



The Relationship Between Socio-Economic Factors and Career Decision Making Among Secondary School Students in Addis Ababa, Ethiopia

Getnet Kassahun¹; Desalegn Birhanie²; Abera Getachew³

¹ Addis Ababa City Administration, School Feeding Agency, Ethiopia

² Addis Ababa University Career Expert, Ethiopia

³ School of Psychology, College of Education and Behavioral Studies, Addis Ababa University, Ethiopia

<http://dx.doi.org/10.18415/ijmmu.v9i9.4083>

Abstract

The present study to examine the determinants of career decision making among secondary school students in Addis Ababa by examining the major determinant of career decision making and the relationship between parental influence, and peer influence, and academic career indecision making. The study used mixed research approach and the data were obtained using standardized and adapted Academic interest/ability inventory, perceived socioeconomic factors, and career decision scale measures from randomly selected 293 (122 males and 171 females) among Secondary School grade 11th and 12th students. To analyze the obtained data descriptive and inferential statistics were employed. The result of the study showed that academic interests/ability mainly positively determined career decision making of students (85(29%)) and also perceive socio economic factors as the major determinants negatively influenced career choice of students and 89(30.4%)) than other factors. The finding also indicated that career decision making had a significant negative relationship with perceived socio economic factors and academic interest/ability ($r = -.179, - .256, n = 293, p = <0.05$). Based on the study, several recommendations were made. The study recommended the training of parents, peers and teachers to enhance students' career decision. It was also recommended that only trained career guidance teachers be allowed to teach career guidance. Lastly, the study also recommended a career guidance model to assist in helping students deciding suitable careers.

Keywords: *Career Decision Making; Socio-Economic; School Students*

Introduction

Career decision-making is an important behavior component that takes place in one's life in order to set one's career goals. Students are obliged to choose a career or field of study, particularly during the transitional stage from high school to college/universities. Due to many causes such as family members' influence, parental influence, socioeconomic factors and peer pressure, a dilemma is unavoidable during this stage. Interpersonal influence, role model influence, and significant other impact are all variables that people consider while deciding on a career or vocation in most cultures. The accomplishment impacts are

more favorable when the word "career choice" refers to a person's decision to pursue a specific academic, professional, or other vocational path. The word is also used to investigate the numerous elements that influence the process and to provide methods for understanding how these aspects have an impact (Sharf, 2002). Despite the fact that our parents, teachers, and friends want us to have a career, and our lives and identities are defined by our jobs. According to Reardon & Others (2000), not everyone has a clear concept of what the term "career" means. Many people fail to utilize the term in its right sense, which is a typical occurrence.

Even though the concept of career choice was first proposed in early 1909, it was not widely recognized until the 1950s. Many job policy and social environment related changes happened widely over the world during and after the 1950s, prompting many people to seek better professional prospects (Inkson, 2007). When Michael Krumboltz proposed the social learning theory of career decision making in 1979, it was the first time the phrase was used (Brown, 2002). The coming of Krumboltz's theory was taken as good development for career theory because of it sets the career decision making concept and provided conceptual framework to understand ways of choosing career at different stage of human life (Sharf, 2006). Then after career choice theory has been showed much progress but the parson's concept remained influential and sets the ground foundation for later developed theories in the area (Sharf, 2006; Heiligers, 2012; Tabassum & Rahman, 2014; Kumari 2014).

Academic Interest and Career Decisions

Ability and interests, according to Rehberg & Hotchkiss (1979), can influence individual decisions. Many other authors in the career-related literature have identified these elements, as well as work values, as key psychological determinants that impact career choices.

Another key aspect in career choice is interest or personal desire. According to studies, students will choose a major that they believe would match their interests or personal desires (Mihyeon, 2009, Hooley, 2012). The level of confidence that a student has can determine how far they will go in their education. Students who believe in themselves are more confident and eager to pursue their dreams rather than settling for something more comfortable.

However, students frequently choose an alternative course owing to a variety of uncontrollable reasons. Students will investigate and learn everything they can about their chosen career path. The income and advantages of that employment have no bearing on this decision. A study revealed that when students decide a major, the factor "match with interest" is more relevant than career qualifications, major features, psychological and social benefits (Beggs et al., 2008). Students will seek for universities that are well-known in their area of study.

Interests are a person's likes and dislikes which is characterized by the Person's intensity of feelings about a subject or thing (Hooley, 2012). Students continue to acquire interests throughout their life and this in return affects the reasoning and choices one makes including career choices (Hewitt, 2010). Interest can change, as students experience life and meet more people; they become interested in new things and discard some of their old interests. They also develop more complex thinking and understanding process, and may even seek new interest and activities with hope of improving themselves and making life more exciting (Hewitt, 2010). As interest changes so does career choice of a person change. Students seek career that meets their interest at a particular time hence the career that they may have wished to take when they were younger is not what he eventually do. According to Hewitt (2010), interest has become the most important determinant factor and measures of occupational choices.

Perceived Socio-Economic Factors and Career Decisions

Family, gender, the school environment, and salary are all included in this category. This section goes through each element in detail. These variables have been referenced repeatedly in the works of

many notable persons, as listed below, as having a significant impact on people's job choices. The type of household a child comes from has a long-term impact on a variety of issues; including the type of career he or she will pursue (Altman, 1997; Nayak & Rao, 2004, Okafor, 2012).

Indeed, scientific research to date clearly supports the claim that a person's parents have socioeconomic status (SES) is an essential variable that has both direct and indirect effects on high school students' career ambitions and maturity. Socioeconomic status is an imagined hierarchy based on the amount of social resources an individual feels he or she has and controls (Han et al., 2014). Social resources include social dimensions such as the family's annual income, level of education, occupational status, and parental reputations. Previous studies show that SES is related to social capital (Han et al., 2014), has a direct and indirect influence on self-efficacy (Bozgeyikli & Hamurcu, 2009; Han et al., 2014),

The support gained from family, peers, and others is referred to as social capital. As a result, the higher the SES, the greater the social support, which boosts an individual's self. Among the proxy factors in the SES is the father's level of education, which has been proven to specifically impact children's identity (Han et al., 2014). As a result, individuals function in complex ecological contexts that encompass social, personal, behavioral, emotional, psychological, political, economic, and physical surroundings. These complex and interacting elements contribute to the formation of identity, the formation of belief systems and worldviews, and the initiation of professional goals.

Although the concept of career decision was presented in the early twentieth century, it was not until the 1950s that the concept and word of career decision-making and decision-making were properly recognized. Major countries experienced many changes in employment legislation and the social environment during and after the 1950s, leading many people to seek better career prospects (Inkson, 2007). Krumboltz's work is recognized as a key contribution to career theory because it develops the concept of career decision and gives a conceptual framework for understanding how people make career decisions at different periods of their lives (Sharf, 2006).

As stated briefly above, career decision is an important component of a high school student's professional path that leads to their future positions. Many educational institutions require students to decide their career discipline early in their careers, expecting that once they have done so, they will be able to concentrate on success in that field (Wei Chun, V. L., 2009). It is advised; however, that if a choice is made without careful consideration of numerous choices and comprehensive inquiry, the student risks making an incorrect decision, which can result in stress and other issues (Wei Chun, V. L., 2009).

However, choosing a study discipline is an important component of a high school student's career path that leads to their future positions. Many educational institutions require students to choose their study discipline early in their careers, expecting that once they have done so, they will be able to concentrate on success in that field (Wei Chun, V. L., 2009). However, it is suggested that if a decision is made without careful consideration of various options and thorough investigation, the student runs the risk of making an inappropriate decision, which can lead to stress and other problems (Wei Chun, V. L., 2009). Students are happier and more productive in professions that match their strengths, interests, and personalities, according to Hockley and others (2007). Careers that match one's strengths and interests, on the other hand, are significantly reliant on the quality of one's career decision. People can be happy and productive at work if they spend enough time and attention to their chosen profession.

The issue of career decision is an important homework assignment for secondary school students who must choose which of the various career paths to pursue in their education thus far. Secondary school students in Ethiopia, for example, are required to. Before the tenth grade, make a decision, at least in principle, whether to pursue a degree in social or natural science or to pursue technical and vocational education and training. Indeed, the significance of career decision-making for secondary school students

stems from the belief that adolescent years are a critical turning point in which they seriously consider their future careers (Ferry, 2006).

Ethiopia needs to expand its higher education base and focus on expanding science, technology, and engineering fields to become competitive and accelerate its development towards becoming a middle-income country in the next two decades, according to a policy brief released by the Ministry of Education and Ministry of Capacity building in 2007. Ethiopia agreed in the 2009/10 academic year to change the student enrolment ratio to 70% natural science (engineering/technology) and 30% social science/humanities fields in order to achieve this goal (MOE & MOCB, 2007). However, given Ethiopia's current condition in terms of students enrolled in natural vs social sciences, it does not appear that this ratio will be achieved by the deadline. To achieve this ratio at the university level, difficulties relating to students' career decision must be resolved prior to the eleventh grade in high school.

Consequently, the participation of students in natural science appears to be an issue that needs investigation. In spite of this, however, in our country research on the tendency of students toward science is scant or almost none. Thus, this research is conducting to make preliminary investigation on the magnitude of career decision making social versus natural science streams in selected General secondary schools of Addis Ababa, Ethiopia. It is almost attempted to identify factors determinant career decision making of students in secondary schools under stud

Several studies on general career guidance and counseling were carried out in African countries, for example, Omoni (2013), Ajufo (2013), Eyo et al. (2011), Lazarus and Chinwe (2011), Mahlangu (2011) in South Africa; Senyonyi, Ochieng and Sells (2012) in Uganda and Nyutu and Gysbers (2008) in Kenya. None of these studies looked at determinants of students' career decision making. The few African studies that investigated determinants of student's career choice are Lazarus and Chinwe (2011) in Nigeria, Mudhovozi and Chireshe (2012) in South Africa and Gudeta Guta (2016) in Ethiopia but the participants in these studies were different from the participants of the current study. The present study sought to establish the determinants of students' career decision making among secondary school students in Addis Ababa, Ethiopia.

General Objective

The general Objective of this study was to explore the factors determining career decision making of secondary schools students in Addis Ababa.

Specific Objective

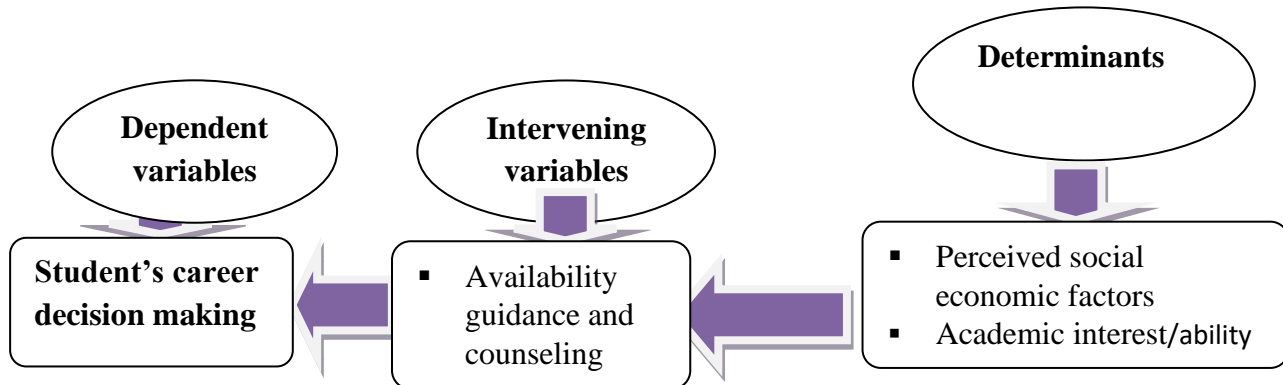
- To investigate factors determining the career choice of students at secondary schools;
- To find out if there is an association between academic interest/ability, perceived socioeconomic factors and students' career decision,
- To explore the predictive factors in career decision making process.

Scope of the Study

The scope of the study is not as broad as its title suggests. It is delimited to the examination of the career choice factors determinants of secondary school regular students in sample government school in Addis Ababa. The major career decision making factors determinant deals with in this study are academic interest/ability and perceived socioeconomic factors.

Conceptual Framework of the Study

A conceptual framework is a research tool which is used to help a researcher develop a better understanding of the variables under investigation (Mugenda & Mugenda, 1999, 2003) which depicts the relationship between the variables in the study.



Methodology

Research Design

The study used mixed approach i.e qualitative and quantitative approach, quantitative method was used to examine how the independent variables (perceived socio economic factors and academic interest) would have relationship with the dependent variables (students' academic career decision making). This study also used qualitative to assess the determinants of student's career choice among secondary schools which consists of open-ended information that the researcher usually gathers through interviews.

Sampling and Participants

The researcher used random sampling technique. This type of sampling method is use in order to give every participant equal chance to be selected to participate in the research. Lottery method of simple random sampling technique will apply. The sample size will be determining by using Yemane, (1967) simplified formula. This is because the Yamane's formula provides more sample size than sample size determination table and online sample size calculator like Rao soft.

Table 1. Study Population

No	Grade level	Sex		
		Male	Female	Total
1	9 th	225	302	527
2	10 th	418	504	922
3	11 th	281	357	638
4	12 th	184	277	461
Total no students		1108	1440	2548

Source: Lideta sub city education office information and exam administration team

It is a sample size determination formula with a confidence interval of 95% and 0.5% of the level of precision.

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

Where n is the sample size, N is the population size, and e is the level of precision or Margin of error (MoE), e = 0.05.

The total number of DBANSS Grade 11 and 12 students are 1099. The determined sample size is 293 based on sample size determination formula. However, by considering the non-response rate, 10% of the sample is added and the number of participants is 322.

Data Collection and Analysis

In order to collect data from the respondent the researcher used self-administered questionnaires. Questionnaire was appropriate because it allows the researcher to collect data from a large sample size of respondents within short period of time and since all respondents are asked the same questions it speed up the process of data analysis. The questionnaire consisted of four major parts: demographic questions, academic interest scale, perceived socio economic factors, career indecision measures and interviews for school principal, educational experts and parents, teacher and students association (PTSA).

The data was visually checked, organized and coded in a computer excel. Missing and inappropriate responses were screening and compute by software SPSS 24. The researcher employed both descriptive and inferential statistics in the study. Therefore, the descriptive statistics frequency and percentage used to see the general distribution of demographic characteristics and factors reportedly influencing career decision. To see whether demographic factors were related to check whether career decision making are correlated. Furthermore, Independent sample T-test and simple linear regressions analysis was also used to predict the effects of independent variables on dependent variables of the study. Finally, the findings were presented using tables and interpreting accordingly.

Ethical Consideration

The data was collected after obtaining the consent of the participants. And the confidentiality of their response maintain throughout the study process. Participants were participating only voluntarily. And the school was asking the permission in written letter from Addis Ababa University. Personal privacy and cultural norms were respected. Finally, the results were disseminated to the place where the study was conducted and to the school of psychology in Addis Ababa University.

Operational Definitions of Terms

Career: - a job or profession for which one is trained and in which one intends to be involved through life.

Career Choice: - a career refers to a person's life long line of business, which can encompass one or more types of occupations. Hence, career choice means a person's decision on the type of occupations he or she is inclined to pursue during an entire lifetime and framework of strategies moving toward personal goals.

Career Decision Making: - Refers to the individual's ability to make decision regarding one's future academic study discipline.

Perceived Socio Economic: - refers to the thinks or thought of students that have been obstacles or challenges moving towards their personal goals or career decision making.

Results

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

It is believed that the demographic characteristics of students may determine their career decision making status. Hence, students' socio-demographic characteristics were studied and the results are presented.

Table 2. Socio-Demographic Variables in terms of Sex, Age, Former Place of Residence, Field of Study and Grade Level of Respondents

Demographic variables Categories		Frequency(n)	Percent (%)
Sex	Male	122	41.6
	Female	171	58.4
	Total	293	100.0
Grade level	11 th	124	42.3
	12 th	169	57.7
	Total	293	100.0
Age	14 -18 years	167	57.0
	19-22 Years	121	41.3
	23-26 years	3	1.0
	26 and above	2	.7
	Total	293	100.0
Field of study	Social science	150	51.2
	Natural science	143	48.8
	Total	293	100.0
Former living place	Urban	82.9	82.9
	Rural	17.1	17.1
	Total	100.0	100.0

As indicated in Table 2, In terms of sex characteristics of participants the two sexes were almost evenly distributed with 41.6% of males (122) and 58.4% of females (171) out of the total 293 participants. In terms of grade level 42.3% of grade 11th (124) and 57.7% of grade 12th (169). The age categories of the respondents constitute that majority 167(57.0%) of them were between 14-18 years old. The next largest percentages of participants were 19-22 years 121(41.3%) and 23-26 years 3(1%) and the least percentage was found at 26 and above years constituting only 2(0.7%) of the respondents. The stream or field of study of participants shows that 150(51.2%) were social science and the rest 143(48.8%) were natural science students. Regarding the participants former place of residence majority (82.9%) of them come from urban area and the rest (17.1%) come from rural area of the country.

Table 3. Parents Educational Level

Level of Education	Mother		Father	
	N	%	N	%
Uneducated	31	10.58	21	7.16
Elementary School	140	47.8	92	31.4
Secondary School	50	17.1	74	25.2
College and Above	72	24.57	106	36.17
Total	293	100.0	293	100.0

The students were asked to indicate the highest educational level of their parents whose findings are summarized in Table 3. From the table, 24.57% and 36.17% of the respondents indicated that their mothers and fathers respectively had attained college and above as their highest educational level. Additionally, 17.1% and 25.3% of their mothers and fathers respectively had attained secondary school certificates while 47.8% of the mothers and 31.4% of the fathers respectively were Elementary school graduates. Only 10.58% of the mothers and 7.16% of the fathers had uneducated which implies that parents of students attending college and above have on average, a university degree or college diploma. Parents with a college and above qualification pass its importance to their children and are more likely to offer their children to choose a better field and in careers of their own choice.

Table 4. Factors Determining Secondary School Students Career Decisions

		Frequency(n)	Percent (%)
Determinant factors positively influencing career decisions	Academic Interest	244	83.3
	Perceived Socio Economic Factors	49	16.7
	Total	293	100.0
Determinant factors negatively influencing career decisions	Academic Interest	69	23.5
	Perceived Socio Economic Factors	224	76.5
	Total	293	100.0

As Table 4 shows, the majority, 244(83.3%) of participants reported that their academic Interest will have a positive impact on their choice of secondary school career decisions. Whereas the least percentage 49 (16.7%) of students reported that their perceived socioeconomic factors are positively affecting them while selecting field of study. Among the participants reported that their academic interests have a positive impact on career decisions. However, the findings of this study revealed that perceived socioeconomic factors have negatively affecting the career choice of 224(76.5%) of the respondents.

Table 5. Independent Sample T-Test for Sex Differences in the Levels of Perceived socioeconomic factors and academic interest

	Sex	N	Mean	SD	Df	t	F
Perceived socio economic factors	Male	122	23.4590	8.51945	291	2.629	12.301
	Female	171	21.1287	6.63997			
Academic interest/ability	Male	122	34.0656	4.28863	291	.746	7.995
	Female	171	33.6082	5.72032			

As illustrated in Table 5, there was no statistically significant mean difference between males ($M = 23.459$, $SD = 8.52$) and females ($M = 21.13$, $SD = 6.64$) on level of perceived socioeconomic factors, $t(293) = 2.629$, $p = 12.301$. There was no statistically significant difference among males ($M = 34.066$, $SD = 4.289$) and females ($M = 33.61$, $SD = 5.72$) on Academic interest/ability, $t(293) = .746$, $F = 7.995$. Hence, there is no significant difference on the level of Academic interest/ability between male and female students.

Table 6. Correlation between Sex, Age and Academic Interest/Ability and Perceived Socio Economic Factors of Secondary School Students

Variables	Academic interest/ability	Perceived socio economic factors
Sex	-.152**	-.044
	.009	.456
N	293	293
Age	-.002	-.066
	.976	.263
N	293	293

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

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

As indicated in Table 6 above, sex insignificantly correlated with perceived socioeconomic factors ($r_{pb} = -.044$, $n = 293$, $p = .456$) and Academic interest/ability ($r_{pb} = -.152$, $n = 293$, $p = .009$). Perceived socioeconomic factors and Academic interest were statistically and negatively correlated with respondents' age, but not with parental influence, perceived socioeconomic factors, and with academic interest/ability ($r_{pb} = -.002$, $n = 293$, $p = .976$).

Table 7. Correlation between Parental Influences, Peer Influence and Career decision Level of Secondary School Students

Variables	Academic Interest/Ability	Perceived Socio Economic Factors
Career Decision Making	-.179**	.256**
Sig. (2-tailed)	.002	.000
N	293	293

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

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

As shown in the Table 7 above, Academic interest/ability, was shown to have a significantly weak, negative relationship ($r = -.179$, $n = 293$, $p = .05$) with career decision making. On the other hand, perception of socioeconomic factors had a significantly weak, positive correlation with secondary school students' career decisions ($r = -.256$, $n = 293$, $p = .05$).

Table 8. Correlation between Sex, Age and Decision Levels of Secondary School Students

Variables		Career Decision Making
Sex	Pearson Correlation	.020
	Sig. (2-tailed)	.740
	N	293
Age	Pearson Correlation	.183**
	Sig. (2-tailed)	.002
	N	293
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

As Table 8 clearly illustrates that the findings correlation also indicated that sex had a significant positive correlation with academic career decision making levels of secondary school students ($r = .020$, $n = 293$, $p = 0.05$). And the age of respondents had also a significant positive relationship with academic career indecision making levels of secondary school students ($r = .183$, $n = 293$, $p = 0.05$).

Table 9. Simple Linear Regressions Coefficients for Perceived Socioeconomic Factors and Academic Interest on Academic Career Decision Making

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.292	4.916		8.603	.000
	perceived socioeconomic factors	.295	.067	.254	4.402	.000
	Academic interest /ability	-.232	.095	-.137	-2.432	.016
Model Summary		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.333 ^a	.111	.098	8.32651	
a. Dependent Variable: Career Decision Making						
b. Predictors: (Constant), Parental Influence, Peer Influence						

As indicated in Table 9, the results of the simple linear regressions analyses indicated that when all other predictor variables were set to zero, the predictor variables of academic interest/ability would not significantly predict/affect the secondary school students career decision making with ($Beta = -.137$, p value $= .016$). When all other predictor variables are set to zero, perceived socioeconomic factors significantly predict/impact students career decisions ($Beta = .254$ and p value $= .000$). Furthermore, the cumulative predictor elements regression model ($Beta = 42.292$, $R = .333$, $R^2 = .111$, and p value $= .000$) significantly predicts the level of career decision making.

Discussion

The first research question in this study explored at the factors that determining secondary school student's career choices, both positively and negatively. The majority of 244 (83.3%) of participants in this survey believed that their academic interest had a positive impact on their secondary school career decision. According to the findings of this study, parental influence had more positive impacts on secondary school students' career decision than other factors. This finding is in line with a study conducted by Jeofrey, M. (2017), which conducted a study of 8080 high school students in Zimbabwe's midlands province on the factors affecting their career decisions and discovered that having a family member who works in the profession was the most important factor influencing their career decisions. Concerning the factors that have a detrimental impact on secondary school students' career decisions, perceived socioeconomic factors were reported as negatively influencing career decision making by the majority of respondents, 224 (76.5%), respectively. As a result, it can be stated that socioeconomic factors have the greatest detrimental impact on secondary school students' choice of study discipline. The outcomes of this study agree with Bolles' (2011) claim that one might inherit some financial resources from one's family, which can affect one's chosen career to some extent. Furthermore, according to Brown & Barbosa (2009), female students' from low-income families' career aspirations are restricted by their family's and environment's circumstances.

The statistical correlations of this study, sex had a non-significant negative relationship with perceived socioeconomic factors, and academic interest/ability. Furthermore, an independent sample t-test was used to see if there was a significant difference between female and male. The findings revealed a statistically insignificant difference in perceived socioeconomic factor, and academic interest/ability. Sema Arif et al. (2019) conducted a study to investigate the influence of different factors influencing students' career decisions and discovered that gender had no impact on support from perceived socioeconomic factor, and academic interest/ability beliefs, that are consistent with the current findings, which show that sex did not differ significantly on perceived socio economic factors. Odanga, Raburu, and Aloka (2015) conducted a study in Kenya on a sample of 327 responders and found no significant impact of gender on academic interest. As a result, the findings of this study matched those of a larger number of previous studies. However, a number of the findings are in conflict with previous studies done in different contexts, and the difference might be due to study context variations.

According to Mortimer et al. (1992) parents with a college and above qualification pass its importance to their children and are more likely to offer their children an opportunity for a better career decision and in careers of their own choice. Hahs-Vaughn, (2004) also found out that high parental education has an effect on the career decisions. A high parental education level also implies the parents are likely going to be engaged in professional and better career choice. Therefore, parents in Addis Ababa are likely going to determine students' career choices to select them better career pathway and supporting their career decisions.

The study findings indicated that, sex has a significant positive relationship with career decision. Moreover, the t-test analysis showed insignificant mean difference on the academic career indecision between the two sexes. This result appears similar with the study done by Claudia, C & Sebastian, T (2015) examined the relationship between the degree of career decision-making and student's career decision-making and showed no significant relationship between gender and career decision. Another concept supporting the present study investigated the secondary school career decision process generally and showed that sex is a significant source of influence in the career decisions of students, and gender gaps have been found to affect male and female student choice and aspiration for career choices and indicated a significant correlation between student gender and career decisions.

Examining the relationship between the independent variables (perceived socioeconomic factors and academic interest) and career decision making process (dependent variable) of was secondary school

students the main objective of this study. The statistical correlation analysis find out both significant and non-significant correlations between variables and to further identify whether significant differences occurred among demographic variable (sex) in the levels of career decision making process to see whether the independent variables of perceived socioeconomic factors and academic interest predicts the level of dependent variables of career decision analysis of simple linear regression was computed. The findings of the simple linear regression analysis also revealed that perceived socioeconomic factors on a secondary school student's career decision is major impact and the predictor variable of academic interest had a small impact on secondary school students' career decisions.

Conclusion

Based on the findings of the study, the following conclusions have been drawn.

The majority of secondary school students believed that academic interests/ability influenced career decisions more positively than other determining variables. Perceived Socioeconomic considerations, on the other hand, were viewed as negative determinants by the majority of secondary school students when deciding their career. Following one's academic interests/ability while choosing a secondary school area of study might help one seek the greatest fit career, however socioeconomic factors, as well as peer influence, can sabotage it.

Secondary school students, according to the findings of this study, had a high degree of academic interest and a low level of school principal and teacher impact. Sex was shown to have a strong positive connection with career choice. Career decision making revealed a strong positive relationship with perceived socioeconomic factor and academic interest, according to the main study variables. In general, according to the findings, academic interest can assist students in better exploring and deciding on their future career, whereas perceived socioeconomic factors significantly affects career decision negatively.

Recommendations

- Parents are trained in career guidance. Special community programmers', initiated by the schools, may be organized to help parents guide their children. The Ministry of Education may prepare awareness creation program and literature on career guidance on pamphlets that would be distributed to parents.
- School counselors should aware secondary school students on the importance of career counseling and their former document analysis in relation to academic career choice.
- Future study should be conducted to assess whether other variables such as individual personality types, opportunities and gender stereotypes can be associated with academic career choice of young adults.
- Since this study revealed a positive relationship between interest and academic career decision, future research in the area should specifically examine the paternal and maternal influences to gain an in depth better understanding.
- Future study should be conducted to check whether private secondary school students, university students and private college/university students perceived determinant factors associate with career decision making.
- Finally, it is better if future study will be conducted by using cross sectional approaches and longitudinal research to further clarify and clearly understand how the determinant factors influence career choice of students.

References

Abera Getachew & GobenaDaniel, (2016): Career Development among Undergraduate Students of MaddaWalabu University, South East Ethiopia. *Journal of Student Affairs in Africa | Volume.*

- Alika, I. H. (2010). Parental and peer group influence as correlates of career choice in humanities among secondary school students in Edo State, Nigeria. *Journal of Research in Education and Society*.
- Blustein, D. L., Prezisos, M. S., & Schultheiss, D. P. (1995). Attachment theory and career development: Current status and future directions. *The Counseling Psychologist*, 23(3), 416-432.
- Brown, S. G., & Barbosa, G. (2009). Nothing is going to stop me now: Obstacles perceived by low-income women as they become sufficient. *Journal of Public Health Nursing*, 18, 364-372.
- Caldera, Y. M., & Robitschek, C., Frame, M., & Pannell, M. (2003). Intrapersonal, familial, and cultural factors in the commitment to a career choice of Mexican American and non-Hispanic White college women. *Journal of Counseling Psychology*, 50, 309–323, doi:10.1037/0022-0167.50.3.309.
- Dietrich, J., & Kracke, B. (2009). Career specific parental behaviors in adolescent development. *Journal of Vocational Behavior*, 75, 109 – 119.
- Edward, K., & Quinter, M. (2011). Factors influencing students career choices among secondary School students, in Kisumu municipality Kenya: J. Emerg. Trends Educ. Retrieved, Res Policy Stud. 2, 81-87. <https://hdl.handle.net/10520/ejc135714>.
- Felsman, D. E., & Blustein, D. L. (1999). The role of peer relatedness in late adolescent career development. *Journal of Vocational Behavior*, 54, 279-295.
- Ferry, M. (2006) Factors Influencing Career Choices of Adolescents and Young Adults in Rural Pennsylvania, Pennsylvania: Penn State Cooperative Extension University Park.
- Gokuladas, V. K. (2010). Factors that influence first career choice of undergraduate engineers in Software services companies; A south Indian experience. *Career Dev. Int.* 15, 144-165. Doi: 10.1108/13620431011040941.
- Hahs-Vaughn, D. (2004). The impact of parents' education level on college students: An analysis using the beginning post-secondary students' longitudinal study 1990-92/94. *Journal of College Student Development*, 45, pp483-500.
- Jeofrey, M. (2017). Factors influencing the choice of career pathways among high school students in midlands province Zimbabwe (Unpublished PHD dissertation). University of South Africa.
- Karma, E. H., & Nadine, G. (2019). Parental attachment bonds, dysfunctional career thoughts And career exploration as predictors of career decision making self-efficacy of students. *British Journal of Guidance & Counseling*. Doi:10.1080/03069885.2019.1645296.
- Keller, B. K., & Whiston, S. C. (2008). The Role of Parental Influences on Young Adolescents' Career Development. *Journal of Career Assessment*, 16, 198-217.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *J. Vocational. Behavior.* 45, 79 122. Doi:10.1006/jvbe.1994.1027.
- MOE (2007). Strategic Plan for Higher Education Students Enrollment from 2007-2010, MOE, Addis Ababa.
- MOE & MOCB (2007) Undergraduate and Graduate Degree Programs mix and Student Placement in the Expanding higher Education System in Ethiopia: Addis Ababa.

- Mortimer, J. T., Dennehy, K. & Lee, C. (1992). Influences on adolescents' vocational development. National Center for Research in Vocational Education. Berkeley, CA.. Retrieved from <http://files.eric.ed.gov/fulltext/ED352555.pdf>.
- Newman, B.M., & Newman, P.R. (2017). Development through life: A psychosocial approaches. (13th Ed.). Boston, MA: Cengage learning.
- Reardon, R., Lenz, I., Sampson, L., & Peterson, G. (2000). Career development & planning: A comprehensive approach. Pacific Grove. Los Angeles: Brooks/Cole.
- Salami Olufunmilayo, O., & Salami Oluwaseun, O. (2013). The Factors Determining the Choice of r Caree Among Secondary School Students. *The International Journal of Engineering And Science (IJES)* ||Volume|| 2 ||Issue|| 6 ||Pages|| 33-44 ||2013|| ISSN (e): 2319 – 1813 ISSN (p): 2319 – 1805 www.theijes.com The IJES Page 33.
- Salami, S.O. (2008). Role of personality, vocational interests, academic achievement and socio cultural factors in educational aspiration of secondary school adolescents, in southwestern Nigeria. *Career Development International*, vol. 13, no. 7, pp. 630-647.
- Sharf, R. (2002). Applying career development theory to counseling, (3rd. Ed). Thomson Brooks/ Cole, Learning, Australia.
- Sharf, R. (2006). Applying career development theory to counseling, (4th. Ed). Thomson Brooks/ Cole, Australian.
- Sickinger, P. H. (2012). Social cognitive career theory and middle school student career exploration (Doctoral dissertation). UMI No. 3538741. UNESCO (2000). World Education Report 2000. Paris, UNESCO. (available at <http://www.Unesco.org/>).
- Whiston, S, & Keller, B. K. (2004). The Influence of the Family of Origin on career Development: A Review and Analysis. *The Counseling Psychologist*, 32, 493- 568, doi:10.1177/0011000004265660.
- Wiklund, K. (2005). Parent involvement in Education Available at <http://www.nwrel.org.s>.
- Yemane, T. (1967). Statistics, an introductory analysis, 2nd Ed., New York: Harper and Row.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).