
Requirements for the Master of Arts Degree in Counseling Psychology.**

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Declaration

I the undersigned, hereby declare that the thesis entitled, “career choice, associated factors and career strategies among General Winget polytechnic college students.” is my original study under the supervision of Abera Getachew (Assistant professor). 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.

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

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Approval page

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Abstract

The major aim of this study was to study career choice, associated factors and career strategies among General Winget polytechnic college students. Research design was apply survey research design and the study employed questionnaires for data collection. Stratify sampling technic use conducted and 200 participants selected randomly. The collected data was analyzed using quantitative and qualitative used 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, independent sample t-test was used to calculate career choice factor across sex. ANOVA was used to view the relationship between career choice factor and demographic variables. Many of students' chose their career based on their interest. Career orientation had significant positive association with student career choice. From career orientation real challenge and lifestyles was the major factor of career orientation. Career thought was significant factors of student career choice. Majorities of students decision making confusion during career choice. Career counselor role has a significant effect on the student career orientation and career choice. Career choice strategies are students before career choice understand and know their interest and talent to give attention for own interest, passion and ability.

Keywords: - Career choice, career orientation, career thought, career counselor, career strategies and college student.

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Acronyms and Abbreviations

ANOVA	Analysis of Variance
CIP	Cognitive Information Processing
ICT	Information communication technology
LTM	Long-term memory
LTCC	Learning Theory of Career Counseling
M	Mean
SCCT	Social Cognitive Career Theory
SCO	Student career orientation
SD	Standard Deviation
SPSS	Statistical Package for Social Science
GWPT	General Winget polytechnic
UNESCO	United nation education scientific culture organization
WHO	World health organization

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Career choice is one of the biggest dilemma and challenge in any high school, college and university student's life. It involves interplay of many factors which are intricately intertwined. It is not a straightforward task. It involves a difficult process of decision making and choice right career. According to Vincent and Asiimwe (2020) an individual's environment, talents, skills, and academic achievement exert an influence on career choice. In case of a wrong choice, it may lead to resultant failure, unhappy on work and disappointment. Research shows homes, schools and the social setup influence an individual's career choice. Financial prospects influence the career choice of men as they have to meet household expenses, whereas women show more concern for social values and utility Wofford and etal. (2022). other factors such as aptitude, life circumstances, and academic achievement have also been proven as determinants of career choice (Ferry, 20018).

In our country especially in Addis Ababa General Wingate Polytechnic College, most of the students do not have career selection awareness. This means they decide their career selection based on their family influence, follow their old sibling trend, environmental influence, need societies and peer pressure. Students don't make decisions depending on their interest, talent, skill, academic abilities, need of the country, current opportunities, etc.

The problems related to making appropriate career related choice is becoming a common phenomenon for adolescents and young adults (Braunstein-Bercovitz, Benjamin, Asor & Lev, 2018). 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 (Vignoli, 20019).

Career indecision is considered as a stressful situation because it involves dilemmas and conflicts that can be triggered by interpersonal, intrapersonal, and environmental factors (Argyropoulou, Sidiropoulou-Dimakakou, & Besevegis, 2007). When faced with situations perceived to be stressful, individuals typically mobilize different coping strategies (Lazarus & Folkman, 1984). Coping has been defined as the behavioral and cognitive efforts of an individual to manage the internal and external demands encountered during a specific stressful situation (Lazarus & Folkman, 1984).

Young adults who encounter difficulties in making a career decision try to cope with these difficulties in one way or another. Some of them tend to feel anxious and may use avoidance behaviors (Argyropoulou et al., 2007; O'Hare & Tamburri, 1986), whereas others tend to use problem-focused coping strategies, such as planning, taking direct action, or seeking help. Coping has critical importance to psychological adjustment and well-being (Skinner et al. 2003). Therefore, an important aspect of career counseling is not only to locate the focuses and causes of counselees' indecision (Brown & Rector, 2008; Kelly & Lee, 2002; Saka & Gati, 2007) but also to assess their actual repertoire of coping strategies and help them cope better with their difficulties.

Academic performance is the evaluation of students' achievement across academic disciplines which are often measured through classroom performance and results from standardized tests to evaluate students' progress and knowledge. It is the measure of the extent to which a learner has attained their short or long-term educational goals. It is the superlative indicator of the potential for success in life and which career choice, which determines the possibility of academic success in future (Abiola, 2012). Academic success involves consistency, focus and determination towards the chosen course of study and all these indicators are a necessity for a significant academic performance as attached by college of learning for students.

In Ethiopia Tsega, Asnake, and Gedifew (2015) examined determinants of student career choice in college. Their study shows that course interest, ability, family influence, job opportunity, responsibility and opportunity for experience desire to run a business. The need for dynamic and challenging environment has a positive significant impact on student choice. On the other hand, social status and stress have own a significant negative impact on student career choice.

A study carried out on career choice in Ethiopia by Stebieton (2007), shows that the student had an external locus of control and believes that there are various external which affect their career choice. These external factors include previous work experience, political and environmental consideration and the effect of key individual in a person's life. Pummel, Harwood and Lavallee (2008) explained that external factors affect individual's career choice.

1.2 Statements of the problem

The choice of career for college or university study field is the most important decision students make. It prepares them for future profession in life and considered as the beginning part of career path choice. It's one of the contributions for their future life successes and great satisfaction on job. But, scholars found that the process of career choice and process of proper career choice are a complex task in which the problems associated with it is a major concern for young adults and suggested that what challenges the ability to explore ones environment and made proper choice must be assessed (Vignoli, 2019).

Making improper career decision can hinder ones satisfaction in life, motivation in work, effectiveness on work resulting in career maladjustment, job not fit with the individual and may affect the individual as well as the entire society. The inability to choose the right career also contributes to life satisfaction, success in their life, stress and mental health problems in general (Ayesha khan & Adele Rehman, 2018).

According to Mau (2004) studied the differences in career-related decision-making styles based on nationality and found that these factors are different based on the profession, the current career profile of an individual and the national identity. In individualistic societies, the youth are encouraged to choose their careers and develop competency in establishing a career path. In contrast, the youth from collectivist societies need to conform more to familial and societal standards (Oettingen and Zosuls, 2006).

According to Princy, Daniel, and Lijo, (2023) study on undergraduate and post graduate student's career decision factors show four factors: career-related clarity, career exploration, reward and recognition and the initiative for personal and professional growth that direct the students to their career choice. Clarity of career from concerned body like families, teaches, and individual itself and stakeholder like vocational counselors, vocational institution, and government own associated factor for career choice. Those concerned body and stakeholder if take their responsibilities as a coping strategy for students choice right career.

Career orientation plays an important role in determining a student's future employment status. However, little is known about the extent to which parent and counselor roles influence the career orientation of their students or children. Career orientation is an individual's career self-concept, which involves their understanding of available careers, and the work lives of employees. Career orientation is

crucial for students to determine their career plan, behavior, and subsequent outcomes Ngo & Hui, (2018)

Sidiropoulou-Dimakakou, Mylonas, Argyropoulou, & Tampouri (2012) define dysfunctional career thoughts as “prejudiced or twisted career beliefs, unreasonable expectations, decision making ambiguities, various career myths, negative estimations regarding the individual actions and professions, which influence each one ambitions and his actions, leading to self-defeating experiences” Dysfunctional career thoughts may result in ineffective decisions, decision making abilities and inabilities to made proper career choice (Bullock-Yowellet.al, 2011), complicating the decision making procedure and jeopardize one overall career development (Sidiropoulou- Dimakakou et.al, 2012). Previous research has also demonstrated a relationship between dysfunctional career thoughts, depression symptoms and career choice (Walker & Peterson, 2012), indecisiveness (Austin, Wagner, & Dahl, 2004).

In fact, recently many individuals are confused in determining what they want to do in the future, especially regarding career. Even, employees with years of experience still do not know whether their current job is the right career choice for them. Many graduates are puzzled by their future career. This is found out by a study conducted by Henok, (2020) it was about the most dominant problem among fresh graduates in Ethiopia. It was found that the biggest concern among fresh students is related to their job once they are on learning. The respondents feel they do not have experience for applying for a job, they feel lacking relevant working skill, they are lacked job information and they need to make a plan.

According to Henok, (2020) the study on fresh man undergraduate students the study show that 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. The issue of this study is associated factors of career choices and coping strategies.

The most’ significant factor of career choice on college students characterizes their personality factors as being most important when choosing a career in fact personality is most influence of right career choice its individual characteristics can determinant person every choice not only career choice this study in our context that associated factors related to career choice Michael, (2002).

Career strategies are a variety of ways with the barriers they had encountered in implementing their choices. Direct efforts at problem resolution such as increasing effort or taking fewer credits), social support seeking, financial strategies (e.g., taking loans, saving money), and cognitive restructuring

moderately often as coping options. Less frequently cited coping methods included reliance on professional help and personal goal setting (setting or reminding oneself of personal goals). Robert, (2020)

Researches recommend that students decide their career choices based on their clarity and full career orientation the understanding of each individual on their self-knowledge, especially their understanding of themselves, their aptitudes, abilities, interests, ambitions, resources, limitations, and causes, influences their career choices. In other words career choice are affected by multiple factor including; personality, self-concept, cultural identity, globalization, socialization, role model, social support, finances and information gap Suryadi, B., Sawitri, D. R., Hayat, B., & Putra, M. (2020).

Seema Arif et al. (2019) stated that personal, parental and social variables are the strongest factors of career choice and found strong relation between social, economic, peer, parent career background and career counselor factors in leading to enhanced satisfaction with career choices and weak association result in poor satisfaction with the career choice students make while in the college. 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. The inability to choose the right career also contributes to stress and mental health problems in general (Ayesha Khan & Adele Rehman, 2018).

Moreover various studies carried out in different countries imply that the challenge of career decision making, the factors of career choice and coping strategies are a common issue of many cultures found in different countries around the world and Ethiopia. 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 high school. 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.

Other study in Ethiopia Henok, (2020) psychosocial factors associated with academic career choice process of students in the study also stated that the issue of career choice was not investigated enough in our country specially coping strategies and gives insight the need to study further.

According to Heriani, Firman, & Netrawati, (2024) career counselors and parents have a significant effect on the career orientation of students. The results indicate that while both variables are significant, the role of student counselors was found to be more significant, supporting the recommendation that career counselors should undertake professional development, and course material should be developed to support career guidance.

Many factors affect career choices of college students. Identifying these factors would give parents, interest, peer, educators, and industry an idea as to where students place most of their trust in the career selection process. It would also allow students to examine processes they use for career selection. The literature review has provided recommended models in career choices. The review of the literature showed that three areas of a student's life affect the career choices they make: environment, opportunity, and personality. All three played varying roles in career outcomes. This study is assessing career choice, associated factors and career strategies among college students.

Students make crucial decisions at a stage when they may not be fully informed of their choices, or else unavoidable circumstances that prevent them from pursuing their goals. Unfortunately, career choices are made with little awareness of the real world especially in Africa and Ethiopia. When we come to our county majority of the student's choice their career without full information and awareness related to career choice. Thus counselors, stake-holders, teachers, and parents can play a positive role in guiding them to make informed choices. Being interested in academic abilities, and being talent in a particular profession is very important in decision making and choice appropriate career. If a student is forced into a career, he may exhibit low self-esteem, poor performance and problem on job satisfaction and job effectiveness.

Several studies indicated a positive relationship between interests and career choice. It has also been investigated that individuals with better academic performance are able to make better judgments about themselves.

The current study differs from that of the previously conducted in other countries and in Ethiopia because of its goal of the study area, time of the study, the study population and samples. The specifically associated variables such as current career choice, career choice orientations, career thought, the association between socio-economic statues, families career backgrounds, career counselor and career choice strategies are included in this study.

1.3 Research Question

This study was guided by the following research questions:

1. What were student's career choices?
2. What were the associated factors of career choice?
3. Is there an association between socio-economic statuses, families 'career backgrounds and career counselor on career choice among at General Wingate Polytechnic College students?
4. What were the career choice strategies of the students of General Winget poly technic college?

1.4 Objective of the study

1.4.1 General objective of the study

The general objective of this study was to assess career choice, associated factors and career strategies among General Wingate Polytechnic College students.

1.4.2 Specific objective of the study

Specifically, this study was intended to:

1. Assess student career choice among General Wingate Polytechnic College
2. Examine the associated factors of career choice at General Wingate Polytechnic College students.
3. Find out the association between socio-economic statuses, families 'career backgrounds and career counselor on career choice among General Wingate polytechnic college students.
4. Examine career choice strategies of the students of General Wingate Polytechnic College.

1.5 Significance of the study

This study is expected to have the following significances.

Firstly, the study will give the great benefit to college students because it acquires information about the factors of career choice; it also acquires deep information about how to choose appropriate career. Furthermore, it gives information about the challenge of career choice and its impacts of improper career choice in the future career aim. College students may get information about the skills, and attitudes necessary to develop educational goals which are suited to their needs, interest and abilities.

Secondly, poly technic colleges will provide with relevant information earlier in their schooling. Poly technic colleges will be more careful in giving students information; they will test and use in their daily studies and apply to their career choice.

Thirdly, instructors, colleges, and universities to help their students make professional decisions by offering the support, direction, and advice they need. It may provide enough alternative to support the decision-making process when choosing a career. The conscious sources of elements such as families or mentors, peer, opportunities and academic accomplishment will be brought into a circle of counseling and discussion, to help the student build a comprehensive career plan or outline.

Fourthly, families who will look inward at their children's aptitude, interest the youths on a particular career choice. Fifthly, career counselor, guidance, counseling service and education may identify the major associated factors of career choice.

Lastly, the results of this study could assist national curriculum planners in making well-informed decisions about career guidance and counseling as well as curriculum developers in creating instructional programs. These instructional programs will be utilized to teach students. The specific aptitude and skills are needed to realize their career aspirations. It provides pertinent scientific data and advice for local bodies that are affected. Broadly speaking, it can be a source of information for academic institutions, media outlets, non-governmental groups, concerned government agencies, and the general public. Moreover, it could be a source for future researchers who wish to delve deeper into this field of study.

1.6 Operational definition

- ❖ Career choice: - In this study, the term career choice is students what department selected now or students the currently attending of learning.
- ❖ Career decision: - In this study, the term career decision student's ability to make decision regarding one's department future job.
- ❖ Career orientation: - in this study the term career orientation is information for students about career choice.
- ❖ Career thought: - in this study the term career thought is attitude and behavior for career.
- ❖ Career factors:- in this study the term career factors is sex, age, family education, family employment, socio-economic, family career background and career counselor.
- ❖ Career strategies: - the term career strategies in this study how to choice appropriate career and what consider for appropriate career choice.

1.7 Delimitation of the study

The study was conducted at General Wingate Polytechnic College in Addis Ababa, Ethiopia and Addis Ketema sub city in particular. It's in the vicinity of Addis Abeba's Wingate Square. Students of the academic year 2013–2024 were chosen because numerous academic studies and scholars have suggested that college is the most crucial time to choose a career in education. Since most students are adults, they may choose a career without doing a thorough self-evaluation or gathering enough information about their surroundings. However, this study establishes General Wingate Polytechnic College target population, area, and sample size restriction. There are 338 students in total, 177 of who are men and the rest 161 are women. Furthermore, no other research has been conducted in this particular field of inquiry.

1.8 Limitation of the study

Financial constraints were also anticipated in the current study. The bursary helped the researcher, but it was not enough to complete the study on a nationwide scale.

CHAPTER TWO

2. Review related literature

Introduction

The aim of this study to investigate career choice, associated factors and career strategies among General Winget polytechnic college. The aim of this study was investigate the associated factors of career choice and coping strategies among General Wingate polytechnic college. This chapter examines literature to determine career choice among General Wingate polytechnic college students. The literature is presented under the subheadings derived from the research questions. The sub headings were: - career choice orientation, career though, career counselor, families' education background, socio-economic statues and career strategies for appropriate career choice.

2.1 Career choice

Career Choice is the most important event in an individual's life Person's success and consequently satisfaction and happiness on how accurately he chooses his career. Improper selection of the career or frequently changing the career is very Harmful for psychological health. Once we invest time, money and effort in moving along particular career path it may not be easy to change the path. It is well known that individual who make career choice based on personal interest and abilities, show significantly higher level of job satisfaction and are more productive workers. Students who have gone through comprehensive career counselling are disserting in their career choices, while students who make career Choice without adequate and accurate counseling and guidance are at risk of being impelled to choose careers that are not suitable for them. Choice of career is not only central to one's lifestyle, but is also a vital aspect of the physical and emotional well-being of the individuals and their families. The choice of career is a crucial problem for a student. Most students face following questions at some or the other time.

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).

2.2 Career orientation

About career awareness had a significant and positive relationship with students' career choices. The relationship between personality factor and students' career choices was significant, weak, and negative. There was a medium, significant and positive relationship between academic ability and students' interests, and career choices. Students' academic ability and interest was found to be the most predicting factor in students' career choice. Students' career choice was under the influence of certain factors that are ideal to their occupational lives. Students' parents, friends, counselors, teacher, and their low socioeconomic status influence their choice of career. Moreover, students' interest, values, and skills greatly influence their career choice. Getachew A. (2022).

Rivera and Li (2020) study randomly sampled one thousand, one hundred and five respondents to investigate significant predictors of college learning and career orientation through multiple regression analysis across high schools in Houston Texas. In the study, 42% variance was revealed as college learning and career orientation among six outcome predicting variables, which include college related activities engagement, technology/facilities, parental influence, academic experience, self-esteem and effective teacher pedagogy. The study concluded that parent and teachers as support system for students is crucial to their development of the right attitude and interest towards career choice.

Literature has established causal relationship among orientation, aspiration, and career choice among secondary school students in both home and school as contributory elements in learning and development Nasir et al. (2022). The protean and boundary less career orientations are, by far, the most prominent and influential forms of career orientations examined in the literature to date. However, the relation between both is not without critique: some researchers regard protean and boundary less career orientations as distinct constructs, while others treat them as new forms of career orientations that are essentially interchangeable Wiernik & Kostal (2019).

Additionally, there has been little empirical evidence of the theoretical assumption that these two new career orientations have replaced traditional career orientations Gerber et al (2009). In fact, Gerber et al. (2009) showed that traditional organization-bounded career orientations, which reflect preferences for long tenure with an employer and organizational support for career management, were surprisingly more common than often assumed: almost two thirds of their sample reported a traditional career orientation. As such, there have been several recent attempts to reassess protean and boundary less career orientations and to introduce other, more parsimonious, forms of new career orientations that

better encompass the variety of career orientations among today's workers (e.g., Gerber et al., 2009; Guest & Conway, 2004;Kostal & Wiernik, 2017 ; Wiernik & Kostal, 2019).

Two important forms of new career orientations that have resulted from an empirical reassessment of the protean and boundary less career orientations are the 'independent career orientation' (Gerber et al., 2009) and the 'proactive career orientation' (Wiernik & Kostal, 2019). The 'independent career orientation' reflects elements from both the protean and boundary less career orientation and is characterized by a positive attitude towards frequent changes of organizations and commitment to oneself rather than the employer (Gerber et al., 2009; Tschoopp et al., 2014).

2. 3 Career thought

The construct of dysfunctional career thoughts follows from the emphasis that Beck (1972) placed on the role that cognitions can contribute to an individual's behaviors and emotions. Although dysfunctional thoughts are widely researched, little has been examined in the realm of education and vocation. In the same way that an individual 's beliefs about their abilities to complete specific tasks may limit an individual's progression through the career decision-making process, so may dysfunctional career thoughts hinder career decision making.

Dysfunctional career thinking is defined as a means of viewing oneself in a manner that "inhibits career problem solving and decision making" (Sampson et al., 1996, p. 2). Sampson et al. asserted that dysfunctional thoughts in the realm of the career decision-making process may limit an individual's ability to make rational career decisions. Further, individuals holding higher levels of dysfunctional thoughts will view additional barriers to career development.

Dysfunctional career thoughts are inferred through individuals' positive or negative endorsements of statements of their perceived attitudes, behaviors, feelings, and career strategies. From the perspective of the CIP approach, readiness for progressing through the career decision-making process must also be considered when working with clients with regards to decision making. Readiness is based on capability and complexity with regards to an individual's current situation. Individuals who possess a large number of dysfunctional thoughts may have a lower capability to make a decision and therefore be less ready to establish a choice. This creates the potential for a client to require more assistance in the job search process (Sampson et al., 2004).

Additionally, factors such as an individual's supports, behaviors, and cognitions interact to influence their vocational behavior (Lustig & Strauser, 2002). Although dysfunctional career thoughts can hinder individuals from making rational decisions, research has shown that interventions provided to undergraduates can lead to significant reductions in overall dysfunctional career thoughts (Osborn et al., 2007). Therefore, dysfunctional thinking can be lessened through knowledge of these thoughts as well as interventions.

2. 4 Socio-economic status on career choice

Research has examined the potential mediating role of Socio-economic status in the association between career choice Lee (2018) However, low socio-economic status may also confer risk for adolescents' career maladjustment by disrupting proximal interpersonal processes outside the family setting, particularly their interactions with teachers in the school context (Barbarin & Aikens,hoice 2015).

Decades of research has shown that socio-economic status is related to children's developmental outcomes across multiple domains, and these associations are explicated specifically through shaping the various proximal processes occurring within the microsystems that children are embedded Nomaguchi & Milkie, (2020). Empirical studies also have generally supported the proposition that socio-economic status plays a vital role in career development. Hu and colleagues (2020) found in a sample of 224 college students that higher socio-economic status related to more career exploration and goal persistence via lower perceived scarcity, which ultimately related to better person-job fit. Similarly, low socio-economic status has been demonstrated as a critical risky factor for college students' compromised career development, including career exploratory intentions, vocational aspirations, and career decision self-efficacy Hsieh & Huang, (2014).

College major choice is one of the most studied topics in the economics of education. This is a complex decision for students. Major choice has been shown to depend on economic conditions (Blom et al., 2021; Weinstein, 2020). In fact, previous studies found that students with low socio-economic status were usually judged less favorably from teachers, had less affective teacher–student relationships, and perceived less teachers' support than students from high socio-economic status background Sikora (2019).

2.5 Family career background

Students whose parents have lower incomes may face financial pressure to choose majors that pay off earlier in life; if so, they may trade off later-life earnings in exchange for financial security soon after college. Parents' educational background could also matter. Parents with differing education levels could have different expectations for their children when it comes to field of choice. Parental education may also impact the students' exposure to different occupations and role models, which have been shown to factor of career choice Porter and Serra, (2020).

Careers of parents may have a factor on children's career choices. For example, Indian parents' careers were found to be factor on students' choice of careers (Bakshi, Ghandi, Shah & Maru, 2012:13). Bandura's Social Cognitive Theory emphasizes vicarious learning where individuals learn by observing. By observing learned parents relating with the outside world, students are likely to model such parents. The current study found out whether families careers influenced their children's choices of careers in general Wingate polytechnic college in Ethiopia.

American parents help their children through the expectations they have for their children's post-secondary education and through home based involvement in their children' careers (Trusty, Ng & Watts, and 2005:66). Home based involvement is the degree to which parents discuss educational and career related matters with their children. It could be the assistance parents give to their children through homework and educational tours which are biased towards the parents' expectations of their children as they eventually choose their careers.

Similar witness was given by another graduate student that: - When I was in secondary school, my father encouraged me to study very hard. He emphasized to put much effort in Mathematics since he wanted me to become an accountant like him. Since I was not informed about other occupations I had to obey what my father told me. Finally, I am an accountant, working in one of the financial institutions like my father. My father is proud of me.

Drawing from the above quotation, it is clear that some graduate students get into a certain career so as to comply with the interests and aspirations of their parents. Parents, therefore, exert a great deal of factor on the choice of career and academic majors of their children. However, others find themselves in a certain career simply because their family members are all in a similar career. One of the graduate candidates explained thus: "...my brothers and sisters are teachers. I did not know that there were other professions other than teaching. I got to know this when I started teaching." This quotation implies that a

family has an important role on an individual's decision pertaining to career choice; and the influence can be explicit or implicit.

The factor was high, particularly in families with higher levels of education beginning from secondary school education to a master's degree. In addition, [Polenova et al. \(2018\)](#) indicated that parental opinions strongly encouraged their children to choose a career. Similarly, a study by [Aslam et al. \(2012\)](#) revealed that parent' previous experiences directly and indirectly factors their children's attitude toward careers through their family background; and the factors was found to be significantly positive. Based on the findings, the family and siblings play a great role in career choice. Therefore, members of the family and siblings need to expose children to the career about which they have prior information.

2.6 Career counseling

Career counseling means helping people to discover their real stance, achieve self-awareness, and create a clear and unified picture about themselves and the world of work and these aspects have a large impact on career decision-making Gati et al., ([2019](#)).

According to Yildirim ([2019](#)) Career counseling is not dedicated to decision-making and includes many problems such as frustrations, disappointments due to the sense of redundancy, unemployment, managing relations with other people in the workplace, decision-making about returning to career or education and finding solutions to create a balance between various life roles, career counseling can help people to find a suitable profession and this can identify an environment in which the person can flourish. The ultimate aims of career counseling are to help people choose appropriate fields of study and careers, make meaning of their career-lives, find a sense of purpose in and design successful lives, and make meaningful social contributions Maree, J.G. (2018).

According to Suryadi, Sawitri, Hayat, & Putra (2020) school counselors and parents have a significant effect on the career orientation of students. The study indicate that while both variables are significant, the role of student counselors was found to be more significant, supporting the recommendation that school counselors should undertake professional development, and course material should be developed to support career guidance.

Career counseling is based on three paradigms of vocational guidance, career education, and life design (Savickas, 2012). Researchers believe that traditional approaches cannot account for challenges

resulted from changes in the world of work and it is better to use new approaches in career counseling (Maree, 2015). In order to be successful in the course of changes in the world of work, it is necessary to have a good choice based on scientific principles (Bravo et al., 2017).

According to Gati and Levin (2012) state that those students who are concerned about their future and learn decision-making skills, will have successful career development. In career studies, decision-making components are introduced as necessary tools to design career (Saka & Gati, 2007) and through career decision-making, people create their unique life style (Lent, 2013). Parental support, encouragement and guidance often spur children's determination to achieve set educational or/and career goals Zhang et al. (2019)

According to Getachew, A. (2022) study indicates that a few students join a different field of study of their interest. However, the majority of the respondents were forced to join different departments. Nearly half of the students had awareness of career choices. The personality factor was found to be the most prevalent factor which factor students' career awareness followed by career awareness and family factors.

2.7 Theoretical formwork of career choice

The Social Learning Theory propounded by [Kruboltz et al. \(1976\)](#) guided the study. The theory advocates that career choice is influenced by various factors including environmental conditions and events, genetic endowment and specific skills, cognitive and emotional reactions, and social learning experience ([Ireh, 2000](#)). Regarding environmental conditions and events, the individual collects information about the occupation and constructs their own world using their cognitive theory and inputs from the external environment ([Ireh, 2000](#); [Shamshad et al., 2014](#)).

The individual's perception of the environment is established by his/her experience and the new knowledge obtained from career development. Future career decision, therefore, depends on personal subjective analysis. In addition, career choice involves genetic endowment and specific skills; every individual is naturally born with specific potentials that make him/her more effective in one occupation than in another. The differences in potential affect the individual's educational exposure and job preference ([Shamshad et al., 2014](#)). The differences can be gender, race, birth defects, physical appearance, and qualities. Furthermore, cognitive and emotional development plays a significant role in career choice. The cognitive and emotional response can alter an individual view of a phenomenon and authority from different angles.

The transition from one career to another can be challenging if interrupted by pressure enduring abilities and emotional instability ([Krumboltz, 1991](#)). Moreover, besides inherited qualities, every individual is exposed to social learning experiences and different approaches to problem solving ([Schonorr & Ware, 2001](#)).

Social groups influence the approaches or environments to which one is exposed; and these can change an individual career decision. The adopted theory is suitable for this study as it answers the questions “how do people choose the career?” and “why do they switch from one occupation to another at diverse points throughout their lives?” By adopting the Krumboltz's social learning theory, it was established that career choice and change is influenced by the environmental conditions and regularly occurring events in society, genetic involvement and specific skills, cognitive and emotional reaction, and social learning experiences coupled with various approaches to solving the problems surrounding an individual.

2.7.1 Trait- and- factor theory

The trait-and-factor approach has been the most durable of all career counseling theories. Simply stated, it means matching the individual's traits with requirements of a specific occupation, subsequently solving the career-search problem. The trait-and- factor theory evolved from early studies of individual differences and developed closely with the psychometric movement. This theory greatly influenced the study of job descriptions and job requirements as theorists attempted to predict future job success by measuring job-related traits.

The key characteristic of this theory is the assumption that individuals have unique patterns of ability and/or traits that can be objectively measured and correlated with the requirements of various types of jobs. The development of assessment instruments and the refinement of occupational information are closely associated with the trait-and-factor theory. The study of aptitudes in relation to job success has been an ongoing process.

Occupational interests occupy a major part of the research literature on career development. The importance of individual values in the career decision-making process has also been highlighted by the trait-and-factor theory. Through the efforts of Parsons (1909) and Williamson (1939, 1965), components of the trait-and-factor theory were developed into step-by-step procedures designed to help clients make wise career decisions. Parsons' three-step procedures studying the individual, surveying occupations, and using “true reasoning” to match the individual with an occupation—may at first glance be judged to be completely dominated by test results. But, on the contrary, it has been argued that Parsons' first step

suggests that evaluating each individual's background is an important part of his counseling paradigm and does not necessarily include psychometric data.

In choosing a career, it is important to know how students develop their preferences for one occupation or the other, and how these preferences are implemented. Parents, teachers, and counselors ought to be familiar with major factors which influence vocational or career development of individuals. This is necessary because career theorists believe that individuals have certain abilities, interests, personality traits and other characteristics that inform one's career choice. It is thus believed by professionals that if these characteristics are known together with their potential values, and where on the job market these values can be put into appropriate uses, the individual is more likely to become a happier person, a more effective worker and a more useful citizen. In other words, knowing oneself and knowing the career opportunities existing in one's environment can help an individual make a good vocational adjustment.

2.7. 2 John Holland's theory

According to John Holland (1992), individuals are attracted to a given career because of their particular personalities and numerous variables that constitute their backgrounds. First, career choice is an expression of, or an extension of, personality into the world of work, followed by subsequent identification with specific occupational stereotypes. A comparison of self with the perception of an occupation and subsequent acceptance or rejection is a major determinant in career choice. Congruence of one's view of self with occupational preference establishes what Holland refers to as the modal personal style.

Holland proposed that personality types can be arranged in a coded system following his modal-personal-orientation themes such as R (realistic occupation), I (investigative), A (artistic), S (social), E (enterprising), and C (conventional). In this way, personality types can be arranged according to dominant combinations. For example, a code of CRI would mean that an individual is very much like people in conventional occupations, and somewhat like those in realistic and investigative occupations. Holland's Occupational Classification system has corresponding Dictionary of Occupational Titles numbers for cross-reference purposes. The four basic assumptions underlying Holland's (1992) theory are as follows:

1. In our culture, most persons can be categorized as one of six types: realistic, investigative, artistic, social, enterprising, or conventional.

2. There are six kinds of environments: realistic, investigative, artistic, social, enterprising, or conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. A person's behavior is determined by an interaction between his personality and the characteristics of his environment.

2.7.3 Social learning and cognitive theories

The theories in this section focus on a wide range of variables that affect career choice and career maintenance over the life span. In general, social conditioning, social position, and life events are thought to significantly influence career choice. More specifically, individuals are thought to be influenced by many factors including genetic endowments and special abilities, contextual experiences, learning experiences, and skills learned in managing tasks. Key elements in the career choice process are problem-solving and decision-making skills. Career choice also involves the interaction of cognitive and affective processes. Individuals must be able to process information effectively and think rationally.

Individuals who resort to personal agency or assume total responsibility for their future model an attitude others should emulate. In addition, individuals are encouraged to develop strategies to overcome barriers that interfere with choice implementation. Learning is a key element in this group of theories; for example, learning experiences can expand and increase the range of occupations one considers exploring. Keep in mind that indecision may be related to a limited educational background.

Finally, this group of theories addresses faulty thinking that can obscure rational decision making. Discovering and unlearning faulty beliefs about career choice and multiple life roles is major objective of these theories. We begin with a learning theory, proceed to a cognitive information processing theory, and, finally, explore a social cognitive perspective.

2.7.4 Krumboltz's learning theory of career counseling

The theory is an attempt to simplify the process of career selection and is based primarily on life events that are influential in determining career selection. In LTCC, the process of career development involves four factors: (1) genetic endowments and special abilities, (2) environmental conditions and events, (3) learning experiences, and (4) task approach skills.

Genetic endowments and special abilities include inherited qualities that may set limits on the individual's career opportunities. The authors do not attempt to explain the interaction of the genetic

characteristics and special abilities but emphasize that these factors should be recognized as influences in the career decision-making process.

Environmental conditions and events are factors of influence that are often beyond the individual's control. What are emphasized here are that certain events and circumstances in the individual environment influence skills development, activities, and career preferences. For example, government policies regulating certain occupations and the availability of certain natural resources in the individual's environment may largely determine the opportunities and experiences available. Natural disasters, such as droughts and floods that affect economic conditions, are further examples of influences beyond the control of the individuals affected.

In sum, social-learning theory suggests that learning takes place through observations as well as through direct experiences. The determination of an individual's problematic beliefs and generalizations is very important in this social-learning model (Mitchell & Krumboltz, 1996). For example, identifying content from which certain beliefs and generalizations have evolved is a key ingredient for developing counseling strategies for individuals who have problems making career decisions.

The counselor's role is to probe assumptions and presuppositions of expressed beliefs and use this information to explore alternative beliefs and courses of action. Assisting individuals to understand fully the validity of their beliefs is a major component of the social-learning model. Specifically, the counselor should address the following problems (Krumboltz, 1983):

- ❖ Persons may fail to recognize that a remediable problem exists (individuals assume that most problems are a normal part of life and cannot be altered).
- ❖ Persons may fail to exert the effort needed to make a decision or solve a problem (individuals exert little effort to explore alternatives; they take the familiar way out).
- ❖ Persons may eliminate a potentially satisfying alternative for inappropriate reasons (individuals overgeneralize from false assumptions and overlook potentially worthwhile alternatives).
- ❖ Persons may choose poor alternatives for inappropriate reasons (individuals are
- ❖ Unable to realistically evaluate potential careers because of false beliefs and unrealistic expectations).
- ❖ Persons may suffer anguish and anxiety over perceived inability to achieve goals (individual goals may be unrealistic or in conflict with other goals).

2.7.5 Cognitive information processing theory

The cognitive information processing (CIP) paradigm concerns the actual thought and memory processes involved in solving career problems and making career decisions. In the CIP paradigm we ask, “What can we do as career counselors to enable individuals to acquire self-knowledge, occupational knowledge, and career problem-solving and decision-making skills to become effective and responsible career problem solvers and decision makers. Four of the key assumptions regarding the application of CIP theory to career problem solving and decision making are as follows:-

First, career problem solving and decision making involve the interaction of both affective and cognitive processes even though CIP emphasizes cognition, we recognize that emotions are an integral part of a complex human task such as career problem solving (Reardon, 2000).

Second, the capability for career problem solving depends on the availability of cognitive operations as well as knowledge (Sampson, Peterson, Reardon, & Lenz, 2000a). The essential components of cognition in career problem solving are analogous to the functions of a computer. Data files represent self and occupational knowledge stored in long-term memory (LTM); the programs are cognitive algorithms, also stored in LTM, which transform information into more useful and meaningful forms of information.

Third, career development involves continual growth and change in knowledge structures (Peterson, 1998). Self-knowledge and occupational knowledge consist of networks of memory structures called schemata (the singular is schema) that evolve over the lifespan. Because both the occupational world and individuals are ever changing, the need to develop and integrate these domains never ceases.

And fourth, the goal of career counseling is the enhancement of information processing skills. From a CIP perspective, career counseling involves providing the conditions of learning that enhance the acquisition of self and occupational knowledge, as well as the development of career problem-solving skills that transform information into satisfying and meaningful career decisions. The continued development of these capabilities is necessary for individuals to manage the inevitable occurrences of career problems that arise throughout the course of a lifetime.

2. 8 Career planning and career strategies

Success is every individual's dream, yet, to obtain success is not an easy business. To gain success, there is a process and training to go through, so as career success. Career success cannot be obtained without a plan and real effort. Career planning refers to an individual's activity leading to future career decision A. Agung budipra bowo, Nurhudaya, and Budiamin (2018). L. P.-W. (2018) Career plan plays an important role in finding one's proper location in society, making full use of one's potential ability and achieving success. As for college students, it's a key step to enter society and achieve their ambition of life L. U. Zhu, (2005)

Dillard (1985) stated that by analyzing interest, talent, strength and weakness is an important step to realistically judge oneself for planning a career so that his/her life becomes more efficient, as well as to achieve success in the future. Self-awareness or self-understanding becomes the sources of career planning and decision-making that suits ability, interest, and talent.

Career planning ability in the different study can be affected by several things. R. S. Sharf. (2013) states that career planning is affected by some were following factors, life values, physical condition, society, state's or regions social and economic condition, children' position in the family, family view on the gender role and responsibility has resulted in psychological and social-cultural values, other people besides parents and siblings who live in the same house, and family expectation on children future will significantly affect children in creating and planning their career, social and economic level of the family, peers, school, and lifestyle and family condition.

CHAPTER THREE

3. Research methodology

Introduction

The study focuses on career choice, associated factors and career strategies among General Wingate polytechnic college students. The research methodology issue in this chapter includes research design, study site, study population and participation, sampling technique, sampling size, pilot study, and variable, and data instrumentation, procedure of data collection, data analysis and ethical issues.

3.1 Survey Design

Surveys collect information at a specific moment in time with the goal of characterizing the state of affairs, defining benchmarks by which the current state of affairs can be measured, or accounting for the connections between particular occurrences (Morrison, Cohen, and Manion 2011:377). This study used survey design to assess the career choice, associated factors and career strategies among General Winget polytechnic college students, Ethiopia. The research design appropriate for this study was that of a descriptive survey, this was because the descriptive research design provides data about the population being studied. The design also described the answers to the topic as to assess career choice, associated factors and career strategies among General Winget polytechnic college students.

Through their answers to questions, samples of people are surveyed in order to gather information. It is a productive way to methodically gather information from a wide range of people in educational contexts (Glasow, 2005:1). According to Cooper and Schindler (2011), descriptive research offers a logical description that is based on facts and precise as possible and this was tailored to my research problem. We note that the research was statistical; the method captured the populations characteristics by making inferences from the sample characteristics and broad information about the results were presented based on the sample studied.

Data from survey research are derived from several study participants and real-world observations. Additionally, Kelley, Clark, Brown, and Sitzia (2003:261) stress that surveys can generate a lot of data quickly and at a reasonable cost. In order to save time and money, the study takes advantage of the aforementioned strengths to carry out the current investigation.

3.2 Study site

The study was carried out in Addis Ababa, Ethiopia. General Winget polytechnic College was established on May, 1946 by Emperor Haile Selassie I. By the time, the name was General Wingate Secondary School. It was given in memorial of the British soldier major General Arde Charles Wingate, who led the combined Ethiopia, British and Sudanese troops to liberate Ethiopia from Italian invasion. At the beginning, this modern school was boarding for over three decades. The students were from all over Ethiopia and they had to have the highest result in the elementary school leaving examination. They had also to pass the entrance exam of the school.

General Winget polytechnic College is large and boarding technical college. It has regular program, extension/weekend program, night program and several departments. Students, who participate in this study, attend their learning in this institution. Many variables such as the factors of families career background, career orientation, career thought, and career counselor.

The Ethiopian General Winget Polytechnic College has been involving in different activities of changing young people in spirit. Providing vocational training is one of among different activities. Before 1994 the general Wingate TEVT College had well organized and famous TVET center. From the early training of construction and vocational school the General Wingate TVET reinstated in 1994 and has started giving metal work training after reopening of General Wingate. The enrollment had grown to over 2750 per year. Currently, it is polytechnic college with an enrolment of more than 4825 trainees every year. It provides automotive, construction, textile and leather garment, ICT, hotel and tourism, manufacturing, wood work, agriculture, business drafting and surveying trainings in more than 43 occupations both in formal and non-formal programs. The study site is specifically located in Addis Ketem sub city woreda 6 it's located around Wingate square.

3.3 Study population

Cooper and Schindler (2011) define a population as the total set of elements from which conclusions are drawn. A collection of the variables under investigation makes up that population. Since using the entire population for study was both practically and financially impractical, a sample of the population was typically selected for examination. The populations under study were the GWPTC students. These include students in regular, extension/weekend and night class including both boys and girls.

These populations were students with the age range between 18 and 30 class of year 2023/2024 in Addis Ababa city specifically in GWPTC. The total numbers of the study population were 338 which of 177

were males and the remaining 161 were females. Because college students are the most critical period they are under influence from different internal and external pushing factors. Student worried about to set their career choice. The students were in confusion and dilemma to prefer which department fit with their interest and personality. Because of the above reasons the researcher conducted this research on this specific population and area.

3.4 Sampling technique and size

“Sampling frame is the list of all elements from which the sample is actually drawn. Ideally, it is a complete and correct list of population members only” Cooper and Schindler (2011, P.188). In this research, the sampling frame was clearly identified as the students of the General Wingate polytechnic college students. The sampling frame was obtained from the registrar’s office. Sampling is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population. The two main advantages of sampling are the faster data collection and lower cost (Kish 1965, Robert 2004). Each observation and questionnaire measures one or more properties of observable subjects distinguished as independent individuals.

The populations of this study were students in General Wingate polytechnic college from regular was 251 students, and from extension was 87 students were selected. A total of 338 students were participated. From this 177 were males and the remaining 161 were females participated in the study. These were selected through a stratified random sampling technique. This is a sampling frame that is divided into subsections comprising groups that are relatively homogeneous with respect to one or more characteristics and a random sample from each stratum is selected (Colins, Onwuegbuzie & Jiao, 2007:272). Breakwell, Hammond, FifeSchaw and Smith (2006:115) stated that stratified random sampling divides the sample up into separate subgroups and then selects random samples from within each group.

According to Bhattacharjee (2012:67) stated that the sampling frame is divided into homogeneous and non-overlapping subgroups and a simple random sample is drawn within each subgroup. In other words, stratified random sampling is a method in which individuals are taken to represent each major stratum or layer within the population and the populations of this study were regular, extension, gender and different departments.

Each respondent was chosen by chance and each member of the 338 population has an equal chance of being included in the sample and every possible sample of a given size has the same chance of selection.

To obtain this, a sampling frame was obtained from GWPTC students from which a sample of 200 was identified using.

3.4.1 Sampling size

Sample size determination is the technique of selecting the number of observations to include in a sample. The sample size is an important feature of any study in which the aim is to make inferences about the population from a sample. In general, the sample size used in a study is determined based on the cost of data collection, short period of time and based on sufficient statistical power.

Stratified random approach was employed by the researcher. With this kind of sampling technique, each participant has an equal chance of being chosen to take part in the study. A basic random sample procedure was used, similar to the lottery method. The simplified formula of Yemane (1967) was used to get the sample size. This is because, in comparison to sample size determination tables calculators like Rao Soft, Yamane's approach yields larger sample sizes. This formula determines sample size with a precision level of 0.5% and a 95% confidence interval.

The formula for this method is

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

Where N is the size of the population, e is the degree of precision, and n is the sample size. There were 338 students enrolled in General Wingate Polytechnic College overall. Using the sample size determination formula, 183 was the final sample size. However, 10% of the sample was added in order to account for the non-response rate, and 200 students from General Wingate Polytechnic College participated in the questionnaire.

3.5 Data collection instrument

Data collection was essential to providing answers to the research questions. Compiling data was essential to addressing the research questions. Two methods of gathering data were used for the study: primary and secondary data. In addition to aiding in the response of the questions, secondary data also improves the comprehension of the research questions through the literature review. Nevertheless, the study was applied to rely upon the empirical study, also known as primary data, when insufficient secondary data is provided with respect to one's research issue. Primary data were the sorts of data used in the investigation. Questionnaires were utilized in the study to gather data. The highlighted list explains the researcher's decision to use questionnaires instead of other tools.

3.5.1 Questionnaire

According to Ross (2005:4), a questionnaire can be used to gather data on facts, opinions, and actions, degree of knowledge, expectations, attitudes, and perceptions. The goal of the current study was to gather objective information with regard to career choice and coping techniques from General Wingate Polytechnic College students.

The questionnaire used in this study made data collection and analysis simple because each respondent was asked the same question in the same manner. As a result, the researcher was certain that every member of the sample provided an identical response to each question, making the procedure dependable. In order to collect data in an organized fashion from a representative sample of a given population, the researcher also selected a questionnaire over alternative tools. This allows results to be extrapolated to the entire population (Rottrary & Jones, 2007:239).

The primary benefit of utilizing a questionnaire is its ability to gather high-quality data that is simple to understand (Cohen et al., 2011:377), resulting in the achievement of that quality finding. For the current study to be more reliable, participants had to supply high-quality data.

The questions are concise, well-crafted, and written in plain language. It has been demonstrated that the likelihood of the researcher receiving a completed survey questionnaire increases with the level of motivation exhibited by the responder.

3.5.2 Closed-ended questions

The benefits of using closed-ended questions in this study include decreased participant time wastage, increased respondent motivation to complete all items, a chance to address all items, ease of data encoding and analysis for the researcher, and thoughtfully selected response options that provided each participant with a consistent frame of reference when selecting an answer. Since the responses to closed-ended questions are predetermined, they are more precise than open-ended questions and are more likely to encourage responders to understand the topic and the required response consistently (Colosi, 2006:2). Because they enable the researcher to create frequencies on linked elements of profession choice and coping techniques, closed-ended questions are therefore ideal for this study.

3.5.3 Open ended questions

Colosi (2006:1) asserts that open-ended questions do not limit the responses that can be given by participants. Furthermore, in contrast to closed-ended questions, which specify a range of possible answers, open-ended questions provide respondents the freedom to express themselves without any

restrictions. Although the responses may be comprehensive and rich in information, the varied response and non-direct nature of the question may make it challenging to compare the answers over a large number of participants (Leiva, Rios & Martinez, 2006:520; Mathers et al., 2007:20).

The questionnaire for this study was divided into six main sections, including demographic questions, general factors associated with career choices, career choice orientations, career thoughts, career counselor advice on student career choices, and career choice strategies. The questionnaire was administered with both open-ended and closed-ended questions. To evaluate the factors those are related to college students' coping strategies and career choice.

A. Background information

Based on demographic questions, which center on background details including age, sex, father education, mother education, father employment, mother employment, program of study, and department, the respondent's demographic data was gathered. There was one open-ended question and seven closed-ended ones in all. There were eight pieces in all.

B. General associated factors of career choices

Questionnaires assess relating to the general associated factors of student career choice in General Winget polytechnic college were collected by using nine close-ended questions prepared by the researcher. In this section three open-ended questions consisted such as career choice orientations, career thought, career counselor, socio-economic statuses and families 'career backgrounds. The other variable was grade started thinking about career choices, when decide their career, career plans at present, career choice based on their interest and how much satisfied with their current career choice.

C. Career choice orientations

The student career orientation, which was modified from Schein's work (1990), was the third tool used in this study. 40 closed-ended elements comprise the SCO, which measures general managerial, technical/functional, and autonomous/independent, security/stable, entrepreneurial creative, service or dedication, real challenge difficulties and lifestyle.

1. Technical or functional orientation: - Mostly motivated by the work's content; seeks to advance exclusively in their technical or functional areas of expertise; generally despises and fears general management because they perceive it to be excessively political.

2. General managerial orientation: - Mainly motivated by the chance to assess and resolve issues in the face of ambiguity and incomplete information; enjoys organizing teams to accomplish shared objectives; enthusiastic.
3. Autonomy/independence: - Mainly driven to look for work environments that are as free of organizational restrictions as possible; aspires to establish own work schedule and pace; is prepared to forfeit prospects for advancement in order to have greater freedom.
4. Security and stability: - Mostly driven by a desire for job security and a commitment to a single company over the long term; ready to comply and completely integrate into the standards and values of the business; has a propensity to detest travel and relocation.
5. Entrepreneurial creativity: - Driven mostly by the want to construct or produce something wholly original; easily bored and inclined to switch between projects; more enthusiastic about starting new businesses than overseeing ones that are already well-established.
6. Service/dedication: - Driven primarily to make the world a better place; seeks to match work activities with personal beliefs about assisting society; is more interested in obtaining positions that line with their ideals than their qualifications.
7. Pure challenge: - Driven primarily by the desire to overcome significant challenges, find solutions to nearly insurmountable issues, or triumph over exceptionally formidable opponents; characterize their careers as constant struggle or competition in which victory is the only thing that matters; extremely narrow-minded and intolerant of others who have different goals.
8. Lifestyle: - Driven primarily by a desire to strike a balance between work and personal life; deeply concerned about matters like daycare possibilities, maternity and paternity leaves, etc.; seeks for organizations with strong pro-family policies and initiatives

D. Career thoughts

The study included the career thoughts questionnaire as its fourth instrument. This 48-item self-report questionnaire was developed to measure career thoughts and was modified from the work of Sampson et al., 1996. The CTI uses a four-point Likert scale to measure negative thoughts that impede making career decisions. The total score can be used to identify those who could be struggling with dysfunctional thought patterns that are preventing them from making career decisions.

E. Career counselor on student career choice

The fifth tool, which is the Counselor role on job decision, was modified based on Suryadi's (2010) research. Ten items make up the counselor role on career choice questionnaire, which assesses the

counselor's contribution to students' professional decision-making. Each question asked the respondents to rate their agreement or disagreement using a Likert-type system, with 1 denoting strongly disagree, 2 disagree, 3 agree, and 4 strongly agree. The questionnaire's English to Amharic translations of the original instruments are available in the Appendices.

F. Career choice strategies

The final tool of this study was career choice strategies in General Winget polytechnic college were collected by using open-ended questions prepared by the researcher. In this one open-ended question consisted.

3.6 Pilot study

Before conducting the pilot study researcher was giving to experts who have PhD degree in psychology and working as instructor and career counselor. It was given for face validity checkup and clarity then obtained a good result after different 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. 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 is doing to check the reliability of the instrument.

Finally, the Amharic version of the instrument was pilot tested on a randomly selected sample of 50 participants (36 males and 14 females; 38 regular department and 12 extension they were first year General Winget polytechnic college students from a non-sampled. Cornbrash alpha value was .875 and Cornbrash alpha based on standardized items was .893 which is good and acceptable reliability level as per many literatures suggestion.

Table 3.1 reliability statistics

Reliability Statistics

Cornbrash's Alpha	Cornbrash's Alpha	N of Items
	Based on	

	Standardize	
	d Items	
.875	.893	50

3.7 Variables

- ❖ Dependent variable
 - Career choice
- ❖ Independent variables
 - Career counselor
 - Socio-economic statuses
 - Family career background

3.8 Data collection procedure

Permission was sought from all relevant authorities including the Addis Ababa university school of psychology and General Wingate polytechnic college. The researcher also received written permission from the Addis Ababa university school of psychology and General Wingate polytechnic college offices. Having the permission at hand, the researcher observed all the programs which are delivered in the college.

The dates for collecting the instruments are scheduled and announced to department heads, students, and college authorities. The participants are confident that the information gathered, including responses, was kept secure and accessible only to the researcher. The study's participants give their whole consent to participate. Ultimately, the researcher gathers pertinent data in May 2016 E. C. by using both closed-ended and open-ended questions. In order to do that, the questionnaire included the following information about the study's goal and the instructions for filling it out:

3.8.1 Translation of the tools

The instrument of this study originally was modified from different theory by English version. The English version of the questionnaire was translated into Amharic in order to handle language barriers. The validity of the research and its report is directly impacted by the use of Amharic for data collection and English for results presentation (Winer, 2000). Accredited translators utilized the back translation procedure to translate the scales from English to Amharic for this study. Initially, the specialists

translated the scales from English into Amharic. Three university-affiliated Amharic instructors then revised and polished the Amharic version. Second, two PhD holders in English language education who were instructors at Jinka University and Debre Berhan University translated the Amharic version into English.

Third, the scholar conducted a comparative analysis between the first English original version and the second English translation. With the assistance of the researcher's advisor, an assistant professor and instructor at Addis Ababa University with prior experience at other universities, the researcher made several modifications to the Amharic translation. The other instructor has been teaching Amharic at the university level for almost three years.

Ultimately, the researcher used the Amharic version as the study tool based on parallels between the first original English version and the second translated English version.

3.9 Method of data analysis

Through the use of closed-ended questionnaires, quantifiable data for the current study was obtained. Measured observations on a numerical scale are known as quantitative data. According to Quang and Hong (2009), quantitative data are those that show how much or how much of anything there is. The data analysis method used was the descriptive method and another data was open-ended questionnaires. Its analysis was through qualitative method.

3.9.1 Data coding

Applying the thematic framework to the data and utilizing numerical or textual codes to identify particular data points that address various topics is the process of coding (Lacey & Luff, 2001:10). The responses from participants are gathered in a buffer with the aim of classifying them. Codes or numbers are then assigned to each category of answers. In order for data to be transferred to a computer for data analysis, Mathers et al. (2007:42) define coding as the process of assigning a numerical value or code to questionnaire responses or other data. Put another way, coding is the process of transferring participant information ready for data analysis and explaining research findings. Closed-ended questions in this study are coded in computer.

3.9.2 Statistical analysis

In the current investigation, descriptive statistics expressed as percentages was used. Version 20 of the Statistical Package for the Social Sciences (SPSS) was used to analyze data and provide insights into the study results. For simpler understanding, data was converted into percentages. For each questionnaire item, a ratio was calculated in order to discover items that are regarded favorably or unfavorably in terms of related aspects on career choice. In order to determine ratios, add the positive responses that indicate strong agreement and agreement, then divide the total by the negative ones that indicate strong disagreement and disagreement.

In order to display the mean and standard deviation and determine the statistical significance of the findings, the study used both descriptive and inferential statistics. The kind of research questions that need to be answered determine the analysis techniques that are used. As a result, their assumptions inform the application of descriptive and inferential statistics.

3.10 Ethical consideration

The goal of research ethics issues is to determine the standards of behavior and norms that researchers should adhere to (Connolly, 2003:4). In order to safeguard both the subjects and the researcher, the researcher followed ethical criteria while conducting this study. The researcher addressed the following moral dilemmas, including:-

According to Taylor, Peplau, and Sears (2012:28), informed consent entails agreeing to participate in research after being made aware of the study's potential advantages and dangers. This means that the participants have to be informed about the nature of the research, how it will benefit them personally, and how it will benefit other investors, such as families, governments, colleges, and other relevant parties, as well as the wider public. The students are not forced to participate in the study; instead, they are given time to weigh the advantages and disadvantages of taking part. Additionally, participants were informed of all research risks and benefits. On behalf of the students, the college signed the consent papers. Given that the study subjects are limited. A certificate of ethical approval was received from the psychology department of Addis Ababa University. It is advised to obtain informed permission and uphold ethical norms. As a result, the researcher got in touch with the General Wingate Polytechnic College management body and presented the support letter from the School of Psychology. Then, the researcher talked about the topic under investigation, the purpose of the study, and the fact that no subjects would be harmed.

CHAPTER FOUR

4. Result and findings

Introduction

The main focus of this chapter is to present analyses and the results of the study. The chapter includes the findings from the questionnaire collected from the sample of the General Wingate polytechnic college students. The results of this chapter were subdivided into five broad types as per the research questions. These are background information, general associated factors of career choices, career choice orientations, career thoughts, career counselor on student career choice and college guidance and counseling. These are important to students' career choices. In analyzing data, descriptive statistics such as frequency, percentage and table were used. Results were generated using statistical package for social sciences (SPSS) and presented in tables.

4.1 Background information

This information includes on the respondents age, gender, father educational background, mother educational background, father employment, mother employment, course session and time and Department. This information was important to show how factors mentioned above influence.

Table 4.1 Socio-demographic variables

<i>S. No</i>		<i>Variable</i>	<i>N</i>	<i>%</i>
1.	Age	16-18	7	3.5
		19-21	134	67
		Above 22	59	29.5
2.	Sex	Male	112	56
		Female	88	44
3.	Father's education level	Cannot read and write	23	11.5
		Primary school level	55	27.5
		Secondary school level	53	26.5
		Diploma level	31	15.5
		Degree level	29	14.5
		Master and above	9	4.5
4.	Mother's education level	Cannot read and write	44	22

		Primary school level	54	27
		Secondary school level	54	27
		Diploma level	24	12
		Degree level	22	11
		Master and above	2	1
5.	Father's employment	Civil servant	46	23
		Private employed	128	64
		Never employed	25	12.5
6.	Mother's employment	Civil servant	34	16
		Private employed	84	42
		Never employed	81	40.5
7.	Program	Regular	151	75.5
		Extension	49	24.5
8.	Department	Management	53	26.5
		Accounting and finance	23	11.5
		Drafting	31	15.5
		Auto-mechanic	27	13.5
		Finishing construction work	8	4
		Information communication	7	3.5
		Building electrical installation	19	9.5
		Culinary art	9	4.5
		Industrial electrical method department	12	6
		Hotel and tourism	11	5.5

Table 4.1 indicated that the age categories of the respondents constitute that majority 134 (67%) of them were 19-21 years old. The next largest participants of the study 59(29.5%) age were above 22. The third largest were 7(3.5%) were between 16-18 age. In terms of sex, participants from 200 respondents 112

(56%) were males and 88(44%) were females. The above table shows that the majority of respondents' father's education levels are Primary school 55 (27.5%). Whereas 53 (26.5%) were secondary school. Besides this, 31(15.5%) were diploma level and the other 29 (14.5%) of the respondents were degree level holders. Those who cannot read and write were 23 (11.5%). Finally masters holders and above were only 9 (4.5%) of the population.

Regarding the participants of their mother's educational level, the largest participants were Primary school 54 (27%), and the others were Secondary school 54 (27%). Participant mother's education level 44 (22%) were cannot read and write. The other respondents mother's educational level were 24 (12%) diploma. 22 (11%) were degree and the rest 2 (1%) were master and above. In terms of respondents father's employment, the majority of participants' father's employment 128 (64%) were private employed. Second largest respondents were civil servant 46 (23%) and rest 25 (12.5%) were never employed. Regarding to participant mother's employment 84 (42%) were employed in private sectors. 81 (40.5%) were never employed, and remaining 34 (16%) were civil servant.

Participants' educational program shows that 151 (75.5%) were regular students and 49 (24.5%) were extension students. The last demographic information was the department of the respondents. The majority of department participants in this study were Management 53(26.5%). The second largest department was Drafting 31(15.5%). The third largest department was Auto-mechanic 27 (13.5%). Fourth department was accounting and finance 23(11.5%). Building electrical installation was 19 (9.5%). Industrial electrical method department was 12 (6%). Hotel and tourism was 11 (5.5%). Culinary art was 9 (4.5%). Finishing construction work was 8 (4%), and the least populous department was Information and communication 7 (3.5%).

4.2. Career choice of students

4.2.1 Career decision and satisfaction

Table 4. 2 Career decision and satisfaction student response frequency and percentage

<i>S. No</i>	<i>Career decision and satisfaction</i>	<i>Variables</i>	<i>N</i>	<i>%</i>
1.	The grade level that I started thinking about career choices.	Below 6	30	15.0
		Grade 7	5	2.5
		Grade 8	10	5.0
		Grade 9	15	7.5

		Grade 10	17	8.5
		Grade 11	22	11.0
		Grade 12	58	29.0
		College	43	21.5
2.	When did you decide about the career that you want to pursue?	Before primary	13	6.5
		During primary school	14	7.0
		High school	102	51.0
		College	71	35.5
3.	Do you have any career plans at present?	Yes	159	79.5
		No	41	20.5
4.	My career choice is based on my interest	Yes	155	78
		No	45	22
5.	How well satisfied are you with your current career choice.	Well satisfied with choice	82	41.0
		Satisfied, but have a few doubts	54	27.0
		Not sure	41	20.5
		Dissatisfied and intend to remain in my career	6	3.0
		Dissatisfied and intend to change my career	11	5.5
		Undecided about my future career	6	3.0

Table 4.2 shows that students started thinking about career choice majorities of the students thinks about career choice were at twelve 58 (29.0%) and at College 43 (21.5%) respectively. Out of 200 respondents 30 (15.0%) respondents were below grade six and 22 (11.0%) grade eleven started to think about career choice. The remaining 17 (8.5%) respondents start thinking about career choice were grade ten. On the other hand, the 15 (7.5%) participants were at grade nine, and 10 (5.0%) at grade eight and the remaining 5 (2.5%) of the participants were thinking at grade seven. This implies that student thinks about career choice at grade twelve and college.

The above table shows that students decided on career choice they want to pursue a high school 102 (51.0%), at college, 71 (35.5%) during primary school 14 (7.0%) and before primary 13(6.5%). The majority of the respondents were students who decided the career choice in colleges. This implies that the majority of the students decide their career at high school.

The above table indicated that out of 200 participants 159 (79.5%) have another career plan at present and the rest 41 (20.5%) students don't have another career plan at present. This implies that the majority of the students have other career plan currently.

Data collected from open ended questioners on student current career plan show that majority of student career plan mentioned was to join commercial work is their first alternative. Secondly, build their own individual business. Thirdly, learning health related education. Fourthly, attending the department of (ICT) information and communication technology was their plan. Last, they had an ambition to attend designing.

The above table shows that career choice based on students interest. Out of 200 respondents, 155 (78%) careers choice based on their interest and 45 (22%) students career choice not based on their interest. The finding implies that majorities of students' career choice was based on their interest.

Table 4.2 shows that student's current career choice satisfaction. Out of 200 participants 82 (41.0%) were well satisfied with their career choice. In line with this, 54 (27.0%) were satisfied, but have a few doubts. However, 41(20.5%) were not sure with their choice. On the other hand, 11 (5.5%) was dissatisfied and intend to change their career, 6 (3.0%) were dissatisfied and intend to remain in their career choice and 6 (3.0%) not decided about their future career. This implies that majorities of students have few doubts about their current career choice.

4.2.2 Career decision and socio-demographic factors

Table 4. 3 Career decision with background factors

N o	Career decision	Scale	Sex	Age	Father educat ion	Mother education	Father's employment	Mother employment	Progr am	Depart ment
1	Grade started thinking about career choices.	F	2.987	.127	4.842	2.703	2.101	.763	.145	1.790
		Sig	.086	.944	.000	.015	.101	.516	.933	.072
2	Decide about the career	F	1.660	2.719	2.877	2.142	.059	.204	.637	1.002
		Sig	.199	.046	.010	.050	.981	.894	.592	.440
3	Career plans at present.	F	.475	1.419	.380	1.892	.830	1.447	.423	1.035
		Sig	.492	.238	.891	.084	.479	.231	.737	.414
4	Career choice	F	.348	.775	.386	1.356	.249	1.202	.370	3.875

	based on interest	Sig	.556	.510	.888	.234	.862	.310	.775	.000
5	Satisfied current career choice.	F	2.249	.69	.137	1.919	1.556	.639	.821	.765
		Sig	.135	.002	.991	.080	.202	.591	.484	.649

Table 4.3 the analysis of variance used to check the variation of career decision from dimorphic factors sex, age, father and mother education, father and mother employment, study program and department. Grade started thinking about career choices $F=4.842$, $p<0.05$ with father education, grade started thinking about career choices $F=2.703$, $p<0.05$ with mother education, career choice based on interest $F= 3.875$, $p<0.05$, satisfied current career choice $F=.69$, $p<0.05$ with age have significant effect. The remaining career choice variables from demographic factors have no significant effect.

4.2.3 Sex difference among students career plan.

Table 4.4 in dependent t-test among sex difference student career plan at present

Student career plan at present	Sex	N	Mean	SD
	Male	112	1.19	.392
	Female	88	1.23	.421

The above table sex and present career plan the study result implies that female $M= 1.23$, $SD=.421$ participants have present career plan than male $M= 1.19$, $SD= .392$.

4.3 Career orientation

This part finds out how each of the career choice orientation factors on student career choice in General Winget polytechnic college. In particular, technical/functional career orientation, general managerial orientation, autonomy/independence career orientation, security/stability career orientation, entrepreneurial creativity career orientation, service or dedication career orientation.

Table 4.5.1 Technical/functional on career choice orientation student response frequency and percentage

S.NO	Career orientation:- measuring technical/functional competence	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I dream of being so good at what I do that my expert advice will be sought continually	33 (16.5%)	23 (11.5%)	98 (49%)	46 (23%)

2	I will feel successful in my career only if I can develop technical or functional skills to a very high level competence	38 (19%)	42 (21%)	68 (34%)	52 (26.0%)
3	Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager	46 (23%)	62 (31%)	62 (31%)	30 (15%)
4	I would rather leave my organization than accept rotational assignments what would take me out of my area of expertise.	69 (34.5%)	81 (40.5%)	32 (16%)	18 (9%)
5	I am most fulfilled in my work when I have been able to use my special skills and talents.	29 (14.5%)	25 (12.5%)	84 (42%)	64 (31%)

Table 4.5.1 shows that student dream of being so good at what they do their expert advice will be sought continually were 98 (49.0%) agreed and 46 (23.0%) were strongly agree. On the other hand; I will feel successful in my career only if I can develop technical or functional skills to a very high level competence 68 (34%) were agreed, 52 (26.0%) were strongly agree and the remaining participants said 42 (21.0%) were disagree and 38 (19%) were strongly disagree.

Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager the finding for this questionnaire shows that 62 (31.0%) disagreed. Whereas, 62 (31.0%) of the respondents agreed. On the other hand 46 (23.0%) strongly disagreed, and the remaining 30 (15.0%) strongly agreed.

The fourth questionnaire says, I would rather leave my organization than accepting rotational assignments what would take me out of my area of expertise the finding show that 81 (40.5%) disagreed. Similarly, 69 (34.5%) strongly disagreed. I am most fulfilled in my work when I have been able to use my special skills and talents. The study finding show that 84 (42.0%) were agree and 62 (31.0%) were strongly agree. This table implies that technical/functional abilities as a success in their career choice.

Table 4.5.2 Career orientation general managerial student response frequency and percentage

S.NO	Career orientation:- measuring general managerial orientation	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I am most fulfilled in my work when I have been able to integrate and manage the effort of others	33 (16.5%)	32 (16%)	93 (46.5%)	42 (21%)
2	I dream of being in charge of a complex organization and making decisions that affect many people.	66 (33%)	60 (30%)	48 (24%)	26 (13%)
3	I will feel successful in my career only if I become a general manager in some organization.	70 (35%)	82 (41%)	36 (18%)	12 (6%)
4	Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise.	54 (27%)	63 (31.5%)	62 (31%)	21 (10.5%)
5	I would rather leave my organization that accept a job that would take me away from the general managerial track	36 (18%)	48 (24%)	73 (36.5%)	43 (21.5%)

Table 4.5.2 showed the career orientation and measuring general managerial orientation. The respondents response for the first item was 93 (46.5%) agreed and 42 (21.0%) of the respondents strongly agreed. The second item showed that 66 (33.0%) strongly disagreed and 60 (30.0%) disagreed. For the third item, the study finding showed that 82 (41.0%) disagreed and 70 (35.0%) strongly disagreed.

For the fourth item i.e. becoming a general manager is more attractive to me than becoming a senior functional manager. The respondents response showed that 63 (31.5%) disagreed: whereas, 62 (31.0%) and 54 (27.0%) of the respondents agreed and strongly disagreed respectively. On the other hand, the remaining 21 (10.5%) respondents strongly agreed. The last item in this table i.e. I would rather leave my organization that accept a job that would take me away from the general managerial track indicated that 73 (36.5%) agreed, and 43 (21.5%) strongly agreed. Nevertheless, the remaining 48 (24.0%) disagreed.

Table 4.5.3 career choice orientation autonomy/independence student response frequency and percentage

S.NO	Career orientation: - measuring autonomy/independence orientation.	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I dream of having career that will allow me the freedom to do a job my own way and on my own schedule.	33 (16.5%)	9 (4.5 %)	78 (39%)	80 (40%)
2	I am most full filled in my work when I am completely free to define my own tasks, schedules and procedures.	33 (16.5%)	31 (15.5%)	98 (49.0%)	38 (19.0%)
3	I will feel successful in my career only if I achieve complete autonomy and freedom	36 (18%)	57 (28.5%)	74 (37%)	33 (16.5%)
4	The chance to do a job my own way, free of rules and constraints is more important to me than security.	50 (25%)	56 (28%)	63 (31.5 %)	31 (15.5%)
5	I would rather leave my organization that accepts a job that would reduce my autonomy and freedom.	39 (19.5%)	40 (20%)	70 (35%)	51 (25.5%)

As the data in Table 4.5.3 show that, the item I dream of having career that will allow me the freedom to do a job on my own way and schedule were 80 (40.0%) strongly agreed and 78 (39.0%) agreed. The second item indicated that 98 (49.0%) agreed and 38 (19.0%) strongly agreed. Yet, 33 (16.5%) and 38 (19.0%) of the respondents disagreed and strongly disagreed respectively. For third item, the finding indicate that 74 (37.0%) respondents agreed, and 33 (16.5%) strongly agreed. While 57 (28.5%), and 36 (18.0%) respondents disagreed and strongly disagreed.

The fourth item i.e. the chance to do a job my own way, free of rules and constraints is more important to me than security showed that 63 (31.5%) agreed; likewise, 31 (15.5%) of the respondents strongly agreed. But, 56 (28.0%) disagreed and the remaining 50 (25.0%) respondents strongly disagreed. The last item, I would rather leave my organization that accepts a job that would reduce my autonomy and

freedom. The finding showed that 70 (35%) agree, and 51 (25.5%) of the respondents strongly agreed. On the other hand, 40 (20.0%) and 39 (19.5%) of the respondents disagreed and strongly disagreed respectively.

Table 4.5.4 career choice orientation security/stability student response frequency and percentage

S.NO	Career orientation:- measuring security/stability	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Security and stability are more important to me than freedom and autonomy.	36 (18%)	19 (9.5%)	85 (42.5%)	60 (30%)
2	I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.	40 (20%)	40 (20%)	64 (32%)	56 (28%)
3	I seek job in organizations that will give me a sense of security and stability.	22 (11%)	31 (15.5%)	91 (45.5%)	56 (28%)
4	I am most fulfilled in my work when I feel that I have complete financial and employment security.	33 (16%)	45 (22.5%)	77 (38.5%)	45 (22.5 %)
5	I dream of having a career that will allow me to feel a sense of security and stability.	30 (15 %)	16 (8%)	63 (31.5%)	91 (45.5%)

In terms of security and stability in the above table, the item on security and stability are more important to me than freedom and autonomy the respondents answer indicated that 85 (42.5%) of the respondents agreed, and 60 (30.0%) respondents strongly agreed. The remaining 36 (18%) and 19 (9.5%) of the respondents strongly disagreed and disagreed respectively. For the item, I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization; the above table showed that 64 (32.0%) of the respondents agreed; 56 (28.0%) of the respondents strongly agreed. However, 40 (20.0%) of the respondents strongly disagreed, and the remaining 40 (20.0%) respondents disagreed. The third item, I seek job in organizations that will give me a sense of security and stability showed that 91(45.5%) and 56 (28.0%) agreed and strongly agreed

respectively. Even so, the remaining 31 (15.5%) and 22 (11%) of the respondents disagreed and strongly disagreed respectively.

Item 4, I am most fulfilled in my work when I feel that I have complete financial and employment security finding showed that 77 (38.5%) and 45 (22.5%) of the respondents agree and strongly agreed respectively. Yet, 45 (22.5%) of the respondents disagreed and 33 (16.5%) strongly disagreed. Item 5, I dream of having a career that will allow me to feel a sense of security and stability showed that 91 (45.5%) of the respondents strongly agreed and 63 (31.5%) of the respondents agreed; whereas, the remaining 30 (15 %) and 16 (8%) respondents strongly agreed and disagreed respectively. In general, majority of the of the respondents i.e 77% showed their agreements on having a career that allow them feel sense of security and stability.

Table 4.5.5 Career choice orientation entrepreneurial creativity student response frequency and percentage

S.NO	Career orientation:- measuring entrepreneurial creativity	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I am always on the lookout for ideas that would permit me to start my own enterprise	34 (17%)	18 (9%)	88 (44%)	60 (30%)
2	Building my own business is more important to me than achieving a high-level managerial position in someone else's organization.	30 (15%)	24 (12%)	68 (34%)	78 (39%)
3	I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.	32 (16%)	40 (20%)	72 (36%)	56 (28%)
4	I will feel successful in my career only if I succeed in creating or building something that is entirely my own product or idea.	25 (12.5%)	74 (37%)	76 (38%)	25 (12.5%)
5	I dream of starting up and building my own business.	33 (16.5%)	12 (6 %)	69 (34.5%)	86 (43%)

As the data in Table 4.5.5 indicates, item 1, I am always on the lookout for ideas that would permit me to start my own enterprise; showed that 88 (44.0%) agreed, 60 (30.0%) strongly agreed while the remaining respondents 52 (26%) disagreed. Item 2, building my own business is more important to me than achieving a high-level managerial position in someone else's organization finding show those 78 (39.0%) respondents strongly agreed and 68 (34.0%) agreed. However, 30 (15%) strongly disagree and 24 (12%) disagree.

Item 3, I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts; the finding showed that 72 (36.0%) agreed, 56 (28.0%) strongly agreed; whereas, the remaining 40 (20.0%) and 32 (16.0%) the respondents disagreed and strongly disagree respectively.

Item 4, I will feel successful in my career only if I succeed in creating or building something that is entirely my own product or idea showed that 76 (38.0%) agreed; likewise, 25(12.5%) of the respondents strongly agreed; whereas, 74 (37.0%) respondents disagreed and 25(12.5%) of the respondents strongly disagreed. The last item about I dream of starting up and building my own business the study finding showed that 86 (43.0%) strongly agreed and 69 (34.5%) agree. However, 33 (16.5%) strongly disagree and 12 (6 %) disagree.

Table 4.5.6 Career choice orientation service or dedication student response frequency and percentage

S.NO	Career orientation:- measuring service or dedication	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I will feel successful in my career if I have a feeling of having made a real contribution to the welfare of society.	38 (19%)	15 (7.5%)	96 (48%)	51 (25.5%)
2	I am most full filed in my career when I have been able to use my talents in the service of others.	34 (17%)	22 (11%)	81 (40.5%)	63 (31.5%)
3	Using my skills to make the world a better place to live and work is more important to me than	31 (15.5%)	62 (31%)	53 (26.5 %)	54 (27 %)

	achieving a high-level managerial position.				
4	I dream of having a career that makes a real contribution to humanity and society.	31 (15.5%)	18 (9%)	79 (39%)	72 (36%)
5	I would rather leave organization than accept an assignment that would undermine my ability to be of service to others.	28 (14%)	36 (18%)	72 (36%)	64 (32%)

Item 1 in the above table indicated that, I will feel successful in my career if I have a feeling of having made a real contribution to the welfare of society, 96 (48.0%) and 51 (25.5%) of the respondents agreed and strongly agreed respectively; while 38 (19.0%) and 15 (7.5%) of the respondents strongly disagreed and disagreed respectively.

Other item was I am most full filled in my career when I have been able to use my talents in the service of others finding indicated that 81 (40.5%) were agree and 63 (31.5) were strongly agree.

Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position the table shows that 62 (31.0%) disagree, 54 (27.0%) were strongly agree 53 (26.5%) were agree. About I dream of having a career that makes a real contribution to humanity and society finding show that 79 (39.5%) were agree and 72 (36.0%) were strongly agreed. I would rather leave organization than accept an assignment that would undermine my ability to be of service to others the finding indicated that 72 (36.0%) were agree and 64 (32.0%) were strongly agree.

Table 4.5.7 Career choice orientation real challenges student response frequency and percentage

S.NO	Career orientation:- measuring real challenges	Strongl y Disagre e	Disagre e	Agree	Strongl y Agree
1	I dream of my career in which I can solve problems or win out in situations that are extremely challenging	22 (11%)	18 (9%)	88 (43.5%)	73 (36.5%)
2	I will feel successful in my career only if I face and overcome very difficult challenges.	37 (18.5%)	35 (17.5%)	70 (30%)	58 (29%)
3	I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds.	32 (15%)	20 (10%)	76 (38%)	72 (36%)

4	I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.	32 (16%)	18 (9%)	80 (40%)	70 (35%)
5	Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.	32 (16%)	43 (21.5%)	83 (41.5%)	42 (21%)

In the above table 4.5.7, item 1 i.e. I dream of my career in which I can solve problems or win out in situations that are extremely challenging the study finding showed that 87 (43.5%) of the respondents agreed, in the same way 73 (36.5%) respondents strongly agreed. Yet, 22 (11%) and 18 (9%) of the respondents strongly disagreed and disagreed respectively. From this one can generalize that, most of the respondents i.e. around 80% showed their agreements in solving challenging situations in their dream careers.

I will feel successful in my career only if I face and overcome very difficult challenges show that 70 (35.0%) were agreed, 58 (29.0%) were strongly agree and 37 (18.5%) were strongly disagree and 35 (17.5%) were disagree. I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds the finding show that 76 (38.0%) were agree and 72 (36.0%) were strongly agree.

I seek out work opportunities that strongly challenge my problem solving and/or competitive skills finding show that 80 (40.0%) were agree and 70 (35.0%) were strongly agree. Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position show that 83 (41.5%) were agree, 43 (21.5%) were disagree, 42 (21.0%) were strongly agree and 32 (16.0%) were strongly disagree.

Table 4.5.8 career choice orientation lifestyle student response frequency and percentage

S.NO	Career orientation:- measuring lifestyle	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I would rather leave my organization than to be put in a job that would compromise my ability to pursue personal and family concerns.	36 (18%)	20 (10%)	58 (29%)	86 (43%)

2	I dream a career that will permit me to integrate my personal, family, and work needs.	35 (17.5%)	29 (14.5%)	71 (35.5%)	65 (32.5%)
3	I feel successful in life only if I have been able to balance my personal, family, and career requirements.	36 (18%)	26 (13%)	74 (37%)	64 (32%)
4	Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.	30 (15%)	26 (13%)	84 (42%)	60 (30%)
5	I have always sought out work opportunities that minimize interference with personal or family concerns.	39 (19.5%)	41 (20.5%)	65 (32.5%)	55 (27.5%)

In the above table, item 1, I would rather leave my organization than to be put in a job that would compromise my ability to pursue personal and family concerns 86 (43.0%) of the respondents strongly agreed; similarly, 58 (29.0%) of the respondents agreed. Whereas, the remaining respondents i.e. 36 (18.0%) and 20 (10.0%) of the respondents strongly disagreed and disagreed respectively.

Item 2, I dream a career that will permit me to integrate my personal, family, and work needs show that 71 (35.5%) were agree and 65 (32.5%) were strongly agree. Item 3, I feel successful in life only if I have been able to balance my personal, family, and career requirements the participant responds indicated that 74 (37.0%) and 64 (32.0%) of respondents agree and strongly agree respectively.

Item 4, Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position 84 (42.0%) were agreed and 60 (30.0%) were strongly agree. Last item of career orientation was; I have always sought out work opportunities that minimize interference with personal or family concerns the finding show that 65 (32.5%) were agree, 55 (27.5%) were strongly agree, 41 (20.5%) were disagree and the last one is 39 (19.5%) were strongly disagree.

4.3.1 Career orientation and socio-demographic factors

Table 4.5.9 Career orientation and background factors

N o	Career orientation	Scal e	Sex	Age	Father's education	Mother's education	Father's employment	Mother employment	Prog ram	Depart ment
1	Technical/ functional	F	3.09	.603	1.368	.622	.292	2.014	3.21 6	.697
		Sig	.084	.614	.229	.713	.831	.113	.024	.711
2	Managerial orientation	F	.048	1.055	1.418	1.212	.323	.489	2.21 6	.893
		Sig	.826	.369	.210	.302	.809	.690	.088	.533
3	Autonomy/ independen ce	F	2.93 9	2.051	1.877	.880	2.008	3.160	3.20 7	1.611
		Sig	.088	.108	.087	.511	.114	.026	.024	.115
4	Security and stability	F	2.66 2	1.059	1.167	1.915	.157	1.518	1.89 6	1.285
		Sig	.104	.368	.326	.080	.925	.211	.132	.248
5	Entreprene urial/ creativity	F	5.19 4	1.067	1.246	1.455	.914	1.212	1.67 6	1.195
		Sig	.024	.364	.285	.196	.435	.307	.173	.300
6	Service/ dedication	F	1.30 8	.691	1.160	.936	1.983	2.477	4.04 6	.503
		Sig	.254	.559	.329	.470	.118	.063	.008	.871
7	Real challenge	F	.180	.447	.541	1.598	1.041	9.614	1.98 4	1.382
		Sig	.671	.720	.776	.150	.375	.000	.118	.199
8	Lifestyle	F	9.76 5	2.850	2.688	1.070	1.056	.618	1.49 4	1.332
		Sig	.002	.039	.016	.382	.369	.604	.217	.223

Table 4.5.9 showed that the analysis of variance used to check the variation of career orientation factors with demographic factors sex, age, father and mother education, employment, study program and department. The results of the study program showed that $F = 3.2161$, $p < 0.05$ with Technical/ functional, mother employment $F = 3.160$, $p < 0.05$ with autonomy/independence, study program $F = 3.207$, $p < 0.05$ with autonomy/independence, sex $F = 5.194$, $p < 0.05$ with Entrepreneurial/creativity, study program $F =$

4.046, $p < 0.05$ with Service/dedication, mother employment $F = 9.614$, $p < 0.05$ with real challenge, sex $F = 9.765$, $p < 0.05$ with lifestyle, age $F = 2.850$, $p < 0.05$ with lifestyle and father education $F = 2.688$, $p < 0.05$ with lifestyle have a significant effect. The remaining career orientation variables insignificant effect on demographic the factors. This implies that sex was the factor of students' career orientation then the other.

4.3.2 Distribution of career orientation

Table 4.5.10 Relative distribution of Career orientation

<i>S. No</i>	<i>Variable</i>	<i>Mean</i>	<i>SD</i>
1.	Technical/functional competence	12.8050	3.30934
2.	General managerial	11.8100	3.05295
3.	Autonomy/independence	13.3800	3.72086
4.	Security/stability	14.2400	3.67148
5.	Entrepreneurial creativity	14.1850	3.58259
6.	Service or dedication	14.1750	3.56482
7.	Real challenges	14.8300	5.67558
8.	Lifestyle	14.4372	5.11236

The above table 4.5.10 indicated that career orientation variables which is factors of students career choice, department selection, decision making, career value, academic results and career satisfaction was found to be real challenge ($M = 14.8300$, $SD = 5.67558$) is the most factor of student career choice followed by lifestyle ($M = 14.4372$, $SD = 5.11236$), security/stability ($M = 14.2400$, $SD = 3.67148$), entrepreneurial creativity ($M = 14.1850$, $SD = 3.58259$) closely followed by service or dedication ($M = 14.1750$, $SD = 3.56482$)

Career choice orientation which are the last factor among students were indicated to be autonomy/independence ($M = 13.3800$, $SD = 3.72086$), technical/functional competence ($M = 12.8050$, $SD = 3.30934$) and general managerial orientation ($M = 11.8100$, $SD = 3.05295$). From career orientation category the study finding indicate that real challenges and life style are the basic factors of student career orientation respectively.

4.4 Career thought

This table find out students' careers thought in General Winget polytechnic college such as decision making confusion, commitment anxiety, external conflicts and General.

Table 4.6.1 Career thoughts: - decision making confusion frequency and percentage.

S.NO	Career thoughts:- measuring decision making confusion	Strongly Disagree	Disagree	Agree	Strongly Agree
1	No field of study or occupation interests me.	104 (52%)	75 (37.5%)	11 (5.5%)	10 (5%)
2	I get so depressed about choosing a field of study or occupation that I can't get started.	92 (46%)	77 (38.5%)	18 (9%)	13 (6.5%)
3	I will never understand myself well enough to make a good career choice.	53 (26.5%)	90 (45%)	42 (21%)	15 (7.5%)
4	I can't think of any fields of study or occupations that would suit me.	74 (37%)	95 (47.5%)	24 (12%)	7 (3.5%)
5	I'm so frustrated with the process of choosing a field of study or occupation I just want to forget about it for now.	60 (30%)	89 (44.5%)	37 (18.5%)	14 (7%)
6	I don't know why I can't find a field of study or occupation that seems interesting.	49 (24.5%)	84 (42%)	47 (23.5%)	20 (10%)
7	I will never find a field of study or occupation I really like.	59 (29.5%)	70 (35%)	39 (19.5%)	32 (16%)
8	I've tried to find a good occupation many times before, but I can't ever arrive at good decisions.	53 (26.5%)	79 (39.5%)	45 (22.5%)	23 (11.5%)
9	Choosing an occupation is so complicated, I just can't get started	60 (30%)	64 (32%)	53 (26.5%)	23 (12.5%)
10	I'm so confused; I'll never be able to choose a field of study or occupation.	65 (32.5%)	81 (40.5%)	38 (19%)	16 (8%)
11	The more I try to understand myself and find out about occupations, the more confused and discouraged I get	58 (29%)	87 (43.5%)	41 (20.5%)	14 (7%)

12	I'll never understand enough about occupations to make a good choice.	41 (20.5%)	89 (44.5%)	52 (26%)	18 (9%)
13	I'm embarrassed to let others know I haven't chosen a field of study or occupation.	52 (26%)	85 (42.5%)	42 (22.5%)	18 (9%)
14	Choosing an occupation is so complex; I'll never be able to make a good choice.	64 (32%)	83 (41.5%)	42 (20.5%)	12 (6%)

In table 4.6.1, item 1, showed that no field of study or occupation interests me the results were 104 (52.0%) respondents strongly disagreed; in line with this, 75 (37.5%) of the respondents disagreed; whereas, only 11% of the respondents indicated their agreements. Thus, most of the respondents around 89% of the respondents showed their disagreements on there is no any field of study which interests them.

Item 2, I get so depressed about choosing a field of study or occupation that I can't get started; the finding show that 92 (46.0%) were strongly disagreed and 77 (38.5%) were disagreed. Item 3, I will never understand myself well enough to make a good career choice; the above table presents that 90 (45.0%) were disagreed, 53 (26.5%) strongly disagreed and the remaining 42 (21.0%) were agreements and 15 (7.5%) were strongly agreed. Item 4, I can't think of any fields of study or occupations that would suit me; the finding indicated that 95 (47.5%) and 74 (37.0%) were disagreed and strongly disagreed respectively.

Item 5, I'm so frustrated with the process of choosing a field of study or occupation I just want to forget about it for now; finding indicated that 89 (44.5%) were disagreed and 60 (30.0%) were strongly disagreed. Item 6, I don't know why I can't find a field of study or occupation that seems interesting the result of finding show that 84 (42.0%) were disagreed and 49 (24.5%) were strongly disagreed. Item 7, I will never find a field of study or occupation I really like; 70 (35.0%) were disagreed and 59 (29.5%) were strongly disagreed.

Item 8, I've tried to find a good occupation many times before, but I can't ever arrive at good decisions; the above present that 79 (39.5%) were disagree and 53 (26.5%) were strongly disagree. Item 9, Choosing an occupation is so complicated, I just can't get started; the study finding show that 64 (32.0%) were disagreed, 60 (30.0%) were strongly disagreed, 53 (26.5%) were agreements and the rest was 23 (12.0%) strongly agreed.

The item 10, I'm so confused; I'll never be able to choose a field of study or occupation; finding show that 81(40.5%) were disagreed and 65 (32.5%) were strongly disagreed. Item 11, the more I try to understand myself and find out about occupations, the more confused and discouraged I get; show that 87 (43.5%) were disagreed and 58 (29.0%) were strongly disagreed. Item 12, I'll never understand enough about occupations to make a good choice; show that 89 (44.5%) were disagreed, 52 (26.0%) were agreements and 41 (20.5%) were strongly disagreed. item 13 I'm embarrassed to let others know I haven't chosen a field of study or occupation; show that 85 (42.5%) were disagreed and 52 (26.0%) strongly disagreed. The last item in this section was choosing an occupation is so complex; I'll never be able to make a good choice; the study finding show that 83 (41.5) disagreed and 64 (32.0%) were strongly disagreed.

Table 4.6.2 Career thoughts: - commitment anxiety frequency and percentage

S.NO	Career thoughts:- measuring commitment anxiety	Strongly Disagree	Disagree	Agree	Strongly Agree
1	My interests are always changing.	59 (29%)	72 (36%)	51 (25.5%)	18 (9%)
2	I'm afraid I'm overlooking an occupation.	77 (38.5%)	71 (35.5%)	37 (18.5%)	15 (7.5%)
3	There are several fields of study or occupations that fit me, but I can't decide on the best one.	39 (19.5%)	75 (37.5%)	56 (28%)	30 (15%)
4	My opinions about occupations change frequently.	51 (25.5%)	78 (39%)	42 (21%)	29 (14.5%)
5	There are so many occupations to know about; I will never be able to narrow the list down to only a few.	31 (15.5%)	88 (44%)	58 (29%)	23 (11.5%)
6	I can narrow down my occupational choices to a few, but I don't seem to be able to pick just one	42 (21%)	66 (33%)	64 (32%)	28 (14%)
7	I can't be satisfied unless I can find the perfect occupation for me.	51 (25.5%)	80 (40%)	40 (20%)	29 (14.5%)
8	I worry a great deal about choosing the right field	54	63	56	27

	of study or occupation.	(27%)	(31.3%)	(28%)	(13.5%)
9	The hardest thing is settling on just one field of study or occupation.	54 (27%)	67 (33.5%)	55 (27.5%)	24 (12%)
10	I'm afraid if I try out my chosen occupation, I won't be successful.	52 (26%)	89 (44.5%)	44 (22%)	15 (7.5%)

Item 1, in the above table 4.6.2, i.e. my interests are always changing showed that 72 (36.0%) of the respondents showed their disagreements; in the same vein, 59 (29.5%) of the respondents showed strong disagreements while 51 (25.5%) of the respondents showed their agreements, and the remaining 18 (9.0%) of the respondents showed their strong agreements.

Item 2, I'm afraid I'm overlooking an occupation; 77 (38.5%) of the respondents showed their strongly disagreements and in the same vein, 71 (35.5%) of respondents disagreements. Item 3, there are several fields of study or occupations that fit me, but I can't decide on the best one; the above table showed that 75 (37.5%) of the respondents were disagreements, 56 (28.0%) of the respondents were agreements, 39 (19.5%) of the respondents were strongly disagreed and 30 while (15.0%) were strongly agreements. Item 4, my opinions about occupations change frequently the result of study showed that 78 (39.0%) were disagreed and 51 (25.5%) were strongly disagreed. Item 5, there are so many occupations to know about; I will never be able to narrow the list down to only a few; about this item finding indicated that 88 (44.0%) and 58 (29.0%) were disagreed and agreements respectively and remaining 31 (15.5%) were strongly disagreed.

Item 6, I can narrow down my occupational choices to a few, but I don't seem to be able to pick just one; finding showed that 66 (33.0%) were disagreed, 64 (32.0%) were agreements, 42 (21.0%) were strongly disagreed and 28 (14.0%) were strongly agreements. Item 7, I can't be satisfied unless I can find the perfect occupation for me; the study result showed that 80 (40.0%) were disagreed and 51 (25.5%) were strongly disagreed.

Item 8, I worry a great deal about choosing the right field of study or occupation; according to the above table present this data as follow: - 63 (31.5%) were disagreed, 56 (28.0%) were agreements and similarly 54 (27.0%) were strongly agreements and 54 (27.0%) were strongly disagree. Item 9, the hardest thing is settling on just one field of study or occupation; out of 200 respondents 67 (33.5%) were disagreed. 55 (27.5%) were agreements, 54 (27.0%) strongly disagreed and the remaining was strongly

agreements 24 (12.0%). The last item on career thought commitment anxiety I'm afraid if I tries out my chosen occupation, I won't be successful; the result of the study indicated that 89 (44.5%) were disagreed and 52 (26.0%) were strongly disagreed.

Table 4.6.3 Career thoughts: - External conflict frequency and percentage.

S.NO	Career thoughts:- measuring external conflict	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The views of important people in my life interfere with choosing a field of study or Occupation.	46 (23.%)	61 (30%)	68 (34%)	25 (12.5%)
2	Whenever I've become interested in something, important people in my life disapprove.	49 (24.5%)	63 (31.5%)	62 (31%)	26 (13%)
3	I'm always getting mixed messages about my career choice from important people in my life.	40 (20%)	60 (30%)	70 (35%)	30 (15%)
4	I know what job I want, but someone's always putting obstacles in my way.	64 (32%)	63 (31.5%)	50 (25%)	23 (11.5%)
5	I need to choose a field of study or occupation that will please the important people in my life	56 (28%)	60 (30%)	49 (24.5%)	35 (17.5%)

In the above table, item 1 showed that views of important people in my life interfere with choosing a field of study or occupation. Thus, 68 (34.0%) and 25 (12.5%) of the respondents agreed and strongly agreed respectively while 61 (30.5%) and 46 (23.0%) of the respondents showed their disagreements and strong disagreements. As a result more than half of the respondents i.e. 53.5% showed disagreements on the interference of vital people on their field of study choice.

Item 2, career thought external conflict item about whenever I've become interested in something, important people in my life disapprove finding showed that 63 (31.5%) and 62 (31.0%) of the respondents disagreements and agreements respectively while 49 (24.5%) and 26 (13.0%) of the respondents strongly disagreements and strongly agreements.

Item 3, I'm always getting mixed messages about my career choice from important people in my life finding indicated that 70 (35.0%) were agreements, 60 (30.0%) were disagreements 40 (20.0%) were strongly disagreed and the rest was 30 (15.0%) strongly agreements. Item 4, I know what job I want, but

someone's always putting obstacles in my way; showed that 64 (32.0%) and (31.5%) of the respondents strongly disagreed and disagreed. The last item, I need to choose a field of study or occupation that will please the important people in my life; showed that 60 (30.0%) were disagreed, 56 (28.0%) disagreed, 49 (24.5%) were agreements and the rest was strongly agreements 32 (17.5%).

Table 4.6.4 General career though frequency and percentage

S.NO	Career thoughts :- measuring general	Strongl y Disagre e	Disagre e	Agree	Strongl y Agree
1	Almost all occupational information is slanted toward making the occupation look good.	26 (13%)	48 (24%)	95 4(7.5%)	31 (15.5%)
2	I know what I want to do, but I can't develop a plan for getting there.	46 (23 %)	77 (38.5%)	59 (29 %)	19 (9.5%)
3	I get so anxious when I have to make decisions that I can hardly think.	56 (28 %)	68 (34%)	51 (25.5%)	25 (12.5%)
4	There are few jobs that have real meaning.	45 (22.5%)	29 (14.5%)	74 (37%)	52 (2 %)
5	Even though there are requirements for the field of study or occupation I'm considering, I don't believe they apply to my specific situation.	59 (29.5%)	83 (41.5%)	52 (26%)	6 (3%)
6	Jobs change so fast it makes little sense to learn about them	61 (30.5%)	84 (42%)	36 (18%)	19 (9.5%)
7	If I change my field of study or occupation, I will feel like a failure.	65 (32.5%)	84 (42%)	29 (14.5%)	22 (11%)
8	People like counselors or teachers are better suited to solve my career problems.	39 (19%)	46 (23%)	80 (40%)	35 (17.5%)
9	Even though I've taken career tests, I still don't know what field of study or occupation I like.	65 (32.5%)	75 (37.5%)	42 (21%)	18 (9%)
10	Deciding on an occupation is hard, but taking action after making a choice will be harder.	23 (11.5%)	68 (34%)	82 (41%)	26 (13%)
11	I get upset when people ask me what I want to do	62	71	48	19

	with my life.	(31%)	(35.5%)	(24%)	(9.5%)
12	I don't know how to find information about jobs in my field.	47 (23.5%)	82 (41%)	45 (22.5%)	26 (13%)
13	My age limits my occupational choice.	67 (33.5%)	70 (35%)	39 (19.5%)	24 (12%)
14	Finding a good job in my field is just a matter of luck.	58 (29%)	73 (36.5%)	53 (26.5%)	16 (8%)
15	Making career choices is so complicated, I am unable to keep track of where I am in the process.	60 (30%)	88 (44%)	16.5 (33%)	19 (9.5%)
16	My achievements must surpass my mother's or father's or my brothers' or my sister's.	57 (28.5%)	59 (29.5%)	63 (31.5%)	21 (10.5%)
17	I know so little about the world of work.	59 (29.5%)	54 (27%)	56 (28%)	31 (15.5%)
18	There are so many occupation that I like, I'll never be able to make a good choice.	58 (29%)	74 (37%)	56 (28%)	12 (6%)
19	I can't trust that my career decisions will turn out well for me.	66 (33%)	85 (42.5%)	35 (17.5%)	14 (7%)

In the above table showed that almost all occupational information is slanted towards making the occupation look good because 95 (47.5%) of the respondents agreed, likewise, 31 (15.5%) strongly agreed. However, 48 (24.0%) of the respondents showed their disagreements, and only 26 (13.0%) of the respondents strongly disagreed.

About I know what I want to do, but I can't develop a plan for getting there the; the study finding showed that 77 (38.5%) were disagreements, 58 (29.0%) agreements and 46 (23.0%) strongly disagreed. I get so anxious when I have to make decisions that I can hardly think; 68 (34.0%) and 56 (28.0%) of the respondents disagreements and strongly agreements respectively. The other item there are few jobs that have real meaning finding show that from out of 200 respondents 74 (37.0%) and 52 (26.0%) were agreements and strongly agreements respectively. However, 45 (22.5%) and 29 (14.5%) of the respondents strongly disagreed and disagreed respectively.

About item was even though there are requirements for the field of study or occupation I'm considering, I don't believe they apply to my specific situation; 83 (41.5%) were disagreed and 59 (29.5%) were strongly disagreed. Jobs change so fast it makes little sense to learn about them; showed

that 84 (42.0%) were disagreements and 61 (30.5%) were strongly disagreed. If I change my field of study or occupation, I will feel like a failure the; result of the table indicated that 84 (42.0%) were disagreed 65 (32.5%) were strongly disagreed, 29 (14.5%) were agreements and remaining 22 (11.0%) were strongly agreements. People like counselors or teachers are better suited to solve my career problems the above table present that 80 (40.0%) were agreements 46 (23.0%) were disagreed, 39 (19.5%) were strongly disagreed and the list one was strongly agreements 35 (17.5%). Even though I've taken career tests, I still don't know what field of study or occupation I like; finding showed that 75 (37.5%) were disagreed and 65 (32.5%) were strongly disagreed.

Deciding on an occupation is hard, but taking action after making a choice will be harder; about this item out of 200 participants 82 (41.0%) were agreements, 68 (34.0%) were disagreements, 26 (13.0%) strongly agreed and 23 (11.5%) were strongly disagreed. I get upset when people ask me what I want to do with my life; finding indicated that 71(35.5%) were disagreed and 62 (31.0%) were strongly disagreed. I don't know how to find information about jobs in my field; showed that 82 (41.0%) were disagreed 47 (23.5%) were strongly disagreed. My age limits my occupational choice; finding indicated that 70 (35.0%) were disagreements and 67 (33.5%) were strongly disagreed. Finding a good job in my field is just a matter of luck; finding present that 73 (36.5%) were disagreed, 58 (29.0%) were strongly agreements and 53 (26.5%) were agreements.

Making career choices is so complicated, I am unable to keep track of where I am in the process; finding result indicated that 88 (44.0%) were disagreed and 60 (30.0%) were strongly disagreed. My achievements must surpass my mother's or father's or my brothers' or my sister's; related to this item finding showed that 63 (31.5%) were agreements, 59 (29.5%) were disagreed, 57 (28.5%) were strongly disagreed and the rest was strongly agreements 21 (10.5). I know so little about the world of work; show that 59 (29.5%) were strongly disagreements, 56 (28.0%) agreements and 54 (27.0%) were disagreed.

There are so many occupation that I like, I'll never be able to make a good choice; the finding indicated that 74 (37.0%) and 58 (29.0%) of the respondents strongly disagreed and disagreed respectively. The last item of student career thought was I can't trust that my career decisions will turn out well for me; show that 85 (42.5%) were disagreed, 66 (33.0%) were strongly disagreed, 35 (17.5%) were agreements and the remaining one was strongly agreements 14 (7.0%).

4.4.1 Career thought and socio- demographic factors

4.6.5 Career thoughts with background factors

N	Career thoughts	Scale	Sex	Age	Father's education	Mother education	Father's employment	Mother employment	Prog ram	Depart ment
1	Decision making confusion	F	.239	1.974	.738	2.328	1.584	1.287	.756	.902
		Sig	.625	.119	.620	.034	.195	.280	.520	.525
2	Commitment anxiety	F	2.316	2.218	.669	2.030	.695	.618	.350	.818
		Sig	.130	.087	.675	.063	.556	.604	.789	.600
3	External conflict	F	1.334	2.557	2.000	2.634	.406	.972	2.119	.915
		Sig	.250	.056	.067	.018	.749	.407	.099	.513
4	General career thought	F	.465	1.605	1.256	1.018	1.265	.804	.290	.372
		Sig	.496	.190	.280	.415	.287	.493	.833	.947

Table 4.6.5 the analysis of variance used to check the variation of career thought across demographic factors sex, age, father and mother education father and mother employment, study program and department. Decision making confusion with Mother's education $F= 2.328$, $p<0.05$ have a significant effect. Sex, age, father education, father employment, mother employment study program and department have no significant effect on decision making confusion. Sex, age, father education, mother education, father employment, mother employment study program and department have no significant effect on commitment anxiety. External conflict with Mother's education $F= 2.634$, $p<0.05$ have a significant effect. Sex, age, father education, father employment, mother employment study program and department have no significant effect on external conflict. Sex, age, father education, mother education, father employment, mother employment study program and department have no significant effect on general career thought. The conclusion of career thought with demographic variables showed that mother education was the significant effect on students' career thought.

4.4.2 Distribution of career thoughts

Table 4.6.6 Relative distributions of career thought.

S. No	Variable	Mean	SD
1.	Decision making confusion	28.6000	7.21250
2.	Commitment anxiety	22.4800	4.99946
3.	External conflict	11.6100	3.00216

Table 4.9 showed the result of career thought factor on student career choice. It indicated that decision making confusion (M=28.6000, SD= 7.21250), followed by commitment anxiety (M= 22.4800, SD= 4.99946); the contribution of career thought on student career choice was external conflict (M= 11.6100, SD= 3.00216). In short, this implies that decision making confusion is a factor of student career choice.

4.5 Career Counselors on Student Career Choice

Career counselor is playing a vital role on student career choices. In this section, the researcher tried to assess career counselor on student career choice in General Winget polytechnic.

Table 4.7 Career counselors on student career choice the participant responses frequency and percentage.

S. No	Career counselor on student career choice	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Career guidance and counselor are comprehensively offered at our school.	49 (24.5%)	91 (45.5%)	48 (24%)	12 (6%)
2	Counselor help student for them develop resume writing, interview, and job seeking skills.	40 (20%)	69 (34.5%)	73 (36.5%)	18 (9%)
3	Counselor assists student to seek employment (part-time or full-time employment).	35 (17.5%)	80 (40%)	75 (37.5%)	10 (5%)
4	Counselor administers to an individual or a class size or a large group of students a career inventory to assess students' career potential	36 (18%)	70 (35%)	77 (38.5%)	15 (8.5%)
5	Counselor consults with community agencies (education department, social services department) about job vacancies.	41 (20.5%)	69 (34.5%)	69 (34.5%)	21 (10.5%)

6	Counselor plans activities (discussion, field trip) to stimulate interest in the world of work.	32 (16%)	72 (36%)	80 (40%)	16 (8%)
7	Counselor provides career information to students wishing to explore career.	30 (15%)	53 (26%)	97 (48.5%)	21 (10.5%)
8	Counselor helps students relate their abilities to future career choices.	29 (14.5%)	58 (29%)	84 (42%)	29 (14.5%)
9	Counselor provides information on the qualifications needed for jobs	32 (16%)	66 (33%)	74 (37%)	28 (14%)
10	Counselor meets with individual students to discuss career information and/or to help students in career planning.	43 (21.5%)	58 (29%)	67 (33.5%)	32 (16%)

As it is depicted in the above table, item 1, career guidance and counselor are comprehensively offered at our school'. The result showed that 91 (45.5%) of the respondents disagreed; similarly, 49 (24.5%) of the respondents strongly disagreed. On the contrary, 48 (24.0%) and 12 (6.0%) of the respondents showed their agreements and strong agreements respectively. This implies that career guidance and counselor was not comprehensively offered service.

Item 2, counselor help student for them develop resume writing, interview, and job seeking skills; the finding of this item is 73 (36.5%) and 69 (34.5%) of the respondents agreements and disagreements; similarly, 40 (20.0%) of the respondents strongly disagreed and remaining is 18 (9.0%) were strongly agreements. Implies that counselor can't help student for them develop resume writing, interview, and job seeking skills.

Item 3, counselor assists student to seek employment (part-time or full-time employment); the above table about this item showed the following finding 80 (40.0%) were disagreed, 75 (37.5%) were agreements, 35 (17.5%) were strongly disagreed and the rest 10 (5.0%) were strongly agreements. When conclude this finding less likely to assist students to seek employment.

Item 4, counselor administers to an individual or a class size or a large group of students a career inventory to assess students' career potential; the study showed that 77 (38.5%) and 70 (35.0%) agreements, and disagreements, while, 36 (18.0%) and 15 (8.5%) of the respondents strongly disagreed and were strongly agreements. Implies that counselor can't assess student career potential. Item 5,

counselor consults with community agencies (education department, social services department) about job vacancies; the finding showed that 69 (34.5%) disagreements similarly 69 (34.5%) were agreements, 41 (20.5%) of the respondents strongly disagreed and the rest 21 (10.5%) strongly agreements. This implies that counselor consults with community agencies was insignificant.

Item 6, career counselor was counselor plans activities (discussion, field trip) to stimulate interest in the world of work; the study result indicated that 80 (40.0%) and 72 (36.0%) of respondents agreements and disagreements, While, 32 (16.0%) and 16 (8.0%) of the respondents strongly disagreements and strongly agreements. This implies that counselor insignificant activates with stimulate interest in the world of work.

Item 7, counselor provides career information to students wishing to explore career; the finding of this statement showed that 97 (48.5%) were agreements, 53 (26.0%) were disagreements 30 (15.0%) and 21 (10.5%) of the respondents strongly disagreed and strongly agreements respectively. This implies that counselor provide career information for students. Item 8, counselor helps students relate their abilities to future career choices; the above table showed that 84 (42.0%) and 58 (29.0%) of the respondents agreements and disagreements respectively the remaining 29 (14.5%) the same results strongly disagreed and strongly agreements. This implies that counselor help students relate to their abilities to future career choices.

Item 9, counselor provides information on the qualifications needed for jobs; the finding of this item showed that 74 (37.0%) and 66 (33.0%) of respondents agreements and disagreements respectively. 32 (16.0%) were strongly disagree and the remaining 28 (14.0%) were strongly agree. This implies that counselor provide information on the qualifications needed for jobs. The last item of career counselor in students' career choice was counselor meets with individual students to discuss career information and/or to help students in career planning; the finding that 67 (33.5%) agreements, 58 (29.0%) disagreements, 43 (21.5%) strongly agreements and the rest one is strongly agreements were 32 (16.0%). As respondents' response implies that career counselor provide service for students to discuss career information and to help students in career planning not enough.

4.5.1 College guidance and counseling

This section assesses the significance of college guidance and counselor on student career choice in General Winget polytechnic.

Table 4.7.1 College guidance and counselling the important on student career choice frequency and percentage.

<i>S. No</i>	<i>College guidance and counselling important on career choice</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
1.	Is college guidance and counselling important to students' career choices?	Yes	153	76.5
		No	13	6.5
		Not sure	34	17.0

The above table depicted that college guidance and counseling is important for students' career choices. The study finding showed 153 (76.5%) of the respondents confirmed that as college guidance and counseling is vital for students' career choice. In short, their response was yes. However, only 13 (6.5%) of respondents responded by saying no. On the other hand, 34 (17.0) of the respondents were not sure about the issue. The finding implies that college guidance and counseling is significant for students' career choices.

From the collected data in open ended questionnaires i.e. why college guidance and counseling important for students the study respondents responded that college guidance and counselor provides clear information/orientation about career choice. Besides this, college guidance and counseling briefly explained about nature of career and career choice for students. The majorities of respondents agreed with these statements. This implies that college guidance and counselor is important for college student's career choice.

The second agree level of students was to help and give clue career related choice strategies and have knowledge's and skills about career choice skill. The third level of agreement students' seed that college guidance and counselor assist students' abilities to understand and know their talent, ability and what considering before reached career decision. The forth level of agreement study participants seed that college guidance and counselor share for students their life and career relate experience not only this to help students understand the nature of work in real world. The last level of student level of agreements student should have get guidance and counseling service.

In terms of college guidance and counselling is not important for students' career choices few participant response was no in open-ended question part list the following reason they seed student are thinks and decide about their career not interfere other individual in their career choice.

In order to college guidance and counselling is important few students response was not sure for students' career their reason mentioned that there are we don't have information about career guidance and counseling provide service for students in colleges. The rest respondents seed that they don't received counseling service in their life they seed we don't know the importance of counseling service for individual.

4.6 Career choice strategies

This study investigate career choice strategies by open- ended question collect a lot of coping strategies the majorities of students seed that students before career choice understand and know their interest and talent to give attention for own interest, passion and ability. Additionally give value for own interest, know, recognize and identify own interest, talent and priority for own interest than the other. Majorities of respondents agreed with the above mention strategies for career choice.

The second best career choice strategies mention from study participants was collect and received orientation/information about career and career choice from career counselor and person who have knowledge about career choice. Additional best strategies for career choice study participants seed that consulting with career counselor and families like parents and old sibling about career choice for clearly aware, know and understands career related interest and talent.

The third career choice strategies raised from students seed that understand importunes of selected career/department, consider job opportunities after graduation, value in market, and clear understand our current county condition.

4.7 Career choice orientation, career thought, career counselor and other associated factor on cross sex

Table 4.8 Independent sampled T-test across sex on career choice orientation, career thought, career counselor and other associated factor

<i>S. No</i>	<i>Variables</i>	<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>St. Division</i>
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1	Career orientation	Male	111	106.7207	24.50609
		Female	88	113.7614	23.76755
2	Career thought	Male	112	63.1696	13.16280
		Female	88	62.0795	12.50583
3	Career counselor	Male	112	24.3214	6.81310
		Female	88	23.9091	5.41950
4	Career choice general associated factor	Male	112	21.4643	3.86234
		Female	88	23.0682	4.22035

Table 4.8 Career choice factors in terms of sex, male career orientation (M= 106.7207, SD= 24.50609) and female was (M= 113.7614, SD= 23.76755). This implies that females have more career orientation than males. In terms of career thought was male (M= 63.1696, SD= 13.16280) and female (M= 62.0795, SD= 12.50583). This indicated that career thought more affected male than female for career choice. The other variable was career counselor male (M= 24.3214, SD= 6.81310) and female was (M= 23.9091, SD=5.41950).

The conclusion of male and female visit counseling center and get counseling service female received counseling service than male. The last career choice factors between both male and female was general associated factor (M= 23.0682, SD= 4.22035) and male (M= 21.4643, SD=3.86234). Therefore; female students related to general associated factors more challenging for career choice than male.

4.8 Associated factor of students' career choice.

This section sort to find out how each of the established associated factors on student career choices in General Winget polytechnic college The information include under this variable was career choice orientations , career thought, career counselor and general associated factors.

Table 4.9 Distributions career choice associated factor among college students.

<i>S. No</i>	<i>Variables</i>	<i>Mean</i>	<i>St. Division</i>
1	Career orientation	109.8342	24.37497
2	Career thought	62.6900	12.85731
3	Career counselor	24.1400	6.22690

4	General associated factor	22.1700	4.09204
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When interpreted table 4.9 career orientation (M= 109.8342, SD= 24.37497) is the major factor of student career choice followed by career thought (M= 62.6900, SD= 12.85731), career counselor (M= 24.1400, SD= 6.22690) and the last is general associated factor (M= 22.1700, SD= 4.09204). This implies that career orientation is a vital role and play a great important in students career choice then other factor which means career thought, career counselor and general associated factors.

4.9 The relationship between career choice factor and selected demographic variables

Table 4.10 ANOVA relationship between career choice factor and selected demographic variables

	<i>Career orientation</i>		<i>Career thought</i>		<i>Career counselor</i>		<i>G. associated factors</i>	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Age	1.161	.231	1.470	.039	1.444	.081	.739	.775
sex	1.686	.005	1.096	.331	1.548	.049	1.712	.038
Parent education	1.539	.017	2.382	.000	.617	.934	1.861	.020
Parent employment	1.483	.027	1.467	.039	.658	.905	1.460	.105

Table 4.10 showed the analysis of variance to check the variation of career choice across age, sex, parent education and parent employment. Age with career thought $F= 1.470$, $p<0.05$ have a significant effect. Career orientation, career counselor and general associated factor have no significant effect on age. Sex with career orientation $F= 1.686$, $p<0.05$), sex with career thought $F=1.096$, $p<0.05$ have no significant effect on sex. Sex with career counselor $F=1.548$, $p<0.05$, sex with general associated factor $F=1.712$, $p<0.05$ significant effect.

Difference in terms of parent education was observed for career counselor $F=.617$, $p<0.05$ insignificant effect on parent education and the remaining variables has a significant effect with parent education such as career orientation $F=1.539$, $p<0.05$, career thought $F= 2.382$, $p<0.05$ and general associated $F= 1.861$, $p<0.05$. Parent employment is statistically significant effect from career orientation $F= 1.483$, $p<0.05$ and career thought $F= 1.467$, $p<0.05$.

4.10 Correlation among Career Choice and Selected Demographic Variable

Table 4.11 Pearson Correlation among career choice and selected demographic variable.

		Age	Gender	Parent education	Parent employment	Career orientation	Career thought	Career counselor	G. associated factor
Age	Pearson correlation	1							
Gender	Pearson correlation	-.113	1						
Parent education	Pearson correlation	-.165*	-.113	1					
Parent employment	Pearson correlation	.138	-.008	.305**	1				
Career orientation	Pearson correlation	.043	.144*	-.162*	.120	1			
Career thought	Pearson correlation	-.004	-.042	-.091	.065	.261**	1		
Career counselor	Pearson correlation	.020	-.033	.013	-.013	.317**	.261**	1	
General associated factor	Pearson correlation	.021	.195*	.174*	.025	.128	.036	.062	1

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

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

The results of correlation are presented as follows: the association between background variables and career choice is statistically significant negative relationship between age and parent education $r = -.165^*$

($p < 0.05$). Gender and career orientation $r = .144^*$ ($p < 0.05$), gender and general associated factors $r = .195^{**}$ ($p < 0.01$) statistically significant positive relationship. Parent education between age $r = -.165^*$ ($p < 0.05$), parent education between parent employment $r = -.305^{**}$ ($p < 0.01$), parent education between career orientation $r = -.162^*$ ($p < 0.05$), parent education between general associated factors $r = -.174^*$ ($p < 0.05$) statistically significant negative relationship. $r = .305^{**}$ ($p < 0.01$) parent employment between parent education significant positive relationship.

Career orientation and gender $r = .144^*$ ($p < 0.05$), career orientation and career thought $r = .261^{**}$ ($p < 0.01$), career orientation and career counselor $r = .317^{**}$ ($p < 0.01$) statistically significant positive relationship and also career orientation between parent education $r = -.162^*$ ($p < 0.05$) statistically significant negative correlation. Career thought was found to have a significant positive correlation with career orientation $r = .261^{**}$ ($p < 0.01$) and career counselor $r = .261^{**}$ ($p < 0.01$).

Career counselor is positively and significant correlated with career orientation $r = .317^{**}$ ($p < 0.01$) and career thought $r = .261^{**}$ ($p < 0.01$). And general associated factor between gender $r = .195^{**}$ ($p < 0.01$) significant positive correlation and parent education $r = -.174^*$ ($p < 0.05$) statistically significant negative relationship.

CHAPTER FIVE

5. Discussion

This chapter provides an overview of the study's goals and evaluates the results in light of earlier research, theoretical underpinnings, and the General Winget Polytechnic College. According to this study finding showed that majorities of the students think about career choice was in grade twelve 58 (29.0%). The other respondents think in Colleges i.e 43 (21.5%) of the respondents. Students for their career choice give little attention this may be since students didn't get any help about career choice information. The study on high school students by Michael (2002) showed different finding which means according the above study of students think about their career from fifth grade or sooner to the twelfth grade.

Finding indicated that students have other career plan currently this means the students went to be learning and do different activities at some time because get of money. Special female participants have great motivation to accomplish different activities at the sometime.

Finding on career choice based on student interest the majorities of students' choice their career based on their interest. Don't forget a lot challenges to choice department and career according to personal interest special in our country Ethiopia we don't have variety of department in different college because of lack of resource and man power. The researcher views study area was government polytechnic college students register for training they had clear information what kinds of department's provide in the college. Students choice and decide before registration what departments and career they learn. Research conducted Abera, G. (2022) Ethiopia government university was show that few students join a different field of study of their interest. However, the majority of the respondents were forced to join different departments.

There are several factors from human that can in one way or the other to satisfied individual with current career choice attitude about career, insufficient orientation about their career choice, job opportunities after graduation, income related in practical work, the value of their career in large societies etc... participant mentioned in this study majorities of students few doubts about their current career choice. From earlier Lindsay, M (2010) made the same result. By different reason students thinks other option and they went other opportunities.

The study's findings demonstrated that there is no connection between a student's career choice and their family's professional experience. Families, however, have a negative impact on employment choice. Families have a crucial part in and influence student profession choice, according to numerous

prior researches (Abera, G. (2022), Henok (2020), Abiola (2014:231), etc.). The relationship between children and their parents influences and determines children's personal interests, choice, behavior, skills, career thought, professional orientation, and psychological well-being, according to Krumboltz's Social Learning Theory, which forms the basis of this study (Krumboltz, 2009:139). According to the other study, parents, siblings, and mothers had the greatest influence on their children's professional decisions. But the mother was thought to be the most

Socio economic conditions were perceived as negative influencing factors in choosing academic career by majority of the young adults Henok, (2020). According to Jeofrey, (2017) Study finding; most of the students were viewed as coming to school with predetermined careers which may be a result of interacting with the immediate environment and their parents' help in choosing their careers. The current study finding explains the some result with the previous studies. Research has examined the potential mediating role of Socio-economic status in the association between career choice Lee (2018) However, low socio-economic status may also confer risk for adolescents' career maladjustment fully cover personal interest by disrupting proximal interpersonal processes outside the family setting, particularly their interactions with teachers in the school context (Barbarin & Aikens,hoice 2015). By another study Omari, (2014) similar finding which indicated that social factors play a great role in influencing Students career choices. The study conducted by Michael, (2002) the finding is different from the other which means social factors are not significant for student career choice.

According to Asegid, G. (2019) findings that most Ethiopians consider economic, social and political situations as a major factors in their career- related orientation, thoughts, opportunities and decisions. Researcher understand from this current study political stability, security issue, our country economic inflation, country development, unemployment rate and flirty of grade 12 student majorities of students absence of pass mark to college and university these are other challenges for student current career choice.

The results of this study basically surprised finding from previous studies Asegid, G. (2019) service/ dedication to a cause is the dominant career orientation among professionals in various organizations in Ethiopia. This finding real challenge and lifestyles was the major factor of career orientation. Individuals anchored in real challenge and lifestyles to a primary cause to career orientation. The findings of the study also indicated in career orientation entrepreneurial/creativity this is other factor followed to security and stability from previous researcher get similar finding Asegid, G. (2019).

The objective of this study investigate associated factors for student career choice in college students the study result show that the major factor for student career choice is career orientation. In this study apply different statistical methods they was show about career orientation statistically significant positive relationship between career orientation and career choice. This indicate that career orientation play great role for student good career choice decision because they need orientation about career choice, brief explanation about employment opportunities, provide clue about their interest and talents, student personality types and cornerstone for decision. Previous studies factor of student career choice similar with Mayhew, R. (2022) The career orientation courses offered were successful in increasing students' career decision self-efficacy overall. No gender differences were found for career orientation.

However in this study there are gender difference about career choice between male and female. Women had career choice orientation than male. Career choice orientation is critical foundation for maximizing career behavior, better decision, interest, skills, analyze her/him and performance of tasks, leading to positive life outcomes for students, families and college.

Although in this study statistically significant, career orientation between gender, age, parent education, parent employment, career thought and career counselor. Similarly as indicate by Abera, G. (2022), that students' career awareness had a significant relationship with students' career choices. That is, the students who were aware of careers were able to make a career choice, while those who were not aware of career choices had difficulty making a career choice. Study conducted in Zimbabwe by Jeofrey, M. (2017) the factors that influence the choice of career pathways among high school students in Zimbabwe. It was concluded that the family has a significant role in influencing students' career choices. Parental education and careers, parental encouragement and advice are critical in students' choices of careers.

Career orientation by eight categories in this study the influential factor of student career choice this results is consistent with previous study Suryadi, B., Sawitri, D. R., Hayat, B., & Putra, M. (2020) which indicated that when a student's career orientation aligns with the wishes of their parents, they tend to be more confident with the career choices they will make after graduating from school, skills person and satisfied with their choice and improving their prospects of finding employment.

The findings of the study also indicated career thought it's the second factor of student career choice in General Winget polytechnic college. Jeofrey, (2017) Career guidance teacher participants in the present study agreed that career guidance positively widens the horizons of students in high schools, helps in career decision making and the quality of teaching and school policies were critical in influencing career choices. The above observations are consistent with previous literature, for example,

Dysfunctional career thoughts are increasingly recognized in scholarly research as a significant problem among college students career choice, leading to career choice dissatisfaction, decrease academic performance, a rise in mental health crises and a heightened risk of school dropouts Dieringer, D. (2012). The other aim of this study was assess career thought on student career choice the finding show that career thought is anther sensitive factors on career choice in college students. From various statistical finding career decision making confusion, followed by commitment anxiety and external conflict respectively factor on student career. Student attitude for career, mental concisions, commitment to do work and learn, attitude for educated people and self-confidence career thought related factor for career choice according to this study. The results of the present research support the finding of Nadine, W. (2014) results are expected because students who have negative thoughts would possibly have low confidence in their own capability to make career decisions. Negative career thoughts that are present during the career decision making process make the decision making procedure harder and jeopardize one overall career choice.

Results of the present study indicated that several significant relationships among career thought and career orientation including correlations among dysfunctional career thinking and career choice, career thought and student age, career thought and parent education and career thought with parent employment. The results of the data analysis indicate that higher levels of dysfunctional career thoughts are associated with lower levels of student's career decision making. The results were consistent with Nadine, W. (2014) the finding indicate that higher levels of negative career thinking are related to lower confidence in individuals' abilities to complete tasks necessary in the career decision-making process

Based on study finding career counselor role has a significant effect on the career orientation and career choice. This study found that career counselors have a significant effect on the career orientation of students. The role of career counselors is found to be more important, supporting before and during career choice, help and assist career selection, assess and recommend student interest and talent, provide about career choice orientation for college students and support students to achieve better performance. However, career counselors in our county especially in college area there are not providing enough service.

This finding like to other studies example Suryadi, B., Sawitri, D. R., Hayat, B., & Putra, M. (2020) and Dik & Duffy, (2009), which indicated that career counselor have a significant factor on students values, interests, and skills, and have an essential role to play in developing student work attitude, and motivation, to achieve career their goals. The study, as reflected by career counselor, confirms an existing body of knowledge about parents' strong participation in creating career interest

increase motivation in students. Parents were found to factor their children on career choices, Duffy and Dik (2009). The current study also confirms previous findings that career counselor have a strong factor on student career choices.

As study survey from open ended response student raising different question from these there is no career counselor in our school and college we not provide career orientation from career counselor at high school and still at college this implies that career counseling was not effectively provide for high school students and college this results leads students to incorrect career choice because from different function of career counselor one is provide counseling service for students and large societies about career. Sibgatova et al. (2015) support this assumption the role of career counselor given service at school is not optimal. In other word career counselors need to develop professional skills and competencies to assist students with career orientation and career choice. Suryadi's (2018) study found that most high school or vocational college graduates lack of information about the world of work and careers.

When asked about careers, current study indicated that they were still confused as to whether they should find work, or continue their studies, opinions to search other field of study and they not have clear orientation and knowledge why they learn. Suryadi (2010) suggests that career counselors are responsible for providing vocational and career guidance to students, such as information about career choices and job opportunities, job searching after graduation, curriculum vita preparation, challenge facing in real world of the work etc... If career counselors do not perform well in providing such vocational and career guidance, students may be unable to fully develop their career goals and inability to reach good career choice.

This finding indicated that career counselor has a vital role in providing service in career orientation. School counselors should be able to provide career choice orientation, build student mental statues and consultation sessions with students who are still in doubt about their career choices and next coming into college. It can also be concluded that schools play a pivotal role in students' choices of careers. Study conducted by Jeofrey, M. (2017) support as the present study which career counselor, career guidance teachers, class teachers, the subjects' students do at school and the location of the school were found to factors students' choices of careers.

In terms of career choice strategies this study finding show that students before career choice understand and know their interest and talent to give attention for own interest, passion and ability. Additionally give value for own interest, know, recognize and identify own interest, talent and priority for own interest than the other. Other studies mentioned career choice strategies.

Research conducted by Robert, W. (2001) career choice strategies was directed problem-focused and social support seeking. Financial strategies (e.g., taking loans, living more frugally), which might be seen as special instances of problem-focused strategies, were also mentioned moderately often. According to the above study another moderately choice strategies was cognitive restructuring example telling oneself that everyone is different or reframing example using family pressures as a motivational device and use of professional help and personal goal setting.

CHAPTER SIX

6. Summery, Conclusion and Recommendation

6.1 Summary

This study was conducted to assess the career choice, career strategies and associated factors among General Winget polytechnic college students. The major aims were: to examine the current student career choices, orientations and thoughts among college students. Besides this, the aim of this study was to find out the association between socio-economic statues, families ‘career backgrounds and career counselor on career choice among college student in General Wingate poly technique college students.

This study dealt with the basic research question what were student’s career choices? what were the associated factors of career choice? Is there an association between socio-economic statues, families ‘career backgrounds and career counselor on career choice among at General Wingate Polytechnic College students? And what were the career choice strategies of the students of General Winget poly technic college?

The Literature review part had eight major main titles and five sub titles. The conceptual framework included career choice concepts, career orientation, career thought, socio-economic status on career choice, families’ career backgrounds, career counseling. On the other hand, theoretical formwork of career choice such as trait-and-Factor Theory, John Holland’s theory, social learning and cognitive theories, Krumboltz’s learning theory of career counseling, cognitive information processing theory and career planning and career choice strategies. These theoretical frameworks had deep discussions in literature review part.

The researcher employed survey research design. The respondents of this study were first year students, who enrolled 2023/2024, in General Wingate poly Technique College. The study employed both close- ended and open-ended questionnaires. In order to measure career orientation, career thought, and career counselor close- ended questionnaires were used. On the other hand, so as to measure coping strategies and the important of college career counselor open- ended questionnaires were used.

A pilot study was carried out to determine the instrument's dependability prior to collecting data for the main investigation, and significant advancements were achieved. A stratified sampling technique was employed, with 200 individuals chosen at random. Both descriptive and inferential statistical

methods were used to evaluate the gathered data. The study's findings were described using descriptive statistics, and the tests' statistical significance was verified using inferential statistics. Therefore, Pearson product moment correlation and are used to calculate the correlation between the variables. The career choice factor was calculated for each sex using an independent sample t-test.

ANOVA was used to view the relationship between career choice factor and selected demographic variables. Based on study the finding that age categories of the respondents constitute that majority 134(67%) of them were 19-21 years old. In terms of participant education program, 151 (75.5%) of the respondents were regular students and 49 (24.5%) were extension students. The majorities of department respondents in this study were Management 53(26.5%) department students. The second largest department was Drafting 31(15.5%) of the respondents participated.

The third department was Auto-mechanic 27 (13.5%) respondents were included. In terms of career choice orientation real challenge and lifestyle was the major factor of student career orientation. The career thought factor on student career choice indicated that decision making confusion ($M=28.6000$, $SD= 7.21250$), followed by commitment anxiety ($M= 22.4800$, $SD= 4.99946$). With regard to career choice orientations in terms of sex females have more career orientation than males.

Career choice across age, sex, parent education and parent employment had significant relationships. This means age with career thought $F= 1.470$, $p<0.05$ had a significant effect. Career orientation, career counselor and general associated factors had no significant effect on age. Sex with career orientation $F= 1.686$, $p <0.05$), sex with career thought $F=1.470$, $p<0.05$, sex with career counselor $F=1.548$, $p<0.05$, sex with general associated factor $F=1.712$, $p<0.05$ significant effect.

Difference in terms of parent education was observed for career counselor and the remaining variables has a significant effect with parent education such as career orientation $F=1.539$, $p<0.05$, career thought $F= 2.382$, $p<0.05$ and general associated $F= 1.861$, $p<0.05$. Parent employment is statistically significant effect from career orientation $F= 1.483$, $p<0.05$ and career thought $F= 1.467$, $p<0.05$.

6.2 Conclusions

The majorities of the students think about career choice were in grade twelve. On the other hand, some of the students' choice was based on their career and interest. The students decision about current department or career in high school and college. In terms of career plan, students have other career plans currently. There is no any relationship between families career background and student career choice. However families are negative factors in choosing career. Socio economic statuses had significant factor on student career choice.

In the main study, career orientation had significant positive association with student career choice. From career orientations, real challenges and lifestyles were the major factors of career orientation. Career thought had significant factors of student career choice. Majorities of students had decision making confusions during career choice.

Career counselor role has a significant effect on the student career orientation and career choice. But career counselor was not presented in school and college. They did not get any service from career counselor about career choice. Before career choice students understand and know their interest and talent is a career choice strategies.

6.3 Recommendation

Based on the findings of the study, the researcher suggests the following recommendations:

- ❖ Career orientations are the best way for students to learn about the world of careers through career orientation. Thus, the researcher suggested for colleges to develop career orientation programs which provides career orientation before students decide or choice their career or departments.
- ❖ Career guidance and counselor professions should be trained to equip students with necessary skills that can enhance to provide counseling service. High school, colleges and universities should have career guidance and counseling to deliver comprehensive service for all school communities.
- ❖ Career counselors are expected to be aware about career choice for students, college societies, large communities and build student self confidence in their abilities to make decisions, career choice strategies, negative career thinking, and insecurity in their parental and peer relationships.

- ❖ Career counselor with better communication with students and parents is significant. It can work in collaboration with higher institution like universities and training center.
- ❖ In the reduction of student negative career thoughts, families, teachers and specially career counselor play a great role in student career choice. To this effect, the aforementioned stakeholder could solve low career decision making, control career dysfunctional thought, and reduce worries about job opportunists after graduation. Furthermore, professional career counselors should aware parents on the significance of their support in relation with their student career choice.
- ❖ Students during career choice should understand their talent, and they should give attention for their own interest, passion and ability.
- ❖ Government should support colleges to create obligatory roles which mean each high school and college should have career counselor. Besides this, the government should monitor and evaluate career counselor activities.
- ❖ This study is limited to first year college students associated factors of career choice with the variables of career orientation, career thought and career counselor; therefore, an additional research is recommended on other area with different groups.

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Appendix 1

Survey questionnaire English version

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Questionnaire to be filled by college 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: associated factors of career choices and coping strategies among General Wingate poly technique college students. This research is being done for the fulfillment of the Master of Arts Degree in counseling 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: 16-18____ 19-21____ 22-24____ Above 25____
2. Gender: Male____ Female____
3. Father educational level: Uneducated____ Primary school level____
Secondary school level____ Diploma level____ Degree level____ Master level ____
Above____
4. Mother educational level: Uneducated____ Primary school level____
Secondary school level____ Diploma level____ Degree level____ Master level____
Above____
5. Father's employment: Civil servant____ Privet employed____ Never
employed____
6. Mother's employment: Civil servant____ Privet employed____ house wife____
7. Program: Regular____ Extension____
8. Department:_____

Part two General associated factors of career choices

Direction: The following items are general associated factors of career choices. 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. Which of the following do you think are positively factors on your career choice?
Career choice orientations _____ Career thought _____ Career counselor _____
Socio-economic statuses _____ Families 'career backgrounds _____
If others, specify: _____
2. Which of the following do you think are negatively factors on your career choice?
Career choice orientations _____ Career thought _____ Career counselor _____
Socio-economic statuses _____ Families 'career backgrounds _____
If others, specify: _____
3. The grade that I started thinking about career choices: below 6 _____ Grade 7 _____
8 _____
9 _____ 10 _____ 11 _____ 12 _____ college _____
4. When did you decide about the career that you want to pursue?
Before primary School _____ During primary school _____ At high school _____
college _____
5. Do you have any career plans at present? Yes _____ No _____
If _____ yes, _____ specify: _____
6. My career choice is based on my interest: Yes _____ No _____
7. How well satisfied are you with your current career choice
_____ Well satisfied with choice
_____ Satisfied, but have a few doubts
_____ Not sure
_____ Dissatisfied and intend to remain in my career
_____ Dissatisfied and intend to change my career
_____ Undecided about my future career
8. My families career background had or will an impact on my career choice:
Yes _____ No _____
9. Socio-economic statuses factors played or will play a role in my career choice:
Yes _____ No _____

Part Three: Career choice orientations scale

Direction: In this section, there are 40 statements that help to examine your Career choice orientations. After reading each statement mark (x) in the box that best represents your level of agreement.

SD= strongly disagree

D= Disagree

A=Agree

SA= Strongly agree

No	Items	S D	D	A	S A
1	I dream of being so good at what I do that my expert advice will be sought continually				
2	I am most fulfilled in my work when I have been able to integrate and manage the effort of others				
3	I dream of having career that will allow me the freedom to do a job my own way and on my own schedule.				
4	Security and stability are more important to me than freedom and autonomy.				
5	I am always on the lookout for ideas that would permit me to start my own enterprise				
6	I will feel successful in my career if I have a feeling of having made a real contribution to the welfare of society.				
7	I dream of my career in which I can solve problems or win out in situations that are extremely challenging				
8	I would rather leave my organization than to be put in a job that would compromise my ability to pursue personal and family concerns.				
9	I will feel successful in my career only if I can develop technical or functional skills to a very high level competence				
10	I dream of being in charge of a complex organization and making decisions that affect many people.				
11	I am most full filled in my work when I am completely free to define my own tasks, schedules and procedures.				
12	I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.				
13	Building my own business is more important to me than achieving a high-level managerial position in someone else's organization.				
14	I am most full filled in my career when I have been able to use my talents in the service of others.				
15	I will feel successful in my career only if I face and overcome very difficult challenges.				
16	I dream a career that will permit me to integrate my personal, family, and work needs.				
17	Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager				
18	I will feel successful in my career only if I become a general manager in some organization.				
19	I will feel successful in my career only if I achieve complete autonomy and freedom				
20	I seek job in organizations that will give me a sense of security and stability.				

- 21 I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.
- 22 Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.
- 23 I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds.
- 24 I feel successful in life only if I have been able to balance my personal, family, and career requirements.
- 25 I would rather leave my organization than accept rotational assignments what would take me out of my area of expertise.
- 26 Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise.
- 27 The chance to do a job my own way, free of rules and constraints is more important to me than security.
- 28 I am most fulfilled in my work when I feel that I have complete financial and employment security.
- 29 I will feel successful in my career only if I succeed in creating or building something that is entirely my own product or idea.
- 30 I dream of having a career that makes a real contribution to humanity and society.
- 31 I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.
- 32 Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.
- 33 I am most fulfilled in my work when I have been able to use my special skills and talents.
- 34 I would rather leave my organization that accept a job that would take me away from the general managerial track
- 35 I would rather leave my organization that accepts a job that would reduce my autonomy and freedom.
- 36 I dream of having a career that will allow me to feel a sense of security and stability.
- 37 I dream of starting up and building my own business.
- 38 I would rather leave y organization than accept an assignment that would undermine my ability to be of service to others.
- 39 Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.
- 40 I have always sought out work opportunities that minimize interference with personal or family concerns.

Source: Schein (1990).

Part Four: Career thoughts scale

Direction: In this section, there are 48 statements that help to examine your career thoughts. After reading each statement mark (x) in the box that best represents your level of agreement.

SD= strongly disagree

D= disagree

A=agree

SA=strongly agree

No	Items measuring decision making confusion	S D	D	A	S A
1	No field of study or occupation interests me.				
2	Almost all occupational information is slanted toward making the occupation look good.				
3	I get so depressed about choosing a field of study or occupation that I can't get started.				
4	I will never understand myself well enough to make a good career choice.				
5	I can't think of any fields of study or occupations that would suit me.				
6	The views of important people in my life interfere with choosing a field of study or Occupation.				
7	I know what I want to do, but I can't develop a plan for getting there.				
8	I get so anxious when I have to make decisions that I can hardly think.				
9	Whenever I've become interested in something, important people in my life disapprove.				
10	There are few jobs that have real meaning.				
11	I'm so frustrated with the process of choosing a field of study or occupation I just want to forget about it for now.				
12	I don't know why I can't find a field of study or occupation that seems interesting.				
13	I will never find a field of study or occupation I really like.				
14	I'm always getting mixed messages about my career choice from important people in my life.				
15	Even though there are requirements for the field of study or occupation I'm considering, I don't believe they apply to my specific situation.				
16	I've tried to find a good occupation many times before, but I can't ever arrive at good decisions.				
17	My interests are always changing.				
18	Jobs change so fast it makes little sense to learn about them				
19	If I change my field of study or occupation, I will feel like a failure.				
20	Choosing an occupation is so complicated, I just can't get started				
21	I'm afraid I'm overlooking an occupation.				
22	There are several fields of study or occupations that fit me, but I can't decide on the best one.				
23	I know what job I want, but someone's always putting obstacles in my way.				
24	People like counselors or teachers are better suited to solve my career problems.				
25	Even though I've taken career tests, I still don't know what field of study or occupation I like.				
26	My opinions about occupations change frequently.				
27	I'm so confused; I'll never be able to choose a field of study or occupation.				
28	The more I try to understand myself and find out about occupations, the more confused and discouraged I get				

29	There are so many occupations to know about; I will never be able to narrow the list down to only a few.
30	I can narrow down my occupational choices to a few, but I don't seem to be able to pick just one
31	Deciding on an occupation is hard, but taking action after making a choice will be harder.
32	I can't be satisfied unless I can find the perfect occupation for me.
33	I get upset when people ask me what I want to do with my life.
34	I don't know how to find information about jobs in my field.
35	I worry a great deal about choosing the right field of study or occupation.
36	I'll never understand enough about occupations to make a good choice.
37	My age limits my occupational choice.
38	The hardest thing is settling on just one field of study or occupation.
39	Finding a good job in my field is just a matter of luck.
40	Making career choices is so complicated, I am unable to keep track of where I am in the process.
41	My achievements must surpass my mother's or father's or my brothers' or my sister's.
42	I know so little about the world of work.
43	I'm embarrassed to let others know I haven't chosen a field of study or occupation.
44	Choosing an occupation is so complex; I'll never be able to make a good choice.
45	There are so many occupation that I like, I'll never be able to make a good choice.
46	I need to choose a field of study or occupation that will please the important people in my life
47	I'm afraid if I try out my chosen occupation, I won't be successful.
48	I can't trust that my career decisions will turn out well for me.

Source: Sampson et al., (1996)

Part five: Career counselor on student career choice

Direction: In this section, there are 10 statements that help to examine career counselor on student career choice factors. Please provide the information requested by writing on the space provided for the open ended items and by putting (x) mark that best represents your level of agreement.

SD= strongly disagree D= disagree A=agree SA=strongly agree

No	Items	S D	D	A	S A
1	Career guidance and counselor are comprehensively offered at our school.				
2	Counselor help student for them develop resume writing, interview, and job seeking skills.				
3	Counselor assists student to seek employment (part-time or full-time employment).				
4	Counselor administers to an individual or a class size or a large group of students a career inventory to assess students' career potential				
5	Counselor consults with community agencies (education department, social services department) about job vacancies.				
6	Counselor plans activities (discussion, field trip) to stimulate interest in the world of				

work.

7 Counselor provides career information to students wishing to explore career.

8 Counselor helps students relate their abilities to future career choices.

9 Counselor provides information on the qualifications needed for jobs

10 Counselor meets with individual students to discuss career information and/or to help students in career planning.

Source: Suryadi (2010).

Is college guidance and counselling important to students' career choices?
Yes_____ No _____ not sure_____

Explain your answer:_____

Part six: Career choice strategies

Direction: In this section, there is 1 statement that career choice strategies. Please provide the information requested by writing on the space provided for the open-ended item.

1. According to your opinion list the best career choice strategies?

Appendix 2

Survey questionnaire Amharic version

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ባሕሪ ጥናት ኮሌጅ

የሥነ-ልቦና ትምህርት ክፍል

በኮሌጅ ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ፡፡

ውድ ተማሪዎች! እኔ በአዲስ አበባ ዩኒቨርሲቲ በሥነ-ልቦና ትምህርት ክፍል የሶስተኛ ዓመት የድህረ- ምረቃ ተማሪ ስሆን የኮሌጅ ተማሪዎች የሙያ ምርጫዎች ተያያዥ ምክንያቶች እና የመቋቋሚያ ስልቶች በሚል ርዕስ ጥናት በማጥናት ላይ እገኛለሁ፡፡ ይህ የፅሁፍ መጠይቅ የሚያገለግለው በአዲስ አበባ ዩኒቨርሲቲ በ “Counselling Psychology” ትምህርት ክፍል ሰድሐረ-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፡፡ የምትሰጡት መረጃ ለጥናት ብቻ የሚውል ነው፡፡ በመጠይቁ ውስጥ ትክክል ወይም ትክክል ያልሆነ መልስ የለም ስለዚህ ከእናንተ የሚጠበቀው የሚሰማችሁን ስሜት ከመጠይቁ ካሉት አማራጮች በምትስማሙበት ቦታ ላይ ምልክት ማድረግ ብቻ ነው፡፡ ስማችሁንና ሴቶች ዘርዘር መረጃዎችን መግለጽ አይጠበቅባችሁም፡፡ የምትመልሱት መልስ ሚስጥራዊነቱ የተጠበቀ ነው፡፡

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ!!!

ክፍል አንድ፡- አጠቃላይ መረጃ፡፡

መመሪያ፡- የሚከተሉት ጥያቄዎች ስለ እርስዎ አጠቃላይ መረጃ የሚጠይቁ 8 ጥያቄዎች ተዘርዘረዋል እባክዎን ጥያቄውን በጥሞና ካነበቡ በኋላ በተዘጋጀው ባዶ ቦታ ላይ የ(x) ምልክት በማድረግ እና የጽሁፍ መልስ የሚያስፈልጋቸውን ጥያቄዎች አጠርና ግልጽ በሆነ መንገድ መልስዎችን ያስቀምጡ፡፡

1. ዕድሜ፡ 16-18_____ 19-21_____ 22-24_____ ከ25 በላይ_____
2. ጾታ፡ ወንድ_____ ሴት _____
3. የአባትዎ የትምህርት ደረጃ፡ ያልተማረ _____ የመጀመሪያ ደረጃ _____
የሁለተኛ ደረጃ _____ ዲፕሎማ _____ ዲግሪ _____ ማስተር _____ ከዛ በላይ _____
4. የእናትዎ የትምህርት ደረጃ፡ ያልተማረ _____ የመጀመሪያ ደረጃ _____
የሁለተኛ ደረጃ _____ ዲፕሎማ _____ ዲግሪ _____ ማስተር ደረጃ _____ ከዛ በላይ _____
5. የአባትዎ ስራ፡ የመንግስት ሰራተኛ _____ የግል ሰራተኛ _____ ስራ የለውም _____
6. የእናትዎ ስራ፡ የመንግስት ሰራተኛ _____ የግል ሰራተኛ _____ የቤት እመቤት _____
7. የእርስዎ የትምህርት ፕሮግራም፡ መደበኛ/የቀን _____ ማታ ወይም ቅዳሜና እሁድ _____
8. የትምህርትክፍል/Department _____

ክፍል ሁለት:- የሙያ ምርጫ እና አጠቃላይ ተደያኝ ምክንያቶች::

መመሪያ:- የሚከተሉት ጥያቄዎች የሙያ ምርጫና አጠቃላይ ተደያኝ ምክንያቶች የሚጠይቁ 9 ጥያቄዎች ተዘርዘረዋል እባክዎን ጥያቄውን በጥሞና ካነበቡ በኋላ በተዘጋጀው ባዶ ቦታ ላይ የ(x) ምልክት በማድረግ እና የጽሑፍ መልስ ለሚያስፈልጋቸው ጥያቄዎች አጠርና ግልጽ በሆነ መንገድ መልስዎትን ያስቀምጡ::

1. ከሚከተሉት ውስጥ በሙያ ምርጫዎ ላይ አዎንታዊ/positive ምክንያቶች ናቸው ብለው ያሰቡት የትኛው ነው?

የሙያ ምርጫ አቅጣጫዎች/career orientation_____ ለሙያ ያልዎት አስተሳሰብ/career thought_____ የሙያ አማካሪ_____ ማህበራዊ-ኢኮኖሚያዊ ሁኔታዎች _____ የቤተሰቦች የሙያ ዳራዎች _____ ሌሎች ከሆኑ: ይግለጹ: _____

2. ከሚከተሉት ውስጥ በሙያ ምርጫዎ ላይ አሉታዊ/negative ምክንያቶች ናቸው ብለው ያሰቡት የትኛው ነው?

የሙያ ምርጫ አቅጣጫዎች/career orientation_____ ለሙያ ያልዎት አስተሳሰብ/career thought_____ የሙያ አማካሪ_____ ማህበራዊ-ኢኮኖሚያዊ ሁኔታዎች _____ የቤተሰቦች የሙያ ዳራዎች _____ ሌሎች ከሆኑ: ይግለጹ: _____

3. ስለ ሙያ ምርጫዎት ማሰብ የጀመሩበት ክፍል: <6_____ 7_____ 8_____ 9_____ 10_____ 11_____ 12_____ ኮሌጅ _____

4. ለመማር ስለሚፈልጉት ሙያ መቼ ወሰኑ?

ከአንደኛ ደረጃ ትምህርቱ በፊት _____ አንደኛ ደረጃ ሳለው _____ ሁለተኛ ደረጃ ሳለው _____ ኮሌጅ ላይ _____

5. በአሁኑ ጊዜ ከምትማሩት ሙያ ውጪ ሌላ የሙያ አቅድ አለዎት? አዎ _____ የለኝም _____ አዎ ከሆነ መልስዎ አቅድዎን ይግለጹ: _____

6. የስራ ምርጫዬ በፍላጎቴ ላይ የተመሰረተ ነው? አዎ _____ አይደለም _____

7. አሁን ባለው የሙያ ምርጫዎ ምን ያህል ረክተዋል?

_____ በምርጫዬ በጣም ረክቻለሁ
_____ ረክቻለሁ፤ ግን ጥቂት ጥርጣሬዎች አሉኝ
_____ እርግጠኛ አይደለሁም::
_____ አልረካሁም እና በሙያዬ ለመቆየት አስባለሁ::
_____ አልረካሁም እና ሙያዬን ለመለወጥ አስባለሁ::
_____ ስለመደፈቱ ሙያዬ አልወሰንኩም::

8. የቤተሰቦቼ ስራ ሁኔታ በሙያ ምርጫዬ ላይ ተፅእኖ ነበረው ወይም ተፅዕኖ ይኖረዋል?

አዎ _____ የለውም _____

9. የማህበራዊ-ኢኮኖሚያዊ ሁኔታዎች በሙያ ምርጫዬ ላይ ተፅእኖ ነበረው ወይም ተፅዕኖ ይኖረዋል?

አዎ _____ አይኖረውም _____

ክፍል ሶስት፡- የሙያ ምርጫ አቅጣጫዎች ልኬት፡፡

መመሪያ፡- በዚህ ክፍል ውስጥ የእርስዎን የሙያ ምርጫ አቅጣጫዎችን ለመሰካት የሚረዱ 40 ጥያቄዎች አሉ፡፡ እባክዎን መልስዎን በተዘጋጀው ቦታ ላይ የ (x) ምልክት በማድረግ የስምዎን ደረጃዎን ይግለጹ፡፡

በጣኡ= በጣም አልሰማማም አል= አልሰማማም እስ= እስማማለሁ በጽኑ= በጽኑ እስማማለሁ፡፡

ተ ቀ	ጥያቄዎች	በ ጣ ኡ	አ ል	እ ስ	በ ጽ ኑ
1	በማድረግዎ ነገር በጣም ጥሩ የመሆን ህልም አላችኋል እናም የባለሙያ ምክር ያሰማቋረጥ እፈልጋለሁ፡፡				
2	በሥራዬ በጣም የተሟላው የምሆነው የሴሎችን ጥረት ማቀናጀት እና ማስተዳደር ስችል ነው፡፡				
3	ስራን በራሴ መንገድ እና በራሴ መርሃ ግብር ለመስራት ነፃነቴን የሚፈቅድልኝን ስራ ለማግኘት ህልም አላችኋል፡፡				
4	ደህንነት እና መረጋጋት ለእኔ ከነፃነት እና ከራስ ገዝነት የበለጠ አስፈላጊ ናቸው፡፡				
5	የራሴን ስራ እንደጀምር የሚፈቅድልኝን ሃሳቦች ሁልጊዜ እጠባበቃለሁ፡፡				
6	ለህብረተሰብ ደህንነት እውነተኛ አስተዋፅኦ እንዳደረኩ ከተሰማኝ በሙያዬ ስኬታማ እሆናለሁ፡፡				
7	ችግሮችን መፍታት የምችልበት ወይም እጅግ በጣም ፈታኝ በሆኑ ሁኔታዎች ውስጥ የማሸንፍበትን ስራዬን አልማለሁ፡፡				
8	የግሌን እና ቤተሰቤን የሚጎዳ ሥራ ላይ ከመመደብ ይልቅ ስራዬን መልቀቅ እመርጣለሁ፡፡				
9	በሙያዬ ስኬታማነት የሚሰማኝ በቴክኒካል ወይም በተግባር ክህሎት በጣም ከፍተኛ ደረጃ ላይ ለመድረስ ከቻልኩ ነው፡፡				
10	ውስብስብ ድርጅትን የመምራት እና ብዙ ሰዎችን የሚነካ ውሳኔ የማድረግ ህልም አላችኋል፡፡				
11	እኔ የራሴን ተግባራት፣ መርሃ ግብሮች እና ሂደቶችን ለመግለጽ ሙሉ በሙሉ ነፃ ስሆን በስራዬ ሙሉ በሙሉ እደሰታለሁ፡፡				
12	በድርጅቱ ውስጥ እደሰሁ ደህንነቴን አደጋ ላይ የሚጥል ኃላፊነት ከመቀበል ድርጅቱን ሙሉ በሙሉ መልቀቅን እመርጣለሁ፡፡				
13	በሌላ ሰው ድርጅት ውስጥ ከፍተኛ ደረጃ ያለው የአስተዳደር ቦታ ከማግኘት ይልቅ የራሴን ንግድ መገንባት ለእኔ በጣም አስፈላጊ ነው፡፡				
14	በተለምዶ ሴሎችን ማገልገል ስችል በሙያዬ ሙሉ ነኝ ብዬ አስባለሁ፡፡				
15	በሙያዬ ስኬታማ የምሆነው በጣም አስቸጋሪ የሆኑ ተግዳሮቶች ካጋጠመኝ እና ካሸንፍኩ ነው፡፡				
16	የግሌን፣ የቤተሰቤን እና የስራ ፍላጎቶችን እንደዋሃድ የሚያስችለኝን ሙያ አልማለሁ፡፡				
17	በሙያዬ ዘርፍ ከፍተኛ የተግባር ስራ አስኪያጅ መሆን ለእኔ ዋና ስራ አስኪያጅ ከመሆን የበለጠ ማራኪ ነው፡፡				
18	በሙያዬ ስኬታማ የምሆነው በአንዳንድ ድርጅት ውስጥ ዋና ስራ አስኪያጅ ከሆንኩ ብቻ ነው፡፡				
19	በሙያዬ ስኬታማ የምሆነው ራሴን በራሴ ካስተዳደርኩ እና ነፃነት ካገኘሁ ብቻ ነው፡፡				
20	የደህንነት እና የመረጋጋት ስሜት በሚሰጠኝ ድርጅት ውስጥ ሥራ እፈልጋለሁ፡፡				
21	በሙያዬ ስኬታማ የምሆነው ሙሉ በሙሉ የራሴ ሃሳቦች እና ጥረቶች ውጤት የሆነ ነገር መገንባት ስችል ነው፡፡				
22	ችሎታዬን ተጠቅሜ አለምን የተሻለ የመኖሪያ እና የስራ ቦታ ለማድረግ ከፍተኛ የአስተዳደር ቦታ ማግኘት የበለጠ አስፈላጊ ነው፡፡				
23	በሙያዬ በጣም የተሟላሁ የምሆነው ሲፈቱ የማይችሉ የሚመስሉ ችግሮችን ለፈታ ወይም የማይቻሉ የሚመስሉ ዕድሎችን ሳሸንፍ ነው፡፡				
24	በሕይወቴ ስኬታማ እንደሆንኩ የሚሰማኝ የግሌን፣ የቤተሰቤን እና የሙያ ብቃቴን ማመጣጠን				

	ከቻልኩ ነው።
25	ከሙያዬ ውጪ ስራ ከምሰራ ድርጅቱን መልቀቅ አመርጣለሁ።
26	አሁን ባለሁበት የሙያ ዘርፍ ከፍተኛ የተግባር ስራ አስኪያጅ ከመሆን ይልቅ ዋና ስራ አስኪያጅ መሆን ስእኔ የበለጠ ማራኪ ነው።
27	ከህግ እና እገዳዎች የጸዳ በራሴ መንገድ ስራ መስራት ስእኔ ከደህንነት የበለጠ አስፈላጊ ነው።
28	ሙሉ የፋይናንስ እና የስራ ዋስትና እንዳለኝ ሲሰማኝ በስራዬ በጣም አተማመናለሁ።
29	በሙያዬ ስኬታማነት የሚሰማኝ ሙሉ በሙሉ የራሴ ምርት ወይም ሀሳብ የሆነ ነገር በመፍጠር ወይም በመገንባት ከተሳካልኝ ብቻ ነው።
30	ለሰብአዊነት እና ለህብረተሰብ እውነተኛ አስተዋፅኦ የሚያደርግ ሙያ እንደሚኖረኝ ህልም አለኝ።
31	ችግሩን የመፍታት ወይም የውድድር ችሎታዬን የሚያሳድጉ የስራ አድሎችን አፈልጋለሁ።
32	የግሌን እና ሙያዊ የህይወት ፍላጎቶችን ማመጣጠን ስኔ ከፍተኛ የአመራር ቦታ ከማግኘት የበለጠ አስፈላጊ ነው።
33	ልዩ ችሎታዬንና ችሎታዬን መጠቀም ስችል በሥራዬ በጣም የተሟላሁ ነኝ ብዬ አስባለሁ።
34	ከአጠቃላይ የአስተዳዳሪ መንገድ የሚያወጣ ከሆነ ሥራ የምሰራበትን ድርጅት መልቀቅ አመርጣለሁ።
35	የራስ ገዝነቴን እና ነፃነቴን የሚቀንስ ሥራ ከመስራት ድርጅቱን መልቀቅ አመርጣለሁ።
36	የደህንነት እና የመረጋጋት ስሜት እንዲሰማኝ የሚያስችል ሙያ እንዲኖረኝ ህልም አለኝ።
37	የራሴን ንግድ ለመጀመር እና ለመገንባት ህልም አለኝ።
38	ሴሎችን የማገልገል ችሎታዬን የሚያዳክም ስራን ከመስራት ድርጅቱን መልቀቅ አመርጣለሁ።
39	ሲፈቱ በማይችሉ ችግሮች ላይ መስራት ስኔ ከፍተኛ የአመራር ቦታ ከማግኘት የበለጠ አስፈላጊ ነው።
40	ሁልጊዜ በግሌ ወይም በቤተሰብ ጉዳዮች ላይ ጣልቃ መግባትን የሚቀንሱ የስራ አድሎችን አፈልገ ነበር።

ምንጭ: Schein (1990)

ክፍል አራት፡- የሙያ ሃሳቦች ልኬት/ Career thoughts scale

መመሪያ፡- በዚህ ክፍል ውስጥ የእርስዎን የሙያ ሃሳቦች ስመሰካት የሚረዱ 48 ጥያቄዎች አሉ። እባክዎን መልስዎን በተዘጋጀው ቦታ ላይ የ (x) ምልክት በማድረግ የስምምነት ደረጃዎን ይግለጹ።

በጣሕ= በጣም አልስማማም አል= አልስማማም አስ= አስማማለሁ በጽእ= በጽኑ አስማማለሁ።

ተ ቀ	ጥያቄዎች	በ ጣ ሕ	አ ል	አ ስ	በ ጽ ኑ
1	ምንም አይነት የትምህርት መስክ ወይም የስራ መስክ እኔን አያስደስተኝም።				
2	ሁሉም ማለት ይቻላል የሙያ መረጃ ስራውን ጥሩ ሰማድረግ የታቀዱ ናቸው።				
3	የትምህርት መስክ ወይም የስራ መስክ ለምመርጥ በጣም ተስፋ ቅርጫለሁ ስለዚህም መጀመር አልችልም።				
4	ጥሩ የስራ ምርጫ ሰማድረግ ራሴን በደንብ አልተረዳሁም።				
5	ስእኔ የሚስማማኝ የትኛውንም የትምህርት ዘርፍ ወይም ሙያ ማሰብ አልችልም።				
6	በህይወቴ ውስጥ ያሉ አስፈላጊ ሰዎች አስተያየት የጥናት መስክ ወይም ስራ በመምረጥ ላይ ጣልቃ ይገባል።				
7	ማድረግ የምፈልገውን አውቃለሁ፣ ነገር ግን እዚያ ለመድረስ እቅድ ማውጣት አልችልም።				
8	ውሳኔ ማድረግ ሲገባኝ በጣም እጨነቃለሁ ስለዚህም ማሰብ ይከብደኛል።				
9	እንደ ነገር ባለብ በሕይወቴ ውስጥ አስፈላጊ የሆኑ ሰዎች ይቃወማሉ።				
10	እውነተኛ ትርጉም ያላቸው ጥቂት ሥራዎች አሉ።				

11	የትምህርት መስክ ወይም የስራ መስክ በመምረጥ ሂደት በጣም ተበላጭቻለሁ ስለሁኑ ስረሳው እፈልጋለሁ።
12	የሚስብ የሚመስለውን የጥናት ወይም የስራ መስክ ስምን እንደማሳገኝ አላውቅም።
13	በጣም የምወደውን የትምህርት መስክ ወይም የስራ መስክ አሳገኘሁም።
14	ስለ ሙያ ምርጫ በህይወቴ ውስጥ ካሉ አስፈላጊ ሰዎች ሁል ጊዜ የተቀላቀሉ መልእክቶችን እያገኘሁ ነው።
15	እኔ ሳስብኩት የትምህርት መስክ ወይም የሥራ መስክ የሚያስፈልጉ መስፈርቶች ቢኖሩም፣ በእኔ ሁኔታ ላይ ተግባራዊ ይሆናሉ ብዬ አላምንም።
16	ከዚህ በፊት ብዙ ጊዜ ጥሩ ሥራ ለማግኘት ሞክረ ነበር፣ ነገር ግን ጥሩ ውሳኔዎች ላይ መድረስ አልቻልኩም።
17	የእኔ ፍላጎቶች ሁል ጊዜ ይቀየራሉ።
18	ስራዎች በፍጥነት ይለወጣሉ ስለእነሱ መማር ትንሽ ትርጉም አይሰጥም።
19	ትምህርቴን ወይም ሙያዬን ከቀየርኩ እንደ ወድቀት ይሰማኛል።
20	ሥራን መምረጥ በጣም የተወሳሰበ ነው፣ ለመጀመር አልቻልኩም።
21	ሥራን ችላ አላለሁ።
22	ለእኔ የሚስማማኝ በርካታ የጥናት ዘርፎች አሉ፣ ግን በጣም ጥሩውን ለመወሰን አልቻልኩም።
23	የትኛውን ሥራ እንደምፈልግ አውቃለሁ፣ ነገር ግን እንደ ሰው ሁልጊዜ በመንገዱ ላይ እንቅፋት ይፈጥራል።
24	እንደ አማካሪዎች ወይም አስተማሪዎች ያሉ ሰዎች የሙያ ችግሮቼን ለመፍታት የተሻሉ ናቸው።
25	ምንም እንኳን የሙያ ፈተናዎችን ብወስድም የትኛውን የትምህርት ዘርፍ ወይም ሙያ እንደምወደው አላውቅም።
26	ስለ ሙያዎች ያለኝ አስተያየት ብዙ ጊዜ ይለወጣል።
27	በጣም ግራ ገብቶኛል! የትምህርት ወይም የስራ መስክ መምረጥ በፍጹም አልቻልኩም።
28	ራሴን ለመረዳት እና ስለስራዎች ለማወቅ በሞከርኩ ቁጥር፣ የበለጠ ግራ እጋባለሁ ተስፋ እቆርጣለሁ።
29	መታወቅ ያስባቸው ብዙ ሙያዎች አሉ፣ ዝርዝሩን ለጥቂቶች ብቻ ለመግለጽ በፍጹም አልቻልኩም።
30	የሙያ ምርጫዬን ለጥቂቶች መግለጽ አችላለሁ፣ ነገር ግን መምረጥ የማልቻል አይመስለኝም።
31	ሥራን መወሰን ከባድ ነው፣ ነገር ግን ከመረጡ በኋላ እርምጃ መውሰድ የበለጠ ከባድ ይሆናል።
32	ፍጹም የሆነውን ሥራ እስካገኝ ድረስ ስረካ አልቻልኩም።
33	ሰዎች በሕይወቴ ምን ማድረግ እንደምፈልግ ሲጠይቁኝ እበላጫለሁ።
34	በእኔ ስራ መስክ ውስጥ ስለ ስራው መረጃ እንዴት ማግኘት እንደምቻል አላውቅም።
35	ትክክለኛውን የትምህርት ወይም የስራ መስክ ለመምረጥ በጣም እጨነቃለሁ።
36	ጥሩ ምርጫ ለማድረግ ስለ ሙያዎች በበቂ ሁኔታ አልተረዳሁም።
37	እድሜዬ የሙያ ምርጫዬን ይገድባል።
38	በጣም አስቸጋሪው ነገር በአንድ የትምህርት መስክ ወይም ሙያ ላይ ብቻ መሆን ነው።
39	በእኔ መስክ ጥሩ ሥራ ማግኘት የሰድል ጉዳይ ነው።
40	የሙያ ምርጫዎችን ማድረግ በጣም የተወሳሰበ ነው፣ በአካሄዱ ውስጥ የት እንዳለሁ መከታተል አልቻልኩም።
41	ስኬቶቼ ከእናቴ ወይም ከአባቴ ወይም ከወንድሞቼ ወይም ከእህቴ መብለጥ አስባቸው።
42	ስለ ሥራው ዓለም የማውቀው በጣም ትንሽ ነው።
43	የጥናት ወይም የስራ መስክ እንዳልመረጥኩ ስሌቶች ለማሳወቅ አፍራለሁ።
44	እንደ ሥራ መምረጥ በጣም ውስብስብ ነው መቼም ጥሩ ምርጫ ማድረግ አልቻልኩም።
45	እኔ የምወዳቸው ብዙ ሙያዎች አሉ፣ መቼም ጥሩ ምርጫ ማድረግ አልቻልኩም።
46	በህይወቴ ውስጥ አስፈላጊ ሰዎችን የሚያስደስት የጥናት ወይም የስራ መስክ መምረጥ አለብኝ።

47 የመረጥኩትን ስራ ከሞከርኩ ስኬታማ አልሆንም ብዬ አፈራሰሁ።

48 የሙያ ውሳኔዎቼ ጥሩ ይሆኑልኛል ብዬ ማመን አልቻልኩም።

ምንጭ: Sampson et al., (1996)

ክፍል አምስት:- በተማሪ የሙያ ምርጫ ላይ የሙያ አማካሪ ሚና/Career counselor role on student career choice

መመሪያ:- በዚህ ክፍል የተማሪ የሙያ ምርጫ ላይ የሙያ አማካሪ ሚና ሰማወቅ የሚረዱ 10 መጠይቆች አሉ። አባዛዎን መልስዎን በተዘጋጀው ቦታ ላይ የ (x) ምልክት በማድረግ የስምዎን ደረጃዎን ይግለጹ።

በጣሕ= በጣም አልስማማም አል= አልስማማም አስ= አስማማለሁ በጽኑ= በጽኑ አስማማለሁ።

ተ ቀ	ጥያቄዎች	በ ጣ ሕ	አ ል	አ ስ	በ ጽ ኑ
1	የሙያ አማካሪ በትምህርት ቤታችን ሁሉን አቀፍ በሆነ መልኩ አገልግሎት ይሰጣል።				
2	የሙያ አማካሪው ስተማሪዎች የስራ ማመልከቻ አጻጻፍ፣ የስራ ቃሰ መጠይቅ እና የስራ ፍላጎት እንዲያዳብሩ ይረዳቸዋል።				
3	የሙያ አማካሪው ተማሪው ሥራ እንዲፈልግ ይረዳል (የትርፍ ሰዓት ወይም የሙስ ጊዜ ሥራ)።				
4	የሙያ አማካሪው ስተማሪ ወይም በክፍል መጠን ወይም በቡድን የተማሪዎችን የስራ አቅም ለመገምገም የስራ ዝርዝርን ይሰጣል።				
5	የስራ አማካሪዎች ከማህበረሰቡ ውኪል (ከትምህርት ክፍል፣ ከማህበራዊ አገልግሎት ክፍል) ጋር ስለ ክፍት የስራ ቦታዎች ያማክራሉ።				
6	አማካሪዎች በስራ አለም ላይ ፍላጎት ለማነሳሳት እንቅስቃሴዎችን ለምሳሌ ውይይትና የመስክ ጉዞ ያቅዳሉ።				
7	የስራ አማካሪ ስለሙያ ማወቅ ለሚፈልጉ ተማሪዎች የሙያ መረጃን ይሰጣል።				
8	የስራ አማካሪው ተማሪዎች ችሎታቸውን ከወደፊት የስራ ምርጫዎች ጋር እንዲያገናኙ ያግዛቸዋል።				
9	የስራ አማካሪው ስለስራ የሚያስፈልገውን በቂ መረጃ ይሰጣል።				
10	የስራ አማካሪው ከተማሪዎች ጋር ስለስራ መረጃ እና ተማሪዎችን በስራ አቅድ ለማገዝ ውይይት ያደርጋሉ።				

ምንጭ: Suryadi (2010).

የኮሌጅ አመራርና ምክር አገልግሎት ስተማሪዎች የስራ/የሙያ ምርጫ አስፈላጊ ነው? አዎ _____
አስፈላጊ አይደለም _____ እርግጠኛ አይደለሁም _____ መልዎን አብራራ: _____

ክፍል ስድስት:- የሙያ ምርጫ ስልቶች/ Career choice strategies

መመሪያ:- ቀጥሎ የሙያ ምርጫ ስልቶች የሚጠይቁ 1 ጥያቄ አለ አባዛዎን ጥያቄውን በጥሞና ካነበቡ በኋላ አጠርና ግልጽ በሆነ መንገድ መልስዎን ያስቀምጡ።

1. በእርስዎ አስተያየት መሠረት ሙያ/ዲፓርትመንት/department ለመምረጥ የሚያገለግሉ ጠቃሚ ስልቶችን ይዘርዝሩ? _____