



**HAWASSA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES DEPARTMENT OF PSYCHOLOGY MA IN SOCIAL PSYCHOLOGY**

**SELF-ESTEEM, SELF-EFFICACY AND PEER PRESSURE AS A PREDICTOR
OF CAREER DECISION MAKING AMONG RIFT VALLEY UNIVERSITY
STUDENTS SHASHEMANE CAMPUS.**

BY: JEMAL MUDE WABE

MA THESIS

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HAWASSA, ETHIOPIA

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**A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF PSYCHOLOGY HAWASSA
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FULFILLMENT OF THE REQUIRNMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SOCIAL PSYCHOLOGY.**

JUNE, 2024

HAWASSA, ETHIOPI

DECLARATION

I, the undersigned, declare that the thesis entitled “Self-esteem, Self-efficacy and Peer pressure as a Predictor of Career Decision Making among Rift Valley University Student’s Shashemane Campus” for Master of Arts in social psychology is my original work and has not been presented for reward of degree in any other institution, Moreover, all sources of materials that I used have been appropriately acknowledged.

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Signature

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This is to certify the thesis entitled Self-esteem, Self-efficacy and Peer pressure as a Predictor of Career Decision Making among Rift Valley University Student's Shashemane Campus has been approved by College of Education and Behavioral Sciences in the partial fulfillment the thesis requirement for the degree of Masters of Arts in Social Psychology. The Graduate program of the Department of Psychology and has been carried out by **Jemal Mude** under my supervision. Therefore I recommend that the student has fulfilled the requirements and hence hereby can submit to the Department of Psychology.

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EXAMINERS APPROVAL SHEET

We, the undersigned members of the board of examiners of the final open defense by **Jemal Mude** have read and evaluated his thesis entitled “**Self Esteem, Self Efficacy and Peer Pressure as a predictor of Career Decision Making among Rift Valley University students Shashemane Campus**” and examined the candidate. This is, therefore to certify that the thesis has been accepted in partial fulfillment of the requirement of the degree MA in Social Psychology.

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Stamp of the department

Signature

Date

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LIST OF ABBREVIATIONS AND ACRONYMS

DV-dependent variable

FGD- focus group discussion

IV- independent variables

PPI- Peer Pressure Inventory

SCCT- Social Cognitive Career Theory

ABSTRACT

The major objective of this study was to explore self-esteem, self-efficacy, and peer pressure as predictors of career decision-making among Rift Valley University regular students Shashemane campus. 332 respondents (225 males and 107 females) were randomly selected to fill out the questionnaires. Additionally, 15 key informants (from academic staff) were purposely selected for interviews and Focus Group Discussions. The study used a cross-sectional research design, and the data were obtained using an adapted general self-efficacy scale, the Rosenberg self-esteem scale, and peer-pressure questionnaires from previously conducted studies, career decision-making scale measures, and leading questions for interviews and FGD as data-gathering instruments. The data were analyzed using both quantitative and qualitative data analysis procedures. Thus, descriptive statistics (frequency, mean and percentage) and inferential statistics (correlation, multiple linear regressions, ANOVA, and t-test) were conducted. The findings from regressions analysis showed that peer pressure is the most significant predictor of career decision-making. Self-efficacy and self-esteem also predict career decision-making, but to a lesser degree, the result of ANOVA indicates that there is no statistically significant difference in the score on career decision-making among students' fields of study, and an independent sample t- test result shows that there is no statistically significant difference between males and females in career decision-making. Based on the findings it's concluded, that students are more likely to accept career advice from peers they trust than relying on their self-efficacy and self-esteem. Rather than focusing on the students fields of study and gender, it is better to focus on other variables that are not included in this study. Finally it's recommended that in order to help students make the best career decisions, parents, the university's concerned body, should come up with career activities and life skill training that will change students' attitudes towards issues challenging their career decision-making abilities.

Keyword: Career decision making, Self-efficacy, Self-esteem, Peer pressure.

CHAPTER ONE

1. INTRODUCTION

This chapters deals about background of the study, statement of the problem, research question, objectives of the study including the general and specific objectives, significance of the study, scope of the study, delimitations and operational definition of the study.

1.1 Background of the study

University students frequently select a field of interest. The decision they make will affect them for the rest of their lives because it is a significant part of personal growth that affects the whole person and lasts the entirety of a person's lifespan. With the development of information technology and increased professional competitiveness, career decisions have grown to be a significant psychological phenomenon (Clarke, et al., 2009).

The process of matching career decisions with educational needs has become increasingly complex with the development of advanced technology and the world is becoming a global village where professional education requires more attention than ever before (Onoyase & Onoyase, 2009).

Handl, (2012), reported that due to career mismatches 75.8 million young people on worldwide are unemployed, this trend indicates that the world is approaching an unprecedented talent shortage, which could have a negative impact on economic growth and ultimately alter how we approach the workforce challenge. Similarly Individuals moving through the career decision-making process are influenced by factors such as their living environment, personal skills, and level of education (Watson & Simmons, 2010).

Study conducted in the United States on the factors related to indecisiveness and career Indecision in undecided college students indicate that between 20% and 60% of freshmen students entering higher education are generally undecided about their perceived career choices (Gaffner & Hazler, 2002).

In Africa, students in the university who don't have clear vision on career decision making to focus on future career is influenced by their perception towards psychological and social challenges such as self-efficacy, self-esteem, peer pressure and lack of resources (Stikkelorum, 2020). College students often face several challenges, including a wide range of career options and lack of exposure to job role models (Austin, et al., 2010).

Self-efficacy is the belief in one's own ability to perform particular activities, a study by Villar, (2015), on self-efficacy and academic performance of secondary school students showed that secondary school students lack sufficient self-efficacy necessary to show persistence in the face of academic challenges. As a result, they cannot fully participate in career choices. Such beliefs instill in students a lack of motivation and confidence to invest the time and effort necessary to address career decision issues. Self-efficacy represents an individual's belief that he or she is able of succeeding at work (Mohd, et al., 2018, p, 75). Bandura, (2001), defines self-efficacy as belief in one's ability to accomplish a task under specified conditions. He further argues that people with high self-efficacy are more likely to see challenging tasks as something to be mastered rather than something to be avoided.

A research on factors influencing high school student's career aspirations has shown that students with high self-efficacy are more likely to face stressful academic situations than those with low self-efficacy (Tang, et al., 2008). Further study by Yuhsuan, and Jodie, (2015), on Examining the relationships among self-efficacy, coping, and job satisfaction argue that high-performing students are more likely to engage in self-regulatory processes such as goal-setting, self-assessment, searching for career information, planning career advancement, and problem-solving. Conversely, people with low self-efficacy often experience a lack of self- confidence toward challenging tasks. Therefore, the concept of self-efficacy should be examined as a predictor of career decisions.

Self-esteem is a term that refers to a person's overall sense of worth, which may comprise a number of different self-perceptions (Reilly, et al., 2014 p, 452).

Although several scholars have given varied definitions of self-esteem, all of them have certain traits. Brown, (2001), describe self-esteem as a general feeling of affection for oneself evaluations of self in specific domains and temporary feelings of self-worth, such as pride and shame. Other researchers Abdel-Khalek, (2016), also define self-esteem as an individual's perception or subjective assessment of one's self-esteem, feelings of self-esteem and self-confidence and the extent to which one holds positive or negative beliefs about oneself.

People with high self-esteem are said to have high self-awareness and high self-image they are motivated to set high career goals, act accordingly and demonstrate positive self-esteem (Baumeister, et al., 2003). According to Savickas and Porfeli, (2012), individuals with high self-esteem are more likely to engage in activities related to career advancement and thus develop appropriate career personalities and adaptability. A study by Atac, et al., (2018), on Predicting career adaptability through self-esteem and social support point out that self-esteem is an important predictor of career choice. In another way, increasing self-esteem may help one become more flexible at work and consequently more employable. Consequently, a person's sense of self-worth or self-esteem improves their capacity to adjust to changes in their job and profession.

Peer pressure the direct or indirect influence peers have on students to do or not do something good or bad, Peer pressure plays an important role in influencing career decisions. Peer Influence is important for young people's career decisions and the development of career opportunities (Saeed, et al., 2014). Further research suggests that colleagues are more motivated to take on more challenging tasks because they focus on career decisions compared to other colleagues (Naz, et al., 2014). Peer influences have been also found to influence an individual's career choices, As young adults separate from their families, the interactions are transferred and fostered in peer relationships and as a result, young adults with positive peer relationships experience a sense of freedom in regard to making career choices allowing them to explore career options and themselves in greater depth (Felsman & Blustein, 1999). Stewart, (2000), on

the Graduate recruitment and selection implications for Higher Education, graduates and small business recruiters contends that adolescents and young adults are easily influenced by their peers because they rely on them to provide validation of the choices they make including career decision making. Therefore peer pressure plays a vital role in career decision making among university or college students.

The term career decision making is described as the process of selecting a specific profession or vocation over the others and also used to examine the various factors influencing the process of selection and how these factors exert their influence (Sharf, 2002). 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, 2015).

In Ethiopia the study conducted by Henok, (2020), on the psychosocial factors associated with academic career choice process among Kotebe Metropolitan University students in Addis Ababa showed that personal interest mainly influence positively academic discipline choice of students and economic conditions and family factors as the major factors negatively influence academic discipline choice of students than other factors. The study conducted by Kumar, (2016), on parental influence of career choice traditionalism among college students in selected cities in Ethiopia also revealed that there is a significant influence of parents on career choice among students. Specifically, father's influence is found to be more significant on career decision making among students than their mothers.

In line with this research and in order to further understand the difficulties in career decision-making, the present study attempts to investigate psychological (self-efficacy and self- esteem) and social (peer pressure) aspects and how these determine academic career decision making. This study was sought to examine the influence of self-esteem, self-efficacy, and peer pressure as a predictor of career decision making among rift valley university students shashemane campus.

1.2 Statement of the Problem

In present from the personal observations of the researcher and social media report even if universities offer career help and counseling, students are nevertheless under pressure to make decisions about their careers. Most students may employ in fields that do not align with their professional training or career interests. Especially students in private university primarily choose what is available, not what suits their personal interests, talents, abilities, or work. This situation leads to workplace frustration, low morale, and low productivity.

The academic study program that a university student chooses is a component of their career decision, which directs them toward their future roles. Obviously, a lot of higher education institutions require their students to choose their academic study discipline early on in their college or university careers. This is because the institutions assume that once a student chooses their field, they can concentrate on excelling in it. But it is indicated that if a choice is made without carefully looking into different alternatives and through investigation the students runs the risk of making inappropriate choice which leads them to stress and other related problems (Wei-Chun, 2009).

The findings from the study of parental interaction, dysfunctional career thoughts and career exploration as predictors of career decision making self-efficacy of student suggest that career exploration behaviors are the most essential activities that explain ones confidence in making career decisions (Karma & Nadine, 2019). Arif, et al., (2019), stated that personal, parental and social variables are the strongest factors influencing students' academic career choice and found strong relation between self-efficacy, social, economic, peer and family factors in leading to enhanced satisfaction with career choices and weak association result in poor satisfaction with the academic career choice students make while in the university. Studies on career decision making carried out in African countries and Ethiopia, Example, Lazarus and Chinwe (2011), on the role of guidance counselors in the career development of adolescents

and young adults with special needs in Nigeria, Mudhovozi and Chireshe (2012), on Socio-demographic factors influencing career decision-making among undergraduate psychology students in South Africa, Getachew and Gobena, (2016), on Career Development among undergraduate students of Madda Walabu University, South East Ethiopia Cross-sectional study design was employed to gather quantitative data through self-administered structured questionnaires, the result of this study showed that career development is important in understanding students' personal values, clarifying their goals, career choice directions and job-searching skills. Gudeta Guta, (2016), on The Relationship Between Socio-Economic Factors and Career Decision Making among Secondary School Students in Addis Ababa in Ethiopia, The study used mixed research approach and the data were obtained using standardized and adapted Academic ability inventory, perceived socioeconomic factors and career decision scale measures from randomly selected students, the result of the study showed that academic ability mainly positively determined career decision making of students and also perceive socio economic factors as the major determinants negatively influenced career choice of students than other factors.

However, none of this research studied the variables that predict career decision making and as per knowledge of the researcher there is no study conducted on private university on this issue and no study conducted on this variable in one place particularly in Rift Valley University student's shashemane campus. To fill this gap it is necessary to conduct the study. Therefore, the issue that needs to be solved is; what factors predict students' choices regarding their academic careers? The focus of current study is on factors that predict on students career decision making and the study was to determine self-esteem, self-efficacy and peer-pressure as a predictor of career decision making among rift valley university students Shashemane campus.

1.3 Research Questions

The study was aimed to answer the following major research questions.

1. Does Self-efficacy, Self-esteem and Peer pressure can significantly predict career decision making?
2. Is there a variation on the students Self-efficacy, Self-esteem and Peer pressure on the field of study that contribute for career decision making ?
3. Is there significant difference between Male and Female on career decision making?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of the study was to explore self-esteem, self-efficacy, and peer pressure as predictors of career decision-making among Rift Valley University regular students on the Shashemane campus.

1.4.2 Specific Objectives

- To find out if self-efficacy, self-esteem, and peer pressure can significantly predict career decisions.
- To examine if there is a variation in students self-efficacy, self-esteem, and peer pressure in the field of study that contributes to career decision-making.
- To find out if there is a difference between males and females in career decisions.

1.5 Significance of the Study

Making decisions about a student's academic career is extremely important since it will have a long lasting effect on their future job, social roles, and other facets of their lives. Determining the psychological and social factor in relation with academic career decision making process is very important in order to create citizens that are creative, well skilled, knowledgeable and productive as well as well satisfied in their respective professions.

- The results of the study will be important for university to focus on students' self-esteem and self-efficacy to achieve their goals, and to shape students' current and future lives by providing life skill training about career decision making.
- It will contribute roles in helping university students to develop better self-management skill and strategies to overcome the day to day challenges they face on career decision.
- The results of this study will provide some knowledge on the issue under discussion for the education officer, teachers, counselors, the school community, the students' parents and other stakeholders working with university/college. Finally, research will useful for other interested researchers to use as a starting point for further research.

1.6 Scope of the Study

To manage the study very well conceptually the variables of the study were only self-efficacy, self-esteem and peer pressure in determining career decision making. Methodologically, the study was limited to a cross-sectional research design integrating both quantitative and qualitative approaches.

1.7 Delimitation of the study

The study was geographically delimited only to Rift Valley University Shashemane Campus regular students enrolled in the academic year 2023/2024 in Shashemane. To the best of the researcher's knowledge, no research has been done on this topic at Rift Valley University Shashemane Campus, for

this reason the researcher specifically chose this campus. The sample size for the study consisted of three hundred thirty-two students (332) from the Rift Valley University regular students' Shashemane campus.

1.8 Operational Definition of terms

Career Decision Making: The process students go through in order to select a suitable career (Humayon, et al., 2018).

Self-Efficacy: The way students feel that they have personal confidence and motivation to make decisions concerning their academic progression as measured by (Schwarzer & Jerusalem, 1995).

Self-Esteem: A student's confidence in their own decisions, beliefs, and self-worth, known by the student's total score (Rosenberg Self-Esteem Scale, 1979).

Peer-Pressure: Peer support and advice that may have an impact on a student's decision regarding their academic field of study. (In this study, it is measured by the total score on peer influence questionnaires adapted from the study of Jeofrey, (2017).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviews on career decision making and related themes on self-efficacy, self-esteem and peer pressure upon which this study is based. It highlights what other scholars have done globally, in Africa and in Ethiopia, on the subject of the present investigation. The literature review is organized as follows: The concept of self-efficacy, self-esteem, peer pressure and career decision making, relationship between self-efficacy and self-esteem, and peer pressure, on career decision making, gender difference on career decision making, theory of career decision making & conceptual frame work of study.

2.1 Basic Concepts

2.1 .1 Self-efficacy

Self-efficacy is the ability to plan, carry out and regulate performance in a particular domain. It is also referred to as self-confidence or self-perception of skills and abilities. This idea reflects what a person feels inside about how much confidence they believe they need to perform a task well (Bandura, et al., 2011). This is based on the precinct each individual are typically motivated towards certain behavior by perceived self- efficacy, rather than by objective ability. An outstanding aspect of self-efficacy is task specific; it means that a person can have high self-efficacy in one area but low self-efficacy in another area (Sharma & Nasa, 2014).

According to Sharma and Nasa, (2014), Self-efficacy is anchored on four main sources: inactive mastery experience, vicarious experiences, verbal persuasion as well as physiological and affective states. Mastery experience is the assessment of competence in light of prior fulfillment in corresponding duties. The observation of one's performance in similar tasks in comparison to the skills required to complete a task is referred to as various experience. Social persuasion denotes the feedback or appraisals from important others about engaging in related tasks.

It helps to reinforce feelings of effectiveness when faced with challenges. Verbal or social persuasion serves to reinforce feelings of worth when confronted with contests. Finally, emotional arousal is the state of anxiety one experiences while performing a particular task. The four main sources of self-efficacy interact to affect one's career decision making.

Studies in career development have shown significant correlation between self-efficacy and career decision making (Jones, et al., 2010). These studies have shown that regardless of age, gender, domains, disciplines and countries, a student with higher sense of self-efficacy will lead to better academic performance thus better career choice. For example, in a research by (Louis & Mistele, 2012), on the differences in scores and self-efficacy by student gender in mathematics and science in the United States postulated that self-efficacy was a good predictor of academic achievement despite the differences in levels of self-efficacy by gender in students taking mathematics and science. Whereas the previous empirical studies dealt with self-efficacy and academic performance, the current will focus on self-efficacy and career decision making among private university students.

2.1.2 Self-esteem

Self-esteem is the evaluative component of self-knowledge, defined as how much people think of themselves as worthy (Baumeister, et al., 2003). By definition, it has to do with how much a person likes or dislikes themselves (Lent & Fouad, 2011). Self-esteem and self-efficacy are two separate notions, although having a strong correlation (Lee & Chen, 2001; Lent & Fouad, 2011). Others with high self-esteem feel good about them regardless of how they feel about their abilities, skills, and other qualities, while people with low Self-esteem feels horrible about them even when they believe they are competent (Chen & Paulraj, 2004).

Prior studies point to the growth of a mature professional attitude, career exploration, and career decision have all been favorably correlated with high self-esteem, a global positive assessment of our value as human beings (Rosenberg, 1965b).

Self-efficacy and self-esteem for career decisions differ in that self-esteem is considered a personality trait rather than being more contextual and task-related than self-efficacy (Udayar,et al.,2020). Therefore individual's self-esteem is the other important factor in determining career decision making of the students.

2.1.3 Peer Pressure

Longman Dictionary of Contemporary English (2009),defines peer pressure as a strong feeling that one must do the same things as other people of his age if he wants them to like him. Peer pressure the direct/indirect influence peers have on students to do or not do something good or bad, Peer pressure plays an important role in influencing career decisions. Peer Influence is important for young people's career decisions and the development of career opportunities (Saeed, et al., 2014). In today's society, peer group influence is more pronounced, and research has shown that adolescents are more likely to reinforce peer-approved behaviors (Clark & Loheac, 2007). According to Cambridge Advanced Learner's Dictionary and Thesaurus (2016), Peer pressure is the influence that other people of your own age or social class have on the way you behave. Peer pressure means the strong influence of a group especially of children, on members of that group to behave as everyone else does.

Peer pressure plays a major role in career decisiveness and indecisiveness among adolescents. According to Salami, (2006), many youth in Nigerian make wrong career choices due to ignorance, inexperience, peer pressure, or as a result of reputation attached to certain jobs without adequate vocational guidance and career counseling. Naz et al., (2014), examined that Peer and friends play a significant role in changing the behavior of individuals, personality development and decision making process regarding career, adaptation as well as positive and negative behavior in future life. Thus from the above study literatures one can understand that students peer groups can exert their influences negatively or positively in due process of career decision making.

2.1.4 Career Decision-Making

According to Rani,(2013), Career decision making is a dynamic and ongoing process where knowledge of self, values, interests, temperament, financial needs, physical work bring changes in one's life situation and environment.

Oke,(2015), Career decision is not just a matter of selecting an occupation that is good match with person's characteristics, but in reality the process is lot more complicated. Good career planning includes a match between requirement for a job, aptitude, interests, personality of the youth and expectations from the parents. Making a professional decision is a lifelong process that spans a person's entire life rather than just a single event.

Career decisions are based on three inclusive facts, per (Vigneswaran, 2016), first, one's personal strengths and shortcomings; second, one's understanding of achievements and future prospects in various fields of employment and third, one's assessment of these two categories of information. According to Inkson, et al., (2007), the concept of career decision making brought diverse employment policies to many countries, which encouraged people to look for better career opportunities. Making a career decision can be challenging for many people, and if it is not done carefully, it may have negative effects on the person's future, Many career paths present difficulties for people (Egunjobi, 2013). Therefore, a variety of internal or external factors can have an impact on the career decision. The following factors can influence a person's career decision: ignorance, gender, passion, parental or family influence, friend advice, school curriculum, religion, a child's upbringing, teacher advice, family values, prestige, and societal perception.

2.2 Relationship between Self-Efficacy, Self-esteem, Peer Pressure and career decision making

In this section, the literature reviews will guided by self-efficacy, self-esteem, and peer pressure as variables that form the support of current research.

2.2.1 Relationship between self-efficacy, self-esteem and career decision making

Udayar et al., (2020), highlighted the association between difficulties in career decision making and self-evaluations. Self-evaluations, which refer to individuals global and situational evaluations about themselves and their abilities, have been essentially understood with two main constructs, self- efficacy and self-esteem, and many studies have demonstrated close links between these two constructs and career decision-making.

Lent and Fouad, (2011), argued that although self-efficacy and self-esteem are similar in many ways, they are two distinct concepts. As such, people with high self- esteem tend to have positive feelings about themselves, while those with low self-esteem tend to have negative feelings about themselves and these feelings persist even when they believe they are highly competent, they have observed that individuals with high self-esteem engage in actions oriented at proficiency, thus resulting in higher job productivity, higher career decision-making self- efficacy, life satisfaction, and better psychological outcomes.

A review of contemporary studies demonstrates a lack of consensus on the type of correlation between self-efficacy and self-esteem. In particular Bandura, (1997), has noted that having efficacy expectations related to executing or accomplishing some job could impact one's views on self-esteem, especially if success or failure of that job is strongly connected to his or her self- worth. On the other hand, research by Lane et al., (2004), on Self-efficacy, self- esteem and their impact on academic performance has shown that self-esteem influences changes in self-efficacy. Finally, in an educational context Lane et al., (2004, p. 254), "believe that self- esteem is likely to flow from perceived efficacy expectations rather than the reverse". Regarding career decisions, it has been established that the pursuit of higher education and training is tied to an individual's self-worth.

2.2 .2 Relationship between self-efficacy, Peer Pressure and career decision making

According to Golestan and Abdullah, (2015), peer pressure is the urge to do something, Participate in group (age, class) activities and behaviors to comply with group norms. As a result of peer pressure,

young people feel the urge to demonstrate both negative and positive behaviors, including self-efficacy. Irma, (2015), argued that peer networks overestimate the influence of groups on traditional models and alter academic performance goals. In addition, young people show increased social motivation, which leads to decreased motivation to study.

Kiran, (2012), analyzed the relationship between adolescent peer pressure levels and self- efficacy expectations, data collected from 546 students using the Self-Efficacy Expectation Scale and the Peer Pressure Scale show a significant negative relationship between adolescent peer pressure and academic self-efficacy. Furthermore, adolescents with low peer pressure had higher expectations of academic self-efficacy than adolescents with moderate or high academic self-efficacy. This study attempted to establish a relationship between self-efficacy and peer pressure in career decisions. Given that Ethiopia is a developing country it should be a need to conduct other study in order to report if there is a relationship between self-efficacy and peer pressure on career decision making.

2.3 Gender Differences on Career decision making

Bandura, (2001), found gender differences in levels of professional effectiveness, career choice and personal development, For the most part teenage boys find themselves more effective in science and technology, while teenage girls find themselves more effective in jobs that have traditionally been gender-specific. A study by Crisan and Turda, (2015), supports the existence of gender differences in self-efficacy in career decisions they found that men and women have similar levels of self-efficacy in mathematics and finance. Previous research in the medical field has shown that gender differences influence students' career choices (Petrov, 2007). In many African societies, research has shown that gender differences in occupational choice are acquired through socialization processes, and that occupational choice is a product of traditional gender roles regulated by socialization (Ogwari, et al., 2014). According to Mutekwe, et al., (2011), most female students avoid careers with high levels of social participation and decision-making positions due to career stereotypes. A study by Mutekwe, (2011), in

Zimbabwe found that the way families explained the importance of gender roles influenced career choices in factors that influence career choices and aspirations of female college students. For example, in most traditional African societies, children grow up knowing that some of their responsibilities, obligations and careers are stereotyped by gender (Durosaro & Adebanke, 2012).

2.4 Theoretical Review

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

2.4.1 Social Cognitive Career Theory

Social Cognitive Career Theory has been widely used to explain career psychology and career- related decision making behavior (Lent, 2000). The Theory goes on to discuss the significance of self-efficacy in promoting a person's motivation. The SCCT suggests that career interests and career self-efficacy influence decision-making. The theory emphasizes how contextual elements like family history, the type of school attended, academic self-concept and learning experiences interact to affect career development

(Lent, 2000). According to this theory, self-efficacy affects one's interests and outcome leading to one's career choice.

The theory reaffirms that self-efficacy beliefs constitute the central mechanisms of one's career development. For example, individuals who are confident in their capacities to undertake particular tasks are more likely to pursue the task persistently and successfully (Lent, 2000).

2.4.2 Social Learning Theory and Self-efficacy

Bandura's social learning theory of human personality has emphasized the importance of human cognitive process and introduced aspects of personality that develops as a result of an individual's learning experiences and these are self-regulation, self-esteem, self-punishment and self-efficacy (Abbott, 2001). Although all of these influences are seen to be important and the concept of self-efficacy has been regarded as a key personality factor influencing career decision making.

Self-efficacy is defined as individuals belief in their capability to take the action required to deal with given tasks or prospective situations (Bandura, 1977). Bandura stated that individuals acquire self-efficacy through the relationships between personal efficacy beliefs and outcome expectancies and through this process people learn about their capabilities and their perceived self-efficacy which tends to affect their ability to organize and accomplish given tasks (Bandura, 1997). This self-efficacy theory provides an understanding of how individuals develop self- efficacy and how their perceived self-efficacy can be used to predict certain behavior including whether individuals approach or avoid certain tasks or situations, the quality of their performance with certain tasks or situations and their persistence to overcome unpleasant experiences (Betz, 2004).

For example, investigation of the relationship between self-efficacy and career aspirations and trajectories among children within specific socioeconomic environments found that children tended to base their career choices on their perceived occupational self-efficacy rather than on their academic performance (Bandura, 2001). The study also found that socioeconomic environments appeared to have

an indirect impact on children because it influenced parents' self-efficacy and their educational aspirations for their children.

These findings demonstrated the influence of self-efficacy on career choice and the way in which children were choose the career they felt competent to do and which was perceived to match their self-efficacy. The above finding was also supported by an investigation of the impact of parental socioeconomic levels on career aspiration among young Nigerian adolescents (Salami, 2008).

The study suggested children from families with a high level of income appeared to have high career aspirations because their family was able to provide them with relevant academic support. It is likely that children from low socioeconomic backgrounds might lack the confidence to develop their career through higher education and highlights the impact of socioeconomic environment on the way children develop their perceived occupational self-efficacy.

As has been discussed, self-efficacy appears to have significant impact on the way individuals perceive their career interests and competencies and these subsequently influence their career decision making.

2.4.3 Social Learning Theory and Career Decision Making

John Krumboltz's social learning theory of career decision making acknowledged the importance of two key elements of Bandura's social learning theory that human behavior results from learning experiences and cognitions (Sharf, 2006). Krumboltz's theory emphasizes however, that career decisions are not only based on individual factors such as gender, age, educational background, ability and family background but on other important factors outside individuals' control which affect their career availability and career decision making for example, the nature of job opportunities, monetary and social rewards of various occupations, labor laws and union rules, technological developments, changes in social organization, the educational system and neighborhood and community influences (Mitchell & Krumboltz, 1996).

Thus, Krumboltz applied a social learning approach which focused on the roles of four major influences on individual's career decision making (Patton & McMahon, 1999). These factors were individual factors such as gender, abilities, skill, personality traits and family background, environmental factors such as culture, occupational requirements and education the relationship between skills and occupational tasks and career learning experiences or the impact of individuals learning on their career decision making. It also highlighted the relationship between an individual's beliefs and the environment and how these influence individuals approach to learning new skills and ultimately affects their aspirations and actions.

Krumboltz's social learning theory of career decision making is a useful approach for understanding how individuals make career decisions and indicates how this knowledge can be used to help individuals generate career alternatives and make effective career decisions under different circumstances (Sharf, 2006).

2.5 Summary of Theoretical Review

Theoretical approaches to career decision making are based on psychological and sociological perspectives. Psychological perspectives explain how individuals make career decisions based on individual factors and Sociological perspectives focus on demographic and environmental factors.

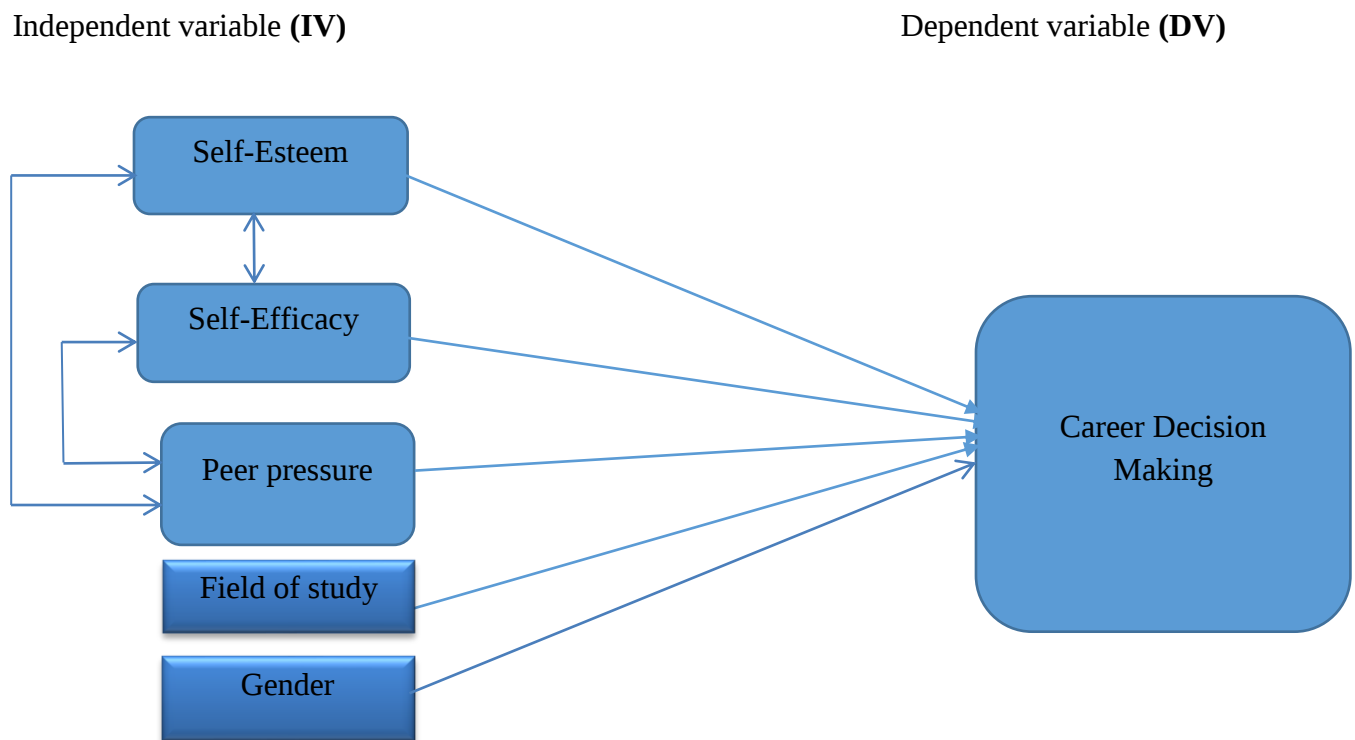
The Social Cognitive Career Theory (SCCT) emphasizes the importance of self-efficacy in promoting motivation and career choice. It suggests that career interests and self-efficacy influence decision-making, with self-efficacy beliefs being central to career development. Bandura's social learning theory of human personality introduces aspects of personality that develop through learning experiences, including self-regulation, self-esteem, self-punishment, and self-efficacy.

In line with the psychological (individual) and sociological (environmental and demographic) perspectives the study was conducted.

2.6 Conceptual Framework

The study was guided by a conceptual framework showing the interrelationship between the independent variable and dependent variables as conceptualized by the investigator.

Figure 1. *Conceptual framework*



Source: Conceptualized by the researcher (2024).

The conceptual framework of the study was developed and guided by the variables of the study. The purpose of using this framework was to help readers quickly understand the interrelationship between independent variables (IV) and dependent variables (DV). In the relationship, it was assumed that career decision-making was determined by self-esteem self-efficacy and peer pressure.

CHAPTER THREE

3. RESEARCH METHODOLOGY

The main focus of this chapter is to discuss the research design, study site, population, Sample and, sampling technique, data collection tools, pilot study, method of data analysis, data collection procedure and ethical issues for the study in relation with basic research question.

3.1 Research Design

The study employed a mixed approach (quantitative and qualitative) with a cross- sectional research design. To provide a comprehensive analysis of the research question both quantitative and qualitative research approach were employed. The advantage of sequentially gathering both quantitative and qualitative data is that it permits the researcher to contrast the themes identified in the qualitative data analysis with the statistical results in the quantitative analysis so as to explore for congruent findings (Creswell et al., 2003).

3.2 Study Site

The study was conducted at the Shashemane campus of Rift Valley University, a private higher education institution situated in Shashemane town, Oromia, Ethiopia. Rift Valley University was founded on August 15, 2000 G.C. The town of Shashemane is situated at a crossroads with Modjo, Zeway, Hawassa, the majority of southern Ethiopia, and Arsi Bale, 250 km south of Ethiopia's capital. Geographically shashemane town is located at 7 degrees North latitude and 38 degrees east longitudes. Compared to other private university found in shashemane Rift Valley University was purposely selected because of the number of students and programs (field of study) it offers, physical proximity and having prior relationship with some of the staffs of the university assuming that the process of data collection was easy.

3.3 Population of the Study

The target population of this study was Rift Valley University regular students of Shashemane campus. A total of 1926 (1311 male and 615 female) regular students who are attending their education only regular students were chosen among other weekend, evening, and summer students. Because regular students had less experience in choosing a certain field of study and they were available in the institution when the researcher needed to gather data from them. Additionally, university years are the most critical period in which students worried about to set their career (Newman & Newman, 2017).

3.4 Sample and Sampling Techniques

For this study, the researcher used a combination of purposive, random sampling and stratified techniques to select samples. Purposive sampling was employed to select Rift Valley University from a private university college found in Shashemane. Then, using random and stratified sampling, male and female participants were selected from each department. From 1926 (1311 male and 615 female) target population, 332 (225 male and 107 female) students were selected as a sample for the study. The sample size of this research was determined based on Yamanes formula as cited in Israel (2013), the formula is given by;

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

Where, n = sample size

N = population and e = 0.05 which is level of precision with 95% confidence interval.

$$N=1926 \text{ by applying this formula } n = \frac{1926}{1+1926(0.05)^2} = 332$$

Hence, the sample size for the study is 332 students and to calculate the sample size of students from each department we can use Kothari, (2004), formula.

$$n_k = (n/N) * N_k$$

where: n_k = is the sample size

N_k = is the population size of the k stratum

N = is the total population size

Table 3.1 Summary of the sample size by the field of study.

Name of Departments	Year	Population			Sample		
		M	F	T	M	F	T
Business management	1 st	27	15	42	5	2	7
	2nd	175	76	251	30	13	43
	4th	203	135	338	35	23	58
Accounting	1st	12	10	22	2	2	4
	2nd	99	68	167	17	12	29
	4th	169	106	275	29	18	47
Computer science	2nd	17	7	24	3	1	4
	4th	25	6	31	5	1	6
Nursing	1st	10	8	18	2	1	3
	2nd	206	67	273	35	12	47
	4th	112	61	173	19	11	30
Economics	1st	10	3	13	1	1	2
	2nd	80	15	95	14	3	17
	4th	166	38	204	28	7	35
Total		1311	615	1926	225	107	332

3.4.1 Inclusive Criteria

The purpose of this study was to explore self-esteem, self-efficacy, and peer pressure as predictors of career decision-making among Rift Valley University regular students on the Shashemane campus. The study subjects this study were regular students of Rift Valley University only those students attending their education in degree programs are included in the study.

3.4.2 Exclusive Criteria

Subjects who are following their education through weekend and level programs are not included in the study. To manage the study well, other students following their academic career at the university are excluded.

3.5 Study variables

The variables of the studies Self-esteem, self-efficacy, and peer pressure are independent variables, whereas career decision-making is a dependent variable of the study. Which means that, in this study, self-esteem, self-efficacy, and peer pressure are predictor variables, and career decision-making is a criterion variable. The predictor variables are variables that change the dependent variable used to predict other variable outcomes, and the criterion variables are the variables that are usually influenced by the independent variables.

3.6 Data Collection Tools

In this study, a questionnaire, an interview, and a focus group discussion were the instruments used to collect data. The questionnaire was prepared for selected sample students, and an interview guide and focus group discussion were prepared for teachers and the department head with the purpose of finding out relevant information regarding students' career decision-making.

3.6.1 Questionnaire

The questionnaire was administered to students after obtaining informed consent from the respondents. The questionnaire consists of demographic data, a self-efficacy scale, a self-esteem scale, peer pressure measures, and career decision-making measures.

The respondent's demographic data was collected based on the demographic questions, which include background information such as sex, field of study or department and college.

To measure respondents' levels of self-efficacy on career decision making, this study employed the General Self-Efficacy Scale (GSE) consisting of 10 items ranked in a 5-point scale type ranging from (1) strongly disagree to (5) strongly agree, developed by Schwarzer and Jerusalem (1995), and adapted by Hellmann, (2014). The higher scores indicate greater self-efficacy and lower scores indicate low self-efficacy, and the middle one is used as a cut-off point. Schwarzer & Jerusalem found a reliability measure of the scale range from .76 to .90 Cronbach alphas. On the study done by Hellmann, (2014), the reliability estimate also showed a Cronbach alpha of .84.

To measure respondents' level of self-esteem on career decision making, the Rosenberg self-esteem scale, developed by Rosenberg, (1979), consists of 10-item scales that measure self-worth by measuring both positive and negative feelings about the self. All items are answered using a 5-point scale format ranging from strongly disagrees to strongly agree. This scale is one of the most widely used ones to measure this psychological construct and it has an internal consistency between $\alpha = 0.83$ and 0.90 and a test-retest stability index of 0.84 (Rosenberg, 1979).

To measure the level of peer pressure on career decision making, questionnaires of peer pressure consisting of 14 items rated on a 5-point Likert scale ranging from 1 strongly disagree to 5 strongly agree were used. The score range was from 14-70, with higher scores indicating a higher level of peer pressure and lower scores indicating a lower level of peer pressure.

indicate lower level of peer pressure and middle score used to differentiate high and low levels. The questionnaires are adapted from previously conducted studies of (Jeofrey, 2017). Jeofrey gathered and adapted the items from various studies done on peer influence on students career choice then tested the reliability and found it consistent.

The respondent's levels of career decision making were measured by using career decision scale developed by Osipow, (1987). Having career decision subscale of 10 items used 5 point scale ranging from (1) strongly disagrees - (5) strongly agree. The score range from 10-50 with higher decision and lower scores indicate lower level of career decision and middle score used to differentiate high and low level. Hellmann, (2014, also found an internal reliability Cronbach alpha of .91 for the career indecision subscale in a study of social and psychological variables associated with undergraduate young adult career exploration process. For the whole scale reliabilities ranging from Cronbach alpha of .82 to .90 was obtained (Osipow, 1987).

3.6.2 Interview

Purposively selected interviewee subjects were questioned in interviews that take place after the administration and distribution of the questionnaire. The information obtained from the interviews was utilized to supplement and close any gaps left by the questionnaires. Questions were raised for those interviewees and they provide their responses in a free and clarified manner. Thus, focusing on issues related to the existing situation four interview questions was prepared by the researcher and conducted from five (5) department head regarding about students self-efficacy, self-esteem and peer pressure on career decision making for about 20-30 minutes.

3.6.3 Focus Group Discussion

To supplement the information gathered from the questionnaire, one focus group (FGD) was held. Ten (10) teachers (academic staff) was participate in focus group discussions in order to gather enough data regarding students' self-efficacy, self-esteem, and peer pressure on career decision-making.

3.7 Pilot Study

3.7.1 Reliability

A pilot study was conducted to check the feasibility of the study and the adequacy of the questionnaire for the purpose of revising and determining the specificity, relevance and clarity of the instruments. It was also conduct with the view of testing the practicality of the data collection instruments and computing the reliability of the questionnaire scale.

Reliability is generally defined as the degree to which a measure of a construct is consistent and dependable. For the pilot test a questionnaire was administer to 33(10%) non participants found in shashemane paradise valley college students. In the current study, the reliability of the questionnaire scales was established using Cronbach Alpha. Cronbach alpha (α) was primarily computed for it is an indicator of the internal consistency of items with Likert type scales (Streiner, 2003). For the interpretation of Cronbach alpha coefficient, Gliem and Gliem, (2003), suggested the following rule of thumb: $\alpha \geq .9$ is excellent, $.8 \leq \alpha \leq .89$ is good, $.7 \leq \alpha \leq .79$ is acceptable, $.6 \leq \alpha \leq .69$ is questionable, $.5 \leq \alpha \leq .59$ is poor, and $\alpha \leq .5$ is unacceptable.

Table 3.2 *Coefficients of reliability for self-efficacy, self-esteem, peer pressure and career decision making (Chronbach alpha values).*

<i>No.</i>	<i>Subscale variable</i>	<i>Pilot study result</i>	<i>Main study result</i>	<i>No. of item</i>
1.	Self-efficacy	0.78	0.80	10
2.	Self esteem	0.75	0.78	10
3.	Peer pressure	0.73	0.70	14
4.	Career decision	0.75	0.77	10

Cronbach alpha is a measure of internal consistency, which indicates how well the items in a scale or sub-scale are measuring the same construct. Generally a Cronbach alpha value of 0.7 or higher is considered acceptable for research purposes. Looking at the table, we can see that the Cronbach alpha values for all sub-scales in both the pilot study and the main study are above the acceptable threshold of 0.7. This suggests that the items in each sub-scale are measuring the same construct consistently, indicating good internal consistency.

3.7.2 Validity

Validity is a researcher ability to draw meaningful and justifiable inferences from scores about the sample or population (Creswell, 2005). To check the validity of questionnaires a pilot study was conducted after which replies to each item were analyzed to identify any misunderstandings and ambiguity. Items that are found to be misunderstood or ambiguous were modified thereby improving face validity. To reduce the effects of language difficulty the questionnaire was translated in to Amharic by the expert of social psychology, based on their expertise and experience in the area, then the quality of the translation was checked and the necessary modification was made by the language expert. Expert opinions, literature searches, and pre-testing of questions were used to improve content validity. Finally

all modifications such as spelling errors and grammars were made clear based on the feedback obtained from the advisor.

3.8 Methods of Data Analysis

To analyze the data both Descriptive and Inferential statistics were used. Frequency, mean score and percentage were used to obtain about demographic information of the respondents. Correlation were to know the relation of self-esteem, self-efficacy and peer-pressure on career decision making. In order to understand which variable is a better predictor of career decision-making, multiple linear regression analysis was conducted and an independent sample t-test was employed to examine whether there is a significant difference between male and female students in relation to self-esteem, self-efficacy and peer pressure on career decision-making. In order to examine the variation between the fields of study ANOVA was used. To analyze the entire data using the statistical analysis software “statistical package for social science” (SPSS) Version 25 was employed. All tests was selected based on their assumptions such as; normality of the distribution, homogeneity of variance, type and number of variables and based on the nature of the research question.

The researcher also used thematic analysis to identify and characterize recurring themes in the qualitative data gathered from interviews and focus group discussion in relation to the study's objectives. The procedure outlined encompassed the following steps: transcribing and coding the informants' responses, writing down ideas, reading and rereading, identifying central themes and producing the report. Thematic analysis was used to analyze qualitative data because it facilitates categorization of the data as well as the identification, examination and reporting of patterns, or themes, within the data (Bazeley, 2009).

3.9 Data collection procedure

To obtain well-organized data, the following procedures were followed; first, the support letter was written from department of psychology Hawassa University to Rift Valley University Shashemane campus. After presenting the objectives of the study to the Rift Valley University Shashemane campus dean office approved to conduct the study. The researcher recruited two assistants (focal persons) in order to facilitate the whole procedure that enabled the researcher to collect relevant information. The data was gathered by using three data collection instruments, Questionnaires, interview and focus group discussion. The questionnaire was administered to the selected sample, the researcher purposely select five department head for interview and focus group discussion was employed to ten academic staff in one focus group discussion to ask about student's self-efficacy self-esteem and peer pressure on career decision making.

3.10 Ethical Issues

The study was conducted in line with ethical standards, giving careful consideration to issues with consent and confidentiality. The researcher communicated Rift valley university administration body by presenting the support letter given from Hawassa university Psychology department and discussed about the issue going to be investigated, its aim and as the study will not harm the participants. The respondents were participating in the study on the basis of their informed permission after being sufficiently informed about the study's objective. In this study, participants were informed of their freedom to choose and even their right to leave if they feel uncomfortable. Additionally, the participants were informed about how confidential the information they provided is and how their privacy is totally maintained.

CHAPTER FOUR

4. RESULT

This chapter presents the results of the study. First, the demographic characteristics of the study sample are briefly described. Next, results of the correlations between the dependent variable (career decision) and the independent variables (self-efficacy, self-esteem and peer pressure) are explained. As the purpose of this study is to explore the Self-Esteem, Self-Efficacy and Peer- Pressure as a predictor of career decision making, Regression analysis is also made to understand which variable predicts more career decision making of students, finally to examine the variation between the fields of study ANOVA was used and an independent sample T-test was to examine whether there is significant difference between male and female.

4.1 Demographic Characteristics of the Study Sample

This section indicates the demographic information of the study respondents including their sex, department and year of study. Therefore the respondent demographic characteristics are presented in Table 4.1 below.

Table 4.1 *Demographic characteristics of the study sample (N=332)*

<i>Demographic characteristics</i>		<i>N</i>	<i>%</i>
Sex	Male	225	67.8
	Female	107	32.2
Department	Business management	108	32.5
	Accounting	80	24.1
	Computer science	10	3.0
	Economics	54	16.3
	Nursing	80	24.1
Year of study	2 nd	16	4.8
	3 rd	138	41.8
	4 th	178	53.6

Table 4.1 shows that the demographic characteristics of respondents of the study. There were 225 (67.8%) males and 107 (32.2%) females in the study sample. The majority of the respondents 108 (32.5%) were Business management department while 80 (24.1%) were from Accounting and nursing department and 54 (16.3%) and 10 (3%) were from Economics and Computer science respectively. The majority of the respondents 178 (53.6%) were 4th year, followed by 138 (41.8%), 3rd year and 16 (4.8%), 2nd year students.

Response Rate one should have to expect the non-response questionnaires while determining the sample size of the study. However, out of the total of 332 samples 332 of them filled and returned the

questionnaire. Therefore, this indicates that 100% every single inquiry or message has received a response.

4.2 The Relationship between Self-Esteem, Self-Efficacy, Peer Pressure and Career Decision Making.

Before running multiple regression interrelationship between independent and dependent variable was conducted as assumption checker in the following table.

Table 4.2 Correlation between self-esteem, self-efficacy, peer pressure and career decision making (N=332).

	Career	Self-efficacy	self-esteem	Peer
1. Career	1			
2. self-efficacy	.458* .000	1		
3.self esteem	.093 .092	.146** .008	1	
4. Peer pressure	.635** .000	.580** .000	.666** .000	1

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

As shown in the Table 4.2 above, Career Decision making had a statistically significant moderate positive relationship with Peer Pressure ($r = .635$, $n = 332$, $p = <.05$), a significant moderate positive relationship with Self-Efficacy ($r = .458$, $n = 332$, $p = <.05$) and insignificant strong positive relationship with Self-Esteem ($r=.093$, $n=332$, $p = >.05$). Whereas peer pressure had a statistically significant moderate positive relationship with Self-Esteem ($r =.666$, $n = 332$, $p = <.05$) and a statistically significant moderate

positive relationship with Self-Efficacy ($r = .580$, $n = 332$, $p = <.05$). Self-Efficacy levels had also a significant weak positive relationship with Self-Esteem ($r = .146$, $n = 332$, $p = <.05$).

Since the independent variables of the study (self-esteem, self-efficacy and peer pressure) are significantly correlated with the dependent variables of the study (career decision making) multiple linear regression analysis was conducted in the subsequent section in order to see whether the independent variables significantly predict the dependent variables.

4.3 Regression Analysis of Predictor variables (Self-esteem Self-efficacy and Peer pressure) and criterion (Career Decision Making) variable.

The first objective of this study was to find out whether self-esteem, self-efficacy, and peer pressure were predictors of career decision-making and to understand which variable was a better predictor of career decision-making. Multiple linear regressions were analyzed as follows: There are assumptions to take into account while computing regression; some of these are outlined in Appendix E. Please refer to Appendix E.

Table 4. 3 Goodness of fit through R Square

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	59.40	3	19.80	167.44	.000
	Residual	38.78	328	.118		
	Total	98.19	331			

a. Dependent Variable: Career decision making

b. Predictors: (Constant), self-efficacy, Peer pressure

Table 4.3 indicate the information about the variation of dependent variable explained by the existing model used for this study and the residual that indicates the variations of dependent variable that is not captured by the model. It is observed that the independent variables give a significant effect on the dependent variable, where the F value is 167.44 with a $p = < 0.05$ indicating that overall the model used for the study is significantly good enough in explaining the variation on the dependent.

Table 4.4 Summary of multiple linear regression analysis for independent variable on the dependent variable

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.645 ^a	.416	.412	.34388	1.722

a. Predictors: (Constant) self-efficacy, peer pressure

b. Dependent Variable: Career decision making

The above table 4.4 indicate that the whole predictor variables regression model significantly predicts the level of career decision making (Beta = 1.643, $R = .645$, $R^2 = .416$ and p value = .000). This indicate that higher level independent variables (self-efficacy and peer pressure are associated with dependent variable (career decision making) for approximately 41.6 %.

Table 4.5 Multiple Linear Regressions Coefficients for self-esteem, self-efficacy and peer pressure on career decision making

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	1.643	.194		8.45	.000
Self-efficacy	-.095	.046	-.095	-2.05	.041
Peer	1.364	.075	1.114	18.09	.000

Dependent Variable; Career Decision Making

As indicated in Table 4.5 above, the results of the multiple linear regressions analysis showed that the predictor variables peer pressure significantly predict/determine the career decision making with (Beta = 1.364, p value = .000) and self- efficacy also significantly predict career decision making with (Beta = -.095 and p value = .041).

Regression analysis generally reveals which predictor variables are most effective at predicting the dependent variable career decision making. For predictor variable in the model, the result shows the coefficients, standard errors, standardized coefficients, t-values and significance levels. Peer pressure emerges in the model and has the highest standardized coefficient (Beta = 1.114, p value = .000)

suggesting that it is the strongest predictor of career decision making according to the results. To a lesser extent, self-efficacy also predicts career decision-making.

To supplement the above quantitative result with the qualitative result from key informants, several issues related to self-efficacy, self-esteem and peer pressure as predictors of career decision-making were discussed with them, and the result of interview also summarized as follows.

One participant was asked about influence of self-efficacy, self-esteem and peer pressure and he said that in my opinion Self-efficacy, self-esteem, and peer pressure can all play significant roles in career decision-making, For example when students believe they have the skills and capabilities to succeed in a particular career path, they are more likely to pursue it and also how much students like and value themselves can also impact career decision-making. Again for me the influence of peers can significantly affect career decisions because students may feel forced to choose careers that are popular among their peers or conform to societal expectations, even if those choices do not align with their own interests, (Respondent 1).

In contrary other respondents were asked about the difference between self-esteem, self-efficacy and peer pressure regarding students' career decisions.

Self-efficacy, self-esteem, and peer pressure all play interconnected roles in career decision-making. Building self-awareness, confidence, and resilience can help students make career choices that align with their interests, values, and aspirations, rather than being solely influenced by external factors such as peer pressure (Respondent 2).

Generally, as it was illustrated by most of the interviewees, the role of self-esteem, self-efficacy, and peers in career decision-making is that students with high self-efficacy may be more likely to pursue

careers that align with their interests and abilities, while students with low self-efficacy may be more motivated to choose safer or more familiar paths. Students with high self-esteem tend to have a more positive outlook on their abilities and potential for success, they are more likely to pursue careers that align with their passions and values, as they feel deserving of fulfilling work. On the other hand, positive peer support can empower individuals to pursue their passions and take risks in their career pursuits.

In FGD also the leading question was sent out, and the discussants reflections on how peer pressure, self-efficacy, and self-esteem determine career decision-making are outlined below. The method utilized to provide the FGD data analysis for each theme area was to first summarize the conclusions, with which most FGD participants expressed agreement, and then to cite a few statements from the transcripts as supportive evidence. For example;

Almost all the discussants argued that the self-esteem self-efficacy and peer pressure are related concepts in student's daily life especially in influencing and determining career decision. While all self-esteem, self-efficacy, and peer pressure can influence students' career decisions, they operate through different mechanisms and address distinct aspects of individuals' psychological and social dynamics. Understanding these differences can help students themselves direct the complexities of career decision-making and support students in making informed and fulfilling career decision making.

4.4 Comparison of Students Fields of Study (Business Management, Accounting, Computer Science, Economics and Nursing) on Career Decision making.

The second objectives of the study was to see if there a variation on the students Self-efficacy, Self-esteem and Peer pressure on the field of study that contribute for career decision making one-way ANOVA was used to test whether there is significance difference between the means of the demographic characteristics on career decision making.

Table4.6 Summary of the descriptive statistics results of Fields of study (Business Management, Accounting, Computer Science, Economics and Nursing).

	<i>N</i>	<i>Mean</i>	<i>Std.</i>	<i>Std. Error</i>	<i>95%Confidence Interval for Mean</i>		<i>Minimum</i>	<i>Maximum</i>
					<i>Lower Bound</i>	<i>Upper Bound</i>		
BUMA	108	4.12	.53	.051	4.02	4.22	2.90	4.80
Accounting	80	4.06	.52	.058	3.95	4.18	2.80	4.80
C/science	10	3.77	.44	.141	3.45	4.09	3.10	4.40
Economics	54	4.14	.57	.077	3.98	4.29	2.90	4.80
Nursing	80	3.99	.55	.062	3.86	4.11	2.90	4.80
Total	332	4.07	.54	.029	4.01	4.12	2.80	4.80

Table 4.7 Summary of the ANOVA results of Fields of study (Business Management, Accounting Computer Science, Economics and Nursing).

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1.960	4	.490	1.66	.158
Within Groups	96.231	327	.294		
<i>Total</i>	98.191	331			

Significance level 0.05

As Table 4.7 shows, there is no statistically significant difference in the score on career decision-making among students fields of study ($F = 1.66, p > .05$). This shows that students self-efficacy, self-esteem and peer pressure in the field of study do not vary, which contributes to career decision-making. The post hoc result also illustrates that there is no statistically significant difference in the scores for career decision-making among students in their fields of study. This is because the means and standard deviation differences are small.

In line to this result the key informants were asked, do you think there is a difference between students' self-esteem, self-efficacy, and peer pressure regarding students' career decisions? Most of the interviewees say there are no distinct differences between students' self-esteem, self-efficacy, and peer pressure in how they influence career decisions. For example, one interviewee said that...

The difference between self-esteem, self-efficacy, and peer pressure is often seen in students, but nowadays, mostly, many students focus on the career after graduation they think will provide them with job opportunities rather than their abilities and competencies. I don't believe there is that much difference between self-efficacy, self-esteem, and peer pressure. If we take our institution as an example, the majority of our students study field like accounting, business management, economics, etc., and very few of them concentrate on their competency and abilities. Instead, they are primarily concerned with what they will do after graduation (Respondents 3).

But contrary to this other interviewee said that....

In my opinion, in the context of career decisions, self-esteem can influence students' perceptions of their worthiness and deservingness of certain career paths; self-efficacy influences students' confidence in their skills and competence related to potential career

paths; and Peer pressure in the context of career decisions can manifest in various ways, such as direct encouragement within peer groups. Students may feel pressure to choose certain career paths based on what is popular among their peers (Respondent 5).

In FGD the researcher asked the group about the difference between self-efficacy, self-esteem, and peer pressure in the field of study that contributes to career decision-making, and their agreement is summarized as follows:

Regarding self-esteem, self-efficacy, and peer pressure on students fields of study that contribute to career decision-making most of the students do not rely on their self-esteem and self-efficacy; rather, they are influenced by their peers because nowadays a field like accounting, economics, and other business fields are more preferable fields in private universities that every individual advises students to join. Due to that, most of the group agreed on the influence of peer pressure on career decision-making than self-esteem and self-efficacy.

4.5 Sex Differences on Career Decision Making among Students

The other objectives of this study is to examine if there significant difference between Male and Female on career decision making. To attain this objective an Independent Sample T-test was computed and the result is presented in the table below. .

Table 4 8: Summary of an independent sample t-test that compare male and female on career decision making

Demographic Groups		N	Mean	SD	df	t	P value
Sex	Male	225	4.04	.55	330	1.17	.240
	Female	107	4.13	.52			

As illustrated in Table 4.8 Male participants had the mean score of ($M = 4.04$ $SD = .55$) and Female participants had the mean scores of ($M = 4.13$, $SD = .52$) on the Career Decision Making. Therefore, the t-test result also shown that there is no statistically significant difference between Male and Female on career decision making, $df = (330)$ $t = 1.17$, $p = .240$.

Similar to this result in FGD the respondents also discussed about the difference between male and female career decision-making and they said that...

Differences between males and females can indeed influence career decision-making, but in our university regarding career decision-making, both males and females are following their own field of study. They are not considering their confidence, their strengths, or their weaknesses, but their main focus is on the job opportunities that fields of study had after graduation. Another reason that there is no difference between males and females is that most private universities have only business-related fields, so both sexes follow the fields of study without much difference.

CHAPTER FIVE

5. DISCUSSION

In this chapter discussion is made based on the results and what literature describes on the self-efficacy, self-esteem and peer pressure as a predictor of career decision making among rift valley university students Shashemane campus. The upcoming sections present the combined findings and detailed interpretations of the results based on the following basic research questions.

- Does Self-efficacy, Self-esteem and Peer pressure can significantly predict career decision making?
- Is there a variation on the students Self-efficacy, Self-esteem and Peer pressure on the field of study that contribute for career decision making ?
- Is there significant difference between Male and Female on career decision?

5.1 The Relationship between Self-Esteem, Self-Efficacy, Peer Pressure and Career Decision Making

Before running multiple linear regressions correlation was computed to examine the correlation between the variables as a preliminary check. The correlations were used to test the strength, direction and significance level of the relationship between self-efficacy, self-esteem, peer pressure and career decision making.

The results of Pearson correlation coefficient indicates that career decision making had a statistically significant moderate positive relationship with peer pressure. This result indicates that students who are accepted by their peers are more likely to be psychologically healthier and self-confident than those rejected by their peers. The results of this study is in line with Schneider(2010),and You (2011),who found out that peer groups influence students concerns on many issues and gives them a sense of motivation that inspire students to pursuing academic success.

The result between career decision making and self-efficacy indicate that a significant moderate positive relationship with Self-Efficacy. The findings consistent with social cognitive theory by Lent, Brown & Hackett (2000), that self-efficacy influence one's interest in career decision. The theory also asserts that students develop self-efficacy to pursue careers perceived to provide positive outcome. However, these results are contrary to Abesha (2012) who asserted that self-efficacy was insignificantly related to career decision making.

Career decision making had also insignificant strong positive relationship with Self-Esteem. This indicates that there is other variable that does not included in this study can influence career decision making than self-esteem. The findings are consistent with Reilly et al. (2014); self-esteem is not statistically significant with regard to career decision.

Self-Efficacy levels had also a significant moderate positive relationship with Self-Esteem. Lent and Fouad, (2011), argued that although self-efficacy and self-esteem are similar in many ways, they are two distinct concepts. As such, people with high self- esteem tend to have positive feelings about themselves, while those with low self-esteem tend to have negative feelings about themselves and these feelings persist even when they believe they are highly competent.

5.2 Predictor variables (Self-esteem Self-efficacy and Peer pressure) more predict Career Decision Making.

The first objective of this study was to find out self-esteem, self-efficacy and peer pressure as a predictor of career decision making, the findings indicate that peer pressure is the most significant predictor of career decision making. Self-efficacy and self-esteem also predict career decision-making, but to a lower degree. The study's findings suggest that, compared to other factors examined, peer pressure is a more significant predictor of career decision-making. The results of the current study are in line with

earlier research by Shumba and Naong (2012), which suggested that students in schools greatly depend on the support of their peers when choosing career decisions. The result indicates that students are more likely to accept career advice from peers they trust than from any other sources. Peer advice may clarify certain issues regarding career decision-making. The study also revealed that friends give comprehensive and proper advice regarding careers to maintain career information. Senior students at schools may share their experiences with career information that they received from their predecessors. According to social cognitive theory, advice from former successful students has an impact on students' career decision-making (Mills, 2009).

The result of multiple linear regressions revealed that self-efficacy is also a predictor or determinant of career decision-making. This indicates that self-efficacy in career decision-making is a measure of an individual's confidence in their ability to participate in activities related to selecting a professional path; the findings corroborate Adeyemo's (2007), study which showed that students who have high levels of self-efficacy make career decisions. The outcomes, however, disagreed with Abesha's (2012) finding that self-efficacy had no significant influence on career decision-making. The reason for the differences in the results could be that, in contrast to the current study, which used undergraduate students from one private university as its sample, the previous study involved students in post-secondary schools in developed countries with varying educational backgrounds and experiences.

On the other hand, self-esteem also insignificantly predicts career decision making. The aforementioned result is inconsistent with that of Lin et al., (2015), who investigated the relationship between self-esteem and career decision. Their findings showed that students with high self-esteem had lower career uncertainty because they made self-concordant major choices and were highly motivated to learn. The results also in corroborate Marcionetti's (2014), finding that self-esteem significantly influences career

decision-making. Once more, the results are inconsistent with those of Mahadi et al., (2015), who found a strong correlation between career decision-making and self-esteem.

5.3 Variations in Students Fields of Study on Career Decision Making

The second objective of the study is to find out if there is a difference between students self-efficacy, self-esteem and peer pressure in the fields of study that contribute to career decision-making. The result shows there is no statistically significant difference in the score on career decision-making among students fields of study. This shows that students self-efficacy, self-esteem, and peer pressure in the field of study do not vary, which contributes to career decision-making. The result is similar to Mattigatti, et al., (2012), conducted a survey on self-efficacy, self-esteem and peer influence in mathematics and English among secondary school students. Results indicated no significant difference between self-efficacy, self-esteem, peer and general academic career choice. Results also indicate that there is no significant effect of self-efficacy, self-esteem or type of school on career decision-making.

5.4 Sex Differences on Career Decision Making Among Students

The other objectives of this study were to examine if there is a significant difference between males and females in career decision-making. The results showed that there was no statistically significant difference between males and females in career decision-making. The finding revealed that gender was not a significant factor in the career decision-making encountered by students. This means that gender does not influence students in making a career decision rather there are other factors that determine the career decisions making of students. This result is consistent with earlier research carried out in Switzerland by Vertzberger and Gati, (2016), who found no gender differences in career decision-making. The results also supported Akpochafo (2020) study, which found that gender had no noticeable influence on the scale used to make career decisions, the findings also imply that there was no gender difference in the challenges students faced when choosing a career. The results, however, disagree with those of Murniarti

and Siahaan (2019), who found that male students had more difficulty choosing a career. Specifically, their research indicated that over half of the male students did not receive enough information about the kinds of careers they were to pursue. On the other hand the result, of this findings matched with that of previous studies conducted by Odanga, et al., (2015), found that no significant impact of gender on career decision making. This result is also inconsistent with (Bandura, 2001) found that for the most part, male find themselves more effective in science and technology, while girls find themselves more effective in jobs that have traditionally been gender-specific.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The general objective of the study was to explore the Self-Esteem, Self-Efficacy and Peer- Pressure as a predictor of career decision making among Rift Valley University regular students shashemane campus. To achieve this objective, the following specific questions were formulated for investigation

- Does Self-efficacy, Self-esteem and Peer pressure can significantly predict career decision making?
- Is there a variation on the students Self-efficacy, Self-esteem and Peer pressure in the field of study that contribute for career decision making ?
- Is there significant difference between Male and Female on career decision making?

A total of 332 (225 Male & 107 Female) Rift Valley University Shashemane campus students participated in the study. The subjects were randomly selected from rift valley university students shashemane campus Mixed research method was used, and questionnaires, interview and focus group discussion were employed to collect data. Before gathering data for the main study pilot study was conducted to realize the reliability of the instruments and important improvements was made. Both descriptive and inferential statistics were used for the analysis of data gathered. Descriptive statistics were used to describe the demographic information of the study sample and inferential statistics were employed to check the statistical significance of the tests. Frequency, Percentage, Correlation, Multiple linear regressions, ANOVA and an independent sample T-test with all statistical assumption being checked were employed to analyze data. Based on the analysis of data the following finding was obtained.

- Compared to other factors examined in the study, peer pressure is the most significant predictor of career decision-making. Self-efficacy and self-esteem also predict career decision-making, but to a lesser degree.
- There is no statistically significant difference in the score on career decision-making among students' fields of study.
- There is no statistically significant difference between males and females in career decision-making. This indicates that there is no significant difference based on being male or female on career decision.

6.2 Conclusion

Based on the finding of the study the following conclusion was made. Career Decision making had a statistically significant moderate positive relationship with Peer Pressure, a significant weak positive relationship with Self-Efficacy and insignificant weak positive relationship with Self-Esteem. This result indicate that the variable in the study has direct contributions in determining career decision making therefore the concerned body has to work on this variable to enhance students in making career decision.

Peer pressure is the most significant predictor of career decision-making, self-efficacy and self-esteem also predict career decision-making, but to a lesser degree. The result indicates that students are more likely to accept career advice from peers they trust than relying on their self-efficacy and self-esteem. Peer advice may clarify certain issues regarding career decision-making.

There is no statistically significant difference in the score on career decision-making among students' fields of study. This result shows that students self-efficacy, self-esteem, and peer pressure in the field of study do not vary, which contributes to career decision-making. Therefore rather than simply choosing what is available students have to rely on their self-esteem, self-efficacy and peer to decide a particular fields of study.

There is no statistically significant difference between males and females in career decision-making, this indicates that there is no significant difference based on being male or female in career decisions, Therefore, rather than focusing on gender differences in determining career decisions, it is better to focus on other demographic variables that are not included in this study.

6.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made in relation to the themes drawn from the objectives of the study.

- The conclusions from the present study showed that self-efficacy and self-esteem predicts career decision making among university students. Therefore, it was recommended that the university concerned bodies, teacher, policy makers, career development and counseling services offices should work to strengthen positive self-efficacy and self-esteem among students that may lead to higher levels of career decision making.
- With regard to peer pressure and career decision making, students should be encouraged by career development and counseling services through forming career clubs to help improve on managing negative peer pressure on career decision making.
- In reference to self-efficacy, self-esteem and peer pressure, career development and counseling services should come up with career activities that will change student's attitude towards issues challenging their career decision making abilities.
- In order to help new university students make the best career decisions, the university's concerned body must work toward sensitive problems such as gender and life skill development and awareness creation.

- To fill the gap in empirical studies future research is needed on the influence of other variable not included in this study like (personal interest, parents, academic achievements and advancement of science and technology) on university students' career decision making, involving both public and private university.

6.4 Limitation of the Study

The study was not without limitations, and there was specific one. The fact that the sample was chosen from one private university was one of the study's limitations; this study may restrict the generalization of the findings to others. Another constraint faced by the researcher was that the study was more significant with the inclusion of both private and public university students as well as by adding other variables like personal interest, parents, academic achievements, and advancements in science and technology. Due to time, skill, and cost limitations, it was difficult to include other students and other variables.

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APPENDIX A

Questionnaire to be filled by the Students

Dear Respondents,

I am a Post Graduate student at Hawassa University College Education and Behavioral Sciences Department of Psychology. I am conducting a study for the requirement of a Master of Arts Degree in Social Psychology on the title entitled; “**Self-esteem, Self-efficacy and Peer Pressure as predictors of career decision making among Rift Valley University students Shashemane campus**” You are kindly requested to respond honestly to the following questions. Any information you give will be treated as confidential and used specifically for the purpose of this research only.

Note

- There's no need to write your name and identity down.
- Attempt all questions

For any information you can contact me via;

Phone Number; 0916918879

Email Address; *jemalmude@gmail.com*

Thanks for your kind cooperation!!!

PART ONE: Background information

Direction: The following items require you to provide information about you. Please provide the information requested by ticking “√” against the response in the box.

Sex; Male ☐ Female ☐

Department _____

Year; 1st ☐ 2nd ☐ 3rd ☐ 4th ☐

PART TWO: Self-efficacy Scale for Students

Direction: The following statements describe confidence and belief in your capability to accomplish academic career choice. Please read carefully and indicate by ticking “√” against the response in the box that best expresses how confidence you feel in accomplishing the task.

Key 1: Strongly Disagree (SD) 2: Disagree (D) 3: Not decided (ND) 4: Agree (A)
5: Strongly Agree (SA).

S/N	My Self Efficacy role in deciding career choice.	SD 1	D 2	ND 3	A 4	SA 5
1.	If someone opposes me on my career choice, I can find the means and ways to get what I want.					
2.	I am confident of my ability to make effective career decisions.					
3.	I can always manage to solve difficult career-related problems if I try hard enough.					
4.	I am confident that I could handle unexpected events in my career.					
5.	Thanks to my creativity, I know how to handle unforeseen situations.					
6.	I can solve most problems if I invest the necessary effort.					
7.	When I am confronted with a problem, I can usually find several solutions.					
8.	If I am in trouble, I can usually think of a solution.					
9.	I can remain calm when facing difficulties because I can rely on my coping abilities.					
10.	I can usually handle whatever comes my way.					

PART THREE: Self-Esteem Scale

Direction: The following statements deal with your general feelings about yourself to accomplish career choice, Put “√” mark that best describes the degree to which you agree to which you disagree with each statement.

Key 1: Strongly Disagree (SD) 2: Disagree (D) 3: Not decided (ND) 4: Agree (A) 5: Strongly Agree (SA).

S/N	My Self-Esteem role in deciding career choice.	SD 1	D 2	ND 3	A 4	SA 5
1.	I believe I have the skills and qualities necessary to succeed in my chosen career.					
2.	I often feel proud of the career choices I have made.					
3.	I feel that I am competent in making career decisions.					
4.	When faced with a career-related challenge, I am confident in my ability to overcome it.					
5.	I believe that I will probably fail at whatever I try.					
6.	I feel a sense of accomplishment in my career.					
7.	I consider myself to be quite competent.					
8.	I believe I am worthy of success in my chosen field.					
9.	I often feel positive about my contributions to my profession.					
10.	I am comfortable with who I am in the context of my career.					

PART FOUR: Peer Influence Scale for Students

Direction; The following statements concern how much your friends influence you in career decision making. Please read carefully and tick “√” against the response that best addresses your own opinion. Respond to each item independently in the following manner.

Key 1: Strongly Disagree (SD) 2: Disagree (D) 3: Not decided (ND) 4: Agree (A)
5: Strongly Agree (SA).

S/N	Peer Influence	SD 1	D 2	ND 3	A 4	SA 5
1.	My friends often influence my career decisions.					
2.	I feel pressured to choose a career path that aligns with my friends' choices.					
3.	Peer opinions play a significant role in my career decision-making process.					
4.	I often consider what my friends will think before making a career-related choice.					
5.	My friends confirm the academic discipline that I want to choose.					
6.	My friends always give me reliable information about academic career.					
7.	I sometimes make career decisions to gain approval from my peers.					
8.	My Peer expectations strongly impact choice of profession.					
9.	My friends give me a comprehensive and proper advice on academic careers.					
10.	My peers inspire me to choose what I like to take.					
11.	I consider my friends' opinions more than my own when making career decisions.					
12.	My Peer plays a role in the way I perceive success in career.					
13.	My peer's informal talk leads me of what I should plan to choose academic career.					
14.	My Friends like me because I'm career-focused.					

PART FIVE: Career Decision Making Scale for Students

Direction: The following statements concern your personal feelings about your career decision making. Please read carefully and tick “√” against the response that best addresses your own opinion. Respond to each item independently in the following manner.

Key 1: Strongly Disagree (SD) 2: Disagree (D) 3: Not decided (ND) 4: Agree (A)
5: Strongly Agree (SA).

S/N	Career Decision Making	SD 1	D 2	ND 3	A 4	SA 5
1.	I've chosen a career and am confident enough to follow it.					
2.	I have a clear understanding of my career goals.					
3.	My friends' comments demoralize me because choosing a career is so difficult.					
4.	I actively seek information and advice to help me make informed career decisions.					
5.	Despite not knowing what career they might lead me, I am aware of the field I should study.					
6.	I'll feel more at ease making a career decision based on advice from my friends.					
7.	I feel confident in my ability to choose a career that aligns with my interests and skills.					
8.	I am unable to choose a career at this time since I am unsure of my ability.					
9.	I would feel confident choosing a profession that would appeal to my schoolmates.					
10.	I don't feel confident enough to choose a career that interests me.					

APPENDIX B

Interview Guide

1. In your opinion how self-efficacy (Confidence in your ability to do things), self-esteem (How much you like and value yourself) and peer pressure influence career decision making?
2. Do you think there is a difference between self-esteem, self-efficacy and peer pressure regarding students' career decisions?
3. Do you think that self -esteem, self-efficacy and peer pressure as a predictor of career decision making? How?
4. How does difference between male and female can determine career Decision making?

Focus Group Discussion Guide

1. Do you think Self-efficacy, Self-esteem and Peer pressure can predict career decision making among students? How?
2. Does a student's field of study have an impact on their self-efficacy, self-esteem and peer pressure in determining career decisions? How?
3. Is there difference between Male and Female on career decision making?

ክፍል ሁለት፡ ለተማሪዎች ራስን መቻል ሚዛን

መመሪያ፡- የሚከተሉት መግለጫዎች የአካዳሚክ ሥራ ምርጫን ለመፈጸም ባለው አቅም ላይ ያለዎትን እምነት ይገልጻሉ። እባክትን በጥንቃቄ ያንብቡ እና በሣጥኑ ውስጥ ካለው ምላሽ አንጻር “✓” ምልክት በማድረግ ምን ያህል በራስ መተማመን እንደሚሰማዎት ይገልጻል።

የደረጃ አሰጣጥ ልኬት፡ 1፡ በጣም አልስማማም 2፡ አልስማማም 3፡ አልተወሰነም 4፡ እስማማለሁ

5፡ በጣም እስማማለሁ

ተ.ቁ	የሙያ ምርጫን በመወሰን የእኔ ራስን ውጤታማነት ሚና	የደረጃ አሰጣጥ ልኬት				
		1	2	3	4	5
1.	በሙያ ምርጫዬ ላይ አንድ ሰው ቢቃወመኝ፣ የምፈልገውን ለማግኘት ስልቶችን እና መንገዶችን ማግኘት እችላለሁ።					
2.	ውጤታማ የሥራ ውሳኔዎችን የማድረግ ችሎታ እንዳለኝ እርግጠኛ ነኝ።					
3.	በበቂ ሁኔታ ከሞከርኩ ሁልጊዜ ከስራ ጋር የተያያዙ ችግሮችን መፍታት እችላለሁ።					
4.	በሙያዬ ውስጥ ያልተጠበቁ ክስተቶችን ማስተናገድ እንደምችል እርግጠኛ ነኝ።					
5.	ለፈጠራዬ ምስጋና ይግባውና ያልተጠበቁ ሁኔታዎችን እንዴት መያዝ እንዳለብኝ አውቃለሁ።					
6.	አስፈላጊውን ጥረት ካደረግኩ ብዙ ችግሮችን መፍታት እችላለሁ።					
7.	ችግር ሲያጋጥመኝ ብዙ መፍትሄዎችን ማግኘት እችላለሁ።					
8.	ችግር ካጋጠመኝ፣ ብዙውን ጊዜ መፍትሄውን ማሰብ እችላለሁ።					
9.	ችግሮች ሲያጋጥሙኝ መረጋጋት እችላለሁ ምክንያቱም በመቋቋም ችሎታዬ መመካት እችላለሁ።					
10.	ብዙውን ጊዜ በመንገዴ የሚመጣውን ማንኛውንም ነገር መቋቋም እችላለሁ።					

ክፍል ሶስት፡- ስለራስ ግምት

መመሪያ፡ - የሚከተሉት መግለጫዎች የሙያ ምርጫን ለማሳካት ስለራስዎ ያለዎትን አጠቃላይ ስሜት ይመለከታል፤ በእያንዳንዱ መግለጫ የማይስማሙበትን ደረጃ በተሻለ ሁኔታ የሚገልጽ “√” ምልክት ያድርጉ።

የደረጃ አሰጣጥ ልኬት፡ 1፡ በጣም አልስማማም 2፡ አልስማማም 3፡ አልተወሰነም 4፡ እስማማለሁ

5፡ በጣም እስማማለሁ

ተ.ቁ	የሙያ ምርጫን በመወሰን የእኔ ለራስ ግምት የሚሰጠው ሚና	የደረጃ አሰጣጥ ልኬት				
		1	2	3	4	5
1.	በመረጥኩት ስራ ውስጥ ስኬታማ ለመሆን የሚያስፈልጉት ክህሎቶች እና ባህሪያት እንዳሉኝ አምናለሁ፡					
2.	ባደረግኳቸው የሙያ ምርጫዎች ብዙ ጊዜ ኩራት ይሰማኛል።					
3.	የሙያ ውሳኔዎችን ለማድረግ ብቁ እንደሆንኩ ይሰማኛል።					
4.	ከሙያ ጋር የተያያዘ ተግዳሮት ሲያጋጥመኝ፣ ችግሩን ለማሸነፍ ባለኝ አቅም ላይ መሉ እምነት አለኝ።					
5.	በሞከርኩት ሁሉ እንደምወድቅ አምናለሁ።					
6.	በሙያዬ ውስጥ ስኬታማነት ይሰማኛል።					
7.	እኔ ራሴን በጣም ብቁ ነኝ ብዬ እቆጥራለሁ።					
8.	በመረጥኩት መስክ ለስኬት ብቁ ነኝ ብዬ አምናለሁ።					
9.	ለሙያዬ ስላበረከትኩት አስተዋፅኦ ብዙ ጊዜ አዎንታዊ ስሜት ይሰማኛል።					
10.	በሙያዬ አውድ ውስጥ ማንነቴ ተመችቶኛል።					

ክፍል አራት፡ የተማሪዎች የአቻ ግፊት ልኬት

መመሪያ፡ - የሚከተሉት መግለጫዎች ዳደሾችዎ በስራ ውሳኔ አሰጣጥ ላይ ምን ያህል ተጽዕኖ እንደሚያሳድሩ ያሳስባሉ። እባክትን በጥንቃቄ ያንብቡ እና የእራስዎን አስተያየት በተሻለ ሁኔታ የሚፈታውን ምላሽ በመቃወም "✓" ምልክት ያድርጉ።

የደረጃ አሰጣጥ ልኬት፡ 1፡ በጣም አልስማማም 2፡ አልስማማም 3፡ አልተወሰነም 4፡ እስማማለሁ

5፡ በጣም እስማማለሁ

ተ.ቁ	የአቻ ተጽዕኖ	የደረጃ አሰጣጥ ልኬት				
		1	2	3	4	5
1.	ዳደሾች ብዙውን ጊዜ በሙያዊ ውሳኔዎች ላይ ተጽዕኖ ያሳድራሉ።					
2.	ከዳደሾች ምርጫ ጋር የሚስማማ የሙያ መንገድ እንደመርጥ ግፊት ይሰማኛል።					
3.	በሙያዊ ውሳኔ አሰጣጥ ሂደት ውስጥ የእኩዮች አስተያየት ጉልህ ሚና ይጫወታሉ።					
4.	ከሙያ ጋር የተያያዘ ምርጫ ከማድረግ በፊት ዳደሾች ምን እንደሚያስቡ ብዙ ጊዜ አስባለሁ።					
5.	ዳደሾች መምረጥ የምፈልገውን የአካዳሚክ ዲሲፕሊን ያረጋግጣሉ።					
6.	ዳደሾች ሁል ጊዜ ስለ አካዳሚክ ሥራ አስተማማኝ መረጃ ይሰጡኛል።					
7.	ከእኩዮች ዘንድ ተቀባይነት ለማግኘት አንዳንድ ጊዜ የሙያ ውሳኔዎችን አደርጋለሁ።					
8.	የእኔ እኩዮች ተስፋዎች በሙያዊ ምርጫ ላይ ተጽዕኖ ያሳድራሉ።					
9.	ዳደሾች በአካዳሚክ ስራዎች ላይ አጠቃላይ እና ትክክለኛ ምክር ይሰጡኛል።					
10.	እኩዮች መውሰድ የምፈልገውን እንደመርጥ ያበረታቱኛል።					
11.	የሙያ ውሳኔዎችን በምወሰንበት ጊዜ የዳደሾችን አስተያየት ከራሴ በላይ እቆጥራለሁ።					
12.	በሙያዊ ስኬትን በምገነዘብበት መንገድ የኔ እኩያ ሚና ይጫወታል።					
13.	የእኩዮች መደበኛ ያልሆነ ንግግር የአካዳሚክ ሥራ ለመምረጥ ምን ማቀድ እንዳለብኝ ይመራኛል.					

14.	ሥራ ላይ ያተኮረ ስለሆነኩ ዳደሾች ይወዳሉ።					
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ክፍል አምስት፡ ለተማሪዎች የሙያ ውሳኔ አሰጣጥ ሚዛን

መመሪያ፡- የሚከተሉት መግለጫዎች ስለ ሥራዎ ውሳኔ ግላዊ ስሜት ያሳስባሉ። እባክትን በጥንቃቄ ያንብቡ እና የእራስዎን አስተያየት በተሻለ ሁኔታ የሚፈታውን ምላሽ በመቃወም "✓" ምልክት ያድርጉ።

የደረጃ አሰጣጥ ልኬት፡ 1፡ በጣም አልስማማም 2፡ አልስማማም 3፡ አልተወሰነም 4፡ እስማማለሁ

5፡ በጣም እስማማለሁ

ተ.ቁ	የሙያ ውሳኔ አሰጣጥ	የደረጃ አሰጣጥ ልኬት				
		1	2	3	4	5
1.	ሙያ መርጫለሁ እናም እሱን ለመከተል እርግጠኛ ነኝ።					
2.	ስለ ሥራዬ ግቦች ግልጽ ግንዛቤ አለኝ።					
3.	ሙያ መምረጥ በጣም ከባድ ስለሆነ የዳደሾች አስተያየት ተስፋ ቆራጭ አድርጎኛል።					
4.	በመረጃ ላይ የተመሰረተ የሙያ ውሳኔዎችን እንዳደርግ እንዲረዳኝ መረጃን እና ምክርን በንቃት እሻለሁ።					
5.	ምን ዓይነት ሙያ እንደሚመሩኝ ባላውቅም መማር ያለብኝን መስክ አውቃለሁ።					
6.	ከዳደሾች በሚሰጡኝ ምክር መሰረት የሙያ ውሳኔ ለማድረግ የበለጠ እፎይታ ይሰማኛል።					
7.	ከፍላጎቶች እና ክህሎቶች ጋር የሚስማማ ሙያ የመምረጥ ችሎታ ላይ በራስ መተማመን ይሰማኛል።					
8.	ስለ ችሎታዬ እርግጠኛ ስላልሆነኩ በዚህ ጊዜ ሙያ መምረጥ አልችልም።					
9.	አብረውኝ የሚማሩ ዳደሾችን የሚማርክ ሙያ መምረጥ በራስ መተማመን ይሰማኛል።					
10.	የሚያስፈልገኝን ሙያ ለመምረጥ በራስ የመተማመን ስሜት የለኝም።					

APPENDIX D

የቃለ መጠይቅ መመሪያ

1. በአንተ አስተያየት እራስን መቻል (ነገሮችን ለመስራት ባለው ችሎታ ላይ መተማመን) ለራስህ ያለህ ግምት (ምን ያህል ለራስህ እንደምትወደው እና ከፍ አድርገህ እንደምትመለከተው) እና የእኩዮች ግፊት በስራ ውሳኔ አሰጣጥ ላይ ምን ያህል ተጽዕኖ ያሳድራል?
2. የተማሪዎችን የስራ ውሳኔ በተመለከተ ለራስ ባለው ግምት፣ በራስ መተማመን እና በእኩዮች ግፊት መካከል ልዩነት አለብለው ያስባሉ?
3. ለራስ ከፍ ያለ ግምት መስጠት፣ በራስ የመተማመን ስሜት እና የእኩዮች ግፊት የስራ ውሳኔ አሰጣጥ ትንበያ እንደሆነ አድርገው ያስባሉ? እንዴት?
4. በወንድ እና በሴት መካከል ያለው ልዩነት የሙያ ውሳኔ አሰጣጥን እንዴት ሊወስን ይችላል?

የትኩረት ቡድን የውይይት መመሪያ

1. በራስ መተማመን፣ በራስ መተማመን እና የአቻ ግፊት በተማሪዎች መካከል የስራ ውሳኔን ሊተነብይ ይችላል ብለው ያስባሉ? እንዴት?
2. የተማሪው የጥናት መስክ ለራሳቸው ብቃት፣ ለራሳቸው ያላቸውን ግምት እና የሙያ ውሳኔዎችን በሚወስኑ እኩዮች ላይ ተጽዕኖ ያሳድራሉ? እንዴት?
3. በወንድ እና በሴት መካከል በሙያ ውሳኔ አሰጣጥ ላይ ልዩነት አለ?

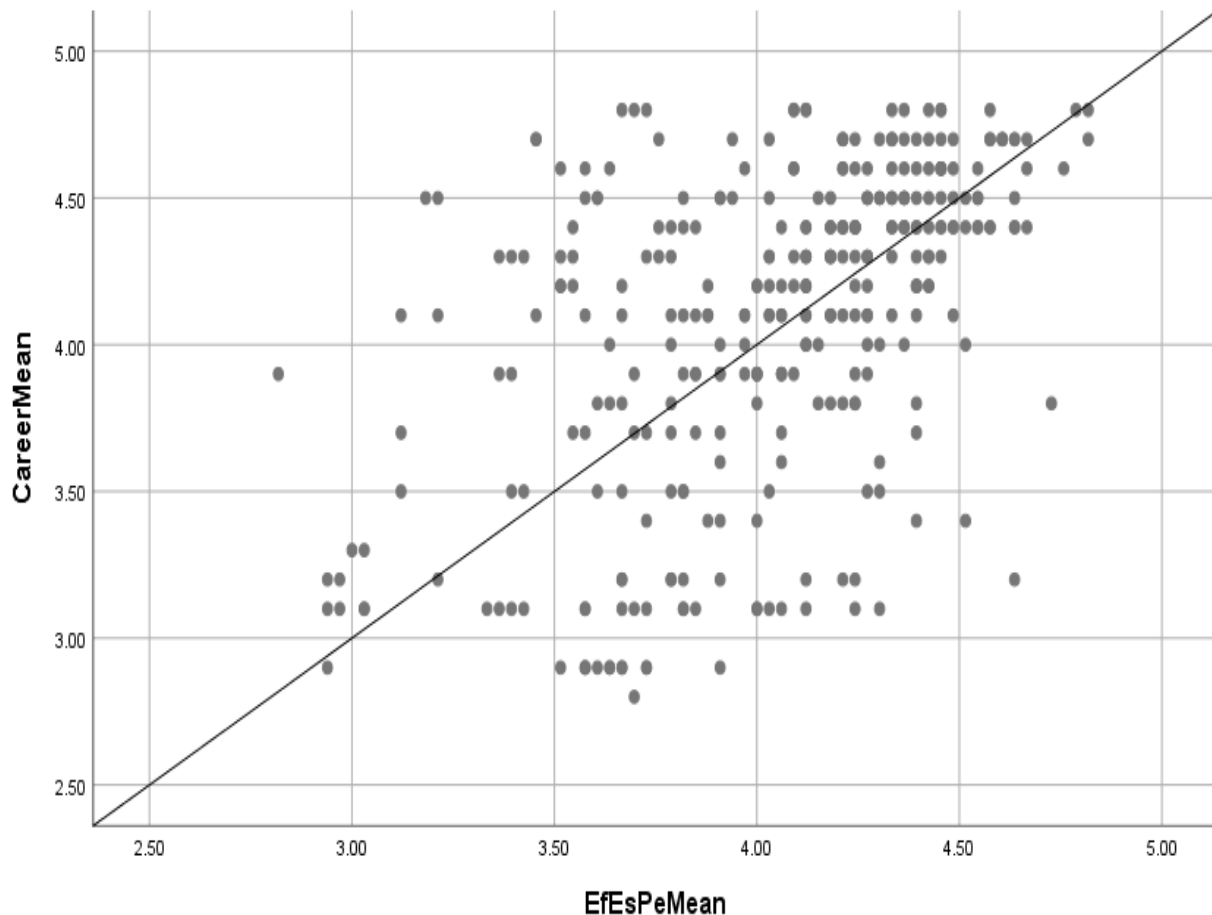
APPENDIX E

Assumptions of Regression

A few of the assumptions that must be taken into account when computing multiple linear regressions are described below. In general, from the assumptions of regression checked here, most of them are satisfied and computing regressions is found possible.

1. Linearity

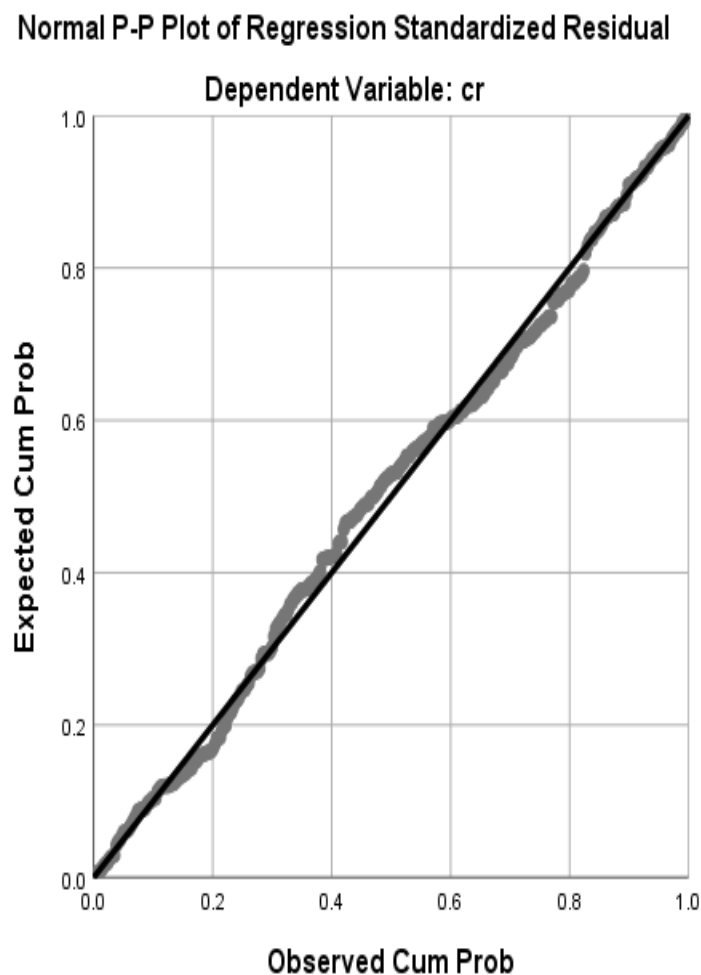
A straight line is used in regression to summarize the relationship between variables. As a result, the relationship's estimate is only valid to the degree that one variable consistently rises or falls as the other does. It is possible that there is a nonlinear link (or even a perfect one) between the two variables or that the relationship is partially linear and partially nonlinear. Only the linear part of the relationship between the variables may be accurately represented by the correlation coefficient and the slope. Therefore the relationship between the variables shows linearity, as seen in the graph below, indicating that the regression's assumption is met.



2. Normality

Regression operates under the assumption that variables have normal distributions (Osborne and Waters, 2002). The implication seems to be that multiple regressions need that the predictor and/or responder variables be normally distributed, although they do not specify which variables specifically they are referring to. In fact, multiple regressions merely require the assumption of normally distributed errors: In particular, we can presume that errors for every set of values on the predictor variables have a normal distribution.

Below the graph shows that, the variables are normally distributed; in which this requirement is satisfied to run regressions.



3. Autocorrelation

Autocorrelation is a statistical concept that refers to the degree of correlation between the values of a variable at different time points. In the context of regression analysis, autocorrelation occurs when the residuals (the differences between observed and predicted values) exhibit a pattern of correlation over time. Autocorrelation violates one of the key assumptions of the multiple linear regression models, which assumes that the residuals are independent of each other. When autocorrelation is present, it can lead to inefficient parameter estimates, inflated standard errors, and biased hypothesis tests.

To detect autocorrelation, researchers often use statistical tests such as the Durbin-Watson test or examine autocorrelation plots. If autocorrelation is found, an adjustment to the regression model is necessary.

Model Summary^b

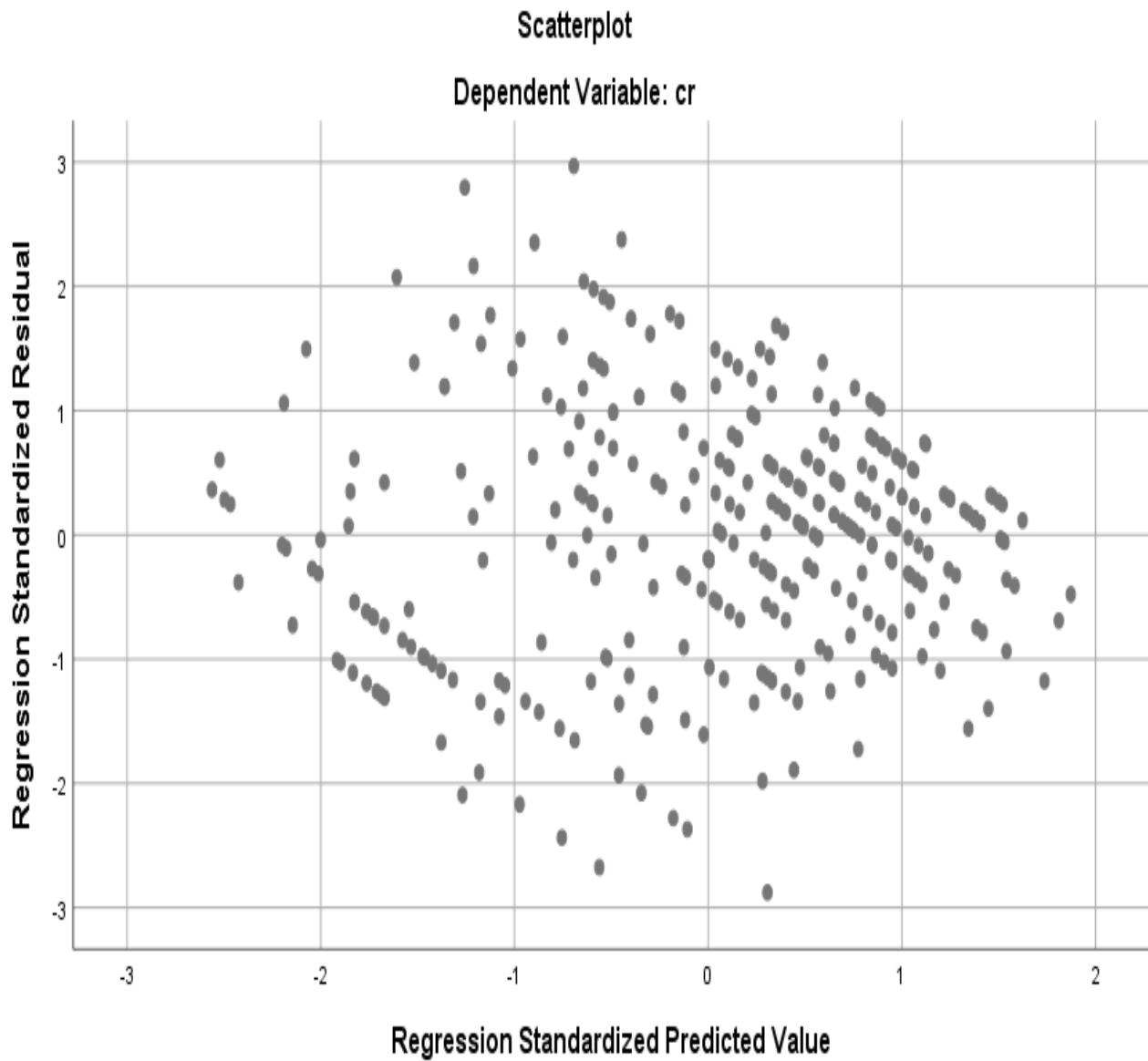
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.645 ^a	.416	.412	.34388	1.722

a. Predictors: (Constant), self-efficacy peer pressure

b. Dependent Variable: career

4. Homoscedasticity

Homoscedasticity is one of the key assumptions in regression analysis, and it refers to the constancy or uniformity of the variance of the residuals across all levels of the independent variable(s). In simpler terms, homoscedasticity means that the spread of the residuals is consistent throughout the range of predicted values. (Wooldridge, J. M. 2019).



5. Multicollinearity

Multicollinearity is a statistical phenomenon in regression analysis that occurs when two or more independent variables in a multiple regression model are highly correlated. In other words, it indicates a linear relationship among the predictor variables.

This correlation among predictors can cause problems in estimating the individual coefficients of the variables (Montgomery, et al., 2012). To assess multicollinearity through variance inflation factor (VIF) values or condition indices. VIF measures how much the variance of an estimated regression coefficient is increased due to collinearity. High VIF values (usually greater than 10) are indicative of problematic multicollinearity. Therefore all the VIF values of this study are less than ten and it shows that the regression assumption is satisfied.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	1.643	.194		8.459	.000	
	Self efficacy	-.095	.046	-.095		.041	.559 1.788
	per	1.364	.075	1.114	18.093	.000	.318 3.148

a. Dependent Variable: career decision making