

Factors Affecting Students' Vocational Choice: The Case of Jimma College of Teachers Education

*A Thesis Submitted to Jimma University, School of Graduate Studies, College of
Educational and Behavioral Science, Department of Psychology in Partial
Fulfillment of the Requirement for the Award of Degree of Master of Arts in
Counseling Psychology*

By:

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

JIMMA ETHIOPIA

DECEMBER, 2022

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DECLARATION

I hereby declare that this thesis entitled “**Factors Affecting Students’ Vocational Choice: The Case of Jimma College of Teachers Education**”, has been carried out by me under the guidance and supervision of Mr. Bonsa Shume and Mr. Dinaol Urgessa. The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

Researcher’s Name

Signature

Date

Shumete Mamo

APPROVAL SHEET

The research entitled “*Factors Affecting Students’ Vocational Choice: The Case of Jimma College of Teachers Education*” has been carried out by *Shumete Mamo* for partial fulfillment of the Degree of Master of Arts in Counseling Psychology with our approvals as advisors and examiners.

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ABSTRACT

The purpose of this study was to assess factors affecting students' vocational choice in Jimma College of Teachers Education., The study design was descriptive research with quantitative research approach. Sample size used in the study was 189, determined by simple random sampling technique from the population of 362. Method of data collection monitored by Factors Influencing Teaching Choice (FIT) Model to measure motivation constructs and perceptions about vocational choice. The data was collected through structured questionnaire. The data were analyzed through descriptive statistics to identify the factors influencing vocational choice and to compare the gender difference in vocational choice. Consequently, the result revealed that "shaping future generation" was the highest ranking factor (mean = 5.7725 and Std. deviation = 0.61331) followed by intrinsic career value factors (mean = 5.7284 and Std. deviation = 0.87806) found to be the highest motivational factors influencing students' vocational choice as a teacher. On the other hand, the "social dissuasion" was ranked the highest from subcategory of perception factors (mean = 5.7743 and Std. deviation = 0.87806) followed by "a good salary" (mean = 4.9709 and Std. deviation = 0.57004). There is also a significant gender difference among the identified nine factors. To end with, the study forwarded the recommendations to the Ministry of Education of Ethiopia and to concerning educational policy-makers to ensure a better opportunity to enjoy job transferability, time for their families, teachers' morale and social equity in teaching profession towards enhancing the choice of teaching as a vocation.

Key Terms: Vocational Choice, Career Choice, Teaching Profession

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ABBREVIATIONS AND ACRONYMS

EEDRM	Ethiopian Education Development Road Map
FIT	Factors Influencing Teaching Choice Model
JCTE	Jimma College of Teachers Education
MOE	Ministry of Education - Ethiopia
MOSHE	Ministry of Science and Higher Education - Ethiopia
SCCT	Social Cognitive Career Theory
SD	Standard Deviation
STEM	Science, Technology, Engineering, and Mathematics
TVET	Technical and Vocational Education and Training

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The term vocational or career choice refers to an individual's process of selecting one's specific academic, professional or other vocational roles. The term also used to examine the various variables influencing the process and brings the way to comprehend how these factors exert its impact (Sharf, 2002).

There are different empirical considerations on the factors that influence the vocational choice of an individual. This factors that affect our vocational choice include; personal quality such as our interest and aptitude or value, self-concept, other peoples 'believe (family, peer) and socio-economic background (Stebleton, 2007).Which is a parallel finding from Indonesia that result in the influence of self-efficacy, family, personal interests, and economic considerations had a positive relationship with career choice (Houcine, 2016).

Since career choice and growth takes into account the different stage we pass through childhood to mature adulthood; career choices take place in numerous stages. Every person has unique personality, characteristic, mature at different place and lives in specific environment, career decision making become an individual life journey (Hewitt, 2010).

As most young adult students spend more time in the university, this period is critical for development in which they may go through various changes in academic, social, personal and other areas (Newman & Newman, 2017). Students have to consider several factors before making a decision on their future careers. A career decision might hinder one's satisfaction in life, resulting in career maladjustment and may affect the individual as well as the entire society (Salami & Salami, 2013). The inability to choose the right career also contributes to stress and mental health problems in general (Ayesha & Adele, 2018).

Similarly, findings in Africa indicated that; family influence, psychosocial motivation or personal factors (their interest in the field) and practical motivation such as potential good income, flexible working hours and job availability were major influences on an individual's career choice (Abe & Chikoko, 2020).

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

In addition, the findings also showed career development was found to be important in understanding students' personal values, clarifying their goals, career choice direction and job-searching skills. However, the majority of the studies reported that information on career development is poor. As a result, the students do not know where to obtain career-related information, resulting in lack of future direction and decrease in performance (Getachew & Daniel, 2016). Therefore, considering the above facts this study aimed to assess the motivational factors that affect student's vocational choice in Jimma College of Teachers Education (JCTE).

1.2. Statement of the Problem

This study is initiated by two basic evidences that indicate the need for assessing the factors that affect vocational choice of college students. First, there is a high turnover rate of teachers in Ethiopia mainly due to lack of understanding, adequate information on the career choice. In 2019/2020 the Ministry of Education of Ethiopia reported that there is 1.8% and 2.6% attrition rate of teachers in primary and secondary schools respectively. Studies relate the existing teachers' turnover or attrition with for the reasons of leaving the profession for better salary, job dissatisfaction and lack of motivation. (Demis & Debitu, 2020; Yimam, 2019; Minda, 2015; MOE, 2020; Zewde, 2017).

Second, recent literatures, education road map of the country and international reports simultaneously indicated that the vocational choice of students (specifically college students) not only given very low emphasis but also affected by the placement system that deprives students of their right to pursue a field of study and career choice. It also indicated that teachers preparation and development is facing a problem in policy implementation identified in teaching choice is a last option and for low secondary school achievers. (Dalelo, et al., 2018; MOE, 2020; Woldegiyorgis, 2015; Joshi & Verspoor, 2020). Since teachers are the important

influencers of students; the vicious effect of lack of adequate information on teachers will also affect the students' capability to choose and develop their career properly throughout their school years.

In addition, Ethiopian educational road map of 2018-2030 indicated that the push down of curriculum to lower educational level doesn't go with the students' maturity and the early exit after completion of grade 10 to join TVET and College of Teachers Education is not sufficient to prepare students for world of work. Moreover, there is no career choice content mainstreamed on the national text books and teachers guides of the country that enable students to develop their knowledge, attitude and skills on career choice decision (MOE, 2018).

Further, studies reported there are a controversial evidences or inconsistencies of factors that affect career choice of students. To mention few the parental influence, prior adequate information, perception of students towards the profession have inconsistent findings on different nationally conducted studies as well as studies done in other countries (Arif, et al., 2019; Kobia & Owusu, 2020; Getachew & Daniel, 2016; Kumar, 2016; Tsega, 2015; Abbasi & Sarwat, 2014; Ehigbor, 2016)

This evidence is also consistent with studies conducted in other parts of the world. According to Arif (2019) personal, parental and social variables are the strongest factors influencing students' academic career choice. The study found a strong relation between self-efficacy, social, economic, peer and family factors in leading to enhanced satisfaction with career choices. The findings from the study on parental interaction, dysfunctional career thoughts and career exploration as predictors of career decision making; suggested that career exploration behaviors are the most essential activities that explain ones confidence in making career decisions (El-Hassan & Ghalayini, 2019; Arif, et al., 2019).

In previous findings it was also evident that high number of young adults go into careers inappropriate to them due to being in peer pressure and as a result majority of them not met their personal interests. Consequently, they become unable to serve meaningfully their society in a chosen career. This challenge of career decision making is a common issue found in different countries around the world. There are studies carried out in different regions of the world on the factors influencing students' choice of academic career and suggested family and teacher variables as major factors influencing students' career selection (El-Hassan & Ghalayini, 2019; Arif, et al., 2019).

Despite the divergent studies available on the issues related with career choice and development in our country; there are no studies conducted on motivational factors influencing career choice specific to teaching profession. Especially; there is lack of evidences reported using the globally known FIT-choice scale (Factors Influencing Teaching) which is developed based on Factors Influencing Teaching choice model. Further there is no a study aimed primarily on assessing significant gender differences on those factors.

Therefore, in order to add on the existing empirical data about the motivational factors that influence individuals career choice specifically on teaching profession; and its significant gender difference; researcher formulated the following research questions which guided the direction of the study.

1.3. Research Questions

This study employed FIT choice model to assess the psychological and social factors affecting students' vocational choice in Jimma College of Teachers Education (JCTE). According to the model the psychological and social factors categorized in two major categories, these are motivation related and perception related factors. The model fine-tuned these major factors in to six classes of factors in which motivation scales encompass: *antecedent socialization, self-perceptions, intrinsic values (personal utility value and social utility value), fall back career*; whereas perception scales encompass: *task demand and task return*. These six classes classified further in to several subscales. Based on the subscales of FIT model, this study attempted to investigate the following research questions:

- What motivation factors affecting student's choice of teaching as a vocation?
- What perception factors affecting student's choice of teaching as a vocation?
- Is there significant gender differences in choosing teaching as a vocation?

1.4. Objectives of the Study

1.4.1. General Objective

The purpose of this study was to assess the psychological and social factors affecting students' vocational choice and significant gender differences in their choice in Jimma College of Teachers Education (JCTE) using FIT Choice Model

1.4.2. Specific Objectives

- i. To identify the motivation factors affecting student's choice of teaching as a vocation
- ii. To identify the perception factors that influence choice of teaching as a vocation
- iii. To evaluate the significant gender differences among the college students for choosing teaching as a vocation.

1.5. Significances of the Study

Since young adult students are the future hope of any given country in the world; the concept of vocational choice is a very important issue because of its long lasting impact having on the young adult students' future occupation or employment, social roles and other aspects of life throughout their adulthood. Therefore, examining the factors' relationship with academic career choice is very important in order to create citizens that are creative, well skilled, knowledgeable and productive as well as well satisfied in their respective professions/vocations.

In addition, the finding of this study is important for those involved in psychology, social work, guidance and counseling service and education to identify the major factors affecting career choice and to incorporate those factors in their practical interventions. Specifically, the findings of this study expected to contribute to MOE, MOSHE and JCTE for the further of development of text books for primary to secondary school students as well as development of training manuals for parents and teachers.

1.6. Delimitation of the Study

Several local studies revealed that there is lack of adequate information on factors affecting career choice of students in Ethiopia, as a result the conceptual delimitation of this study was confined only to the major factors that affect student's vocational choice in teachers colleges in Ethiopia through employing FIT choice scale and by comparing the students' vocational choice differences by gender. Similarly, the geographical delimitation of the study is bounded to only JCTE, the only Teachers college in Jimma town and Jimma Zone, due to financial and time constraints of the researcher.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. The Concept of Vocational Choice

The term vocational/ career choice refers to an individual's process of selecting one's specific academic, professional or other vocational roles. The term also used to examine the various variables influencing the process and brings the ways to comprehend how these factors exert its impact (Sharf, 2002).

Even if the idea of career choice was introduced in, early 1909 the term and concept did not accept until 1950s. During and after 1950s many employment policy and social environment related changes occurred widely around the world and leads many people to seek better career opportunities. The term career decision making was used for the first time in 1979 when Michael Krumboltz proposed social learning theory of career decision making (Brown, 2002). The coming of Krumboltz theory was taken as good development for career theory because of it sets the career decision making concept and provided conceptual framework to understand ways of choosing career at different stage of human life (Sharif, et al., 2016).

Then after career choice theory have been showed much progress but the Parson's concept remained influential and sets the ground foundation for later developed theories in the area (Sharif, et al., 2016).

2.2. Theoretical Approaches

2.2.1. Holland's Theory of Vocational Personality

Holland (1985) suggests that all occupations in the world can be divided into six work environments using the same descriptors as his personality types (realistic, investigative, social, enterprising, artistic, and conventional). An example is in business work environment, the attracted individuals are those with enterprising or conventional personalities, depending on the work tasks demanded in that specific work environment. Holland believes that most people are happiest in congruent work environments with their personality types.

The theory by Holland offers a simple and easy-to-understand typology framework on career interest and environments that could be used in career counseling and guidance. Holland

postulated that vocational interest is an expression of one's personality, and that vocational interests could be conceptualized into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). If a person's degree of resemblance to the six vocational personality and interest types could be assessed. The concept "congruence" is used by Holland to denote the status person-environment interaction.

A high degree of match between a person's personality and interest types and the dominant work environmental types (that is, high degree of congruence) is likely to result in vocational satisfaction and stability, and a low degree of match (that is, low congruence) is likely to result in vocational dissatisfaction and instability. According to Holland (1985), a well-known career theorist, personality type is a major in career choice and development. He believes that the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities. He also maintains that occupational achievement, stability and satisfaction depend on congruence between personality and the work environment. Personality factors of an individual will include the interest of a person.

2.2.2. Theory of Career Anchors

Schein (1978) is one of his most well-known concepts is the idea of career anchors. Schein suggested that each and every individual possessed specific and unique 'anchors' - one's perception of one's own values, talents, abilities and motives, which form the basis of individual roles and development.

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

The concept of self-efficacy is the focal point of Albert Bandura's social cognitive theory. By means of the self-system, individuals exercise control over their thoughts, feelings, and actions. Among the beliefs with which an individual evaluates the control over his/her actions and environment, self-efficacy beliefs are the most influential motivational predictor of human behavior. The level and strength of self-efficacy will determine whether coping behavior will be initiated; how much effort will result; how long the effort will be sustained in the face of obstacles.

Self-beliefs about abilities play a central role in the career decision-making process. People move toward those occupations requiring capabilities they think they either have or can develop. People move away from those occupations requiring capabilities they think they do

not possess or they cannot develop. Personal goals also influence career behaviors in important ways. Personal goals relate to one's determination to engage in certain activities to produce a particular outcome. Goals help to organize and guide behavior over long periods. The relationship among goals, self-efficacy, and outcome expectations is complex and occurs within the framework of: Bandura's Triadic Reciprocal Model of Causality – these factors are all affecting each other simultaneously; personal attributes external environmental factors and overt behavior. In essence, personal inputs (e.g. gender, race) interact with contextual factors (e.g. culture, family geography) and learning experiences to influence self-efficacy beliefs and outcome expectations. Self-efficacy beliefs and outcome expectations in turn shape people's interests, goals, actions, and eventually their attainments. However, these are also influenced by contextual factors (e.g. job opportunities, access to training opportunities, financial resources). In this theory providing opportunities, experiences and significant adults to impact, self-efficacy in all children becomes vital. Strategic career development interventions will positively influence young people in the context of this theory.

2.2.4. Social Cognitive Career Theory

Social cognitive career theory (SCCT) was developed by Lent, Brown & Hackett in 1994. This theory explains the way an individual make career decisions by emphasizing on the relationship between the individual factors and environmental factors that influence ones learning, self-efficacy and career interest (Sharif, et al., 2016). And particularly stressed on the interaction of learning experiences, self-efficacy and outcome expectations in which learning experiences influence the way individuals develop self-efficacy and perceived outcome expectations i.e. consequences of particular actions, goals or tasks whereas the interaction between self-efficacy and outcome expectations influence individuals' career interests and choices (Sharf, 2002). SCCT appears to be a useful approach for gaining a better understanding of individuals' career decision-making processes. It allows a variety of factors associated with career decision making processes to be identified and provides a constructive explanation for how these factors are interrelated and can subsequently lead to career choice.

2.3. Motivational Factors that Influence Vocational Choice

Despite there are different motivational factors that influence individuals vocational choice of a teaching profession; the widely used FIT-choice model is selected since it is globally recognized and

tested in different parts of the world. The motivational factors can be divided in to **intrinsic**, motivation

2.3.1. Intrinsic Motivation

2.3.1.1. Personal Ability

It is one's self-appraisal of their own teaching skills this Individual factors encompasses the students' ability, interest, attitude on the field of study. According to Hewitt (2010), interest and value has become the most important factors as a determinant and measures of career selection. As evidenced on study conducted on career aspirations and factors influencing career choices of optometry students in Ghana indicated that, interest in the career field is found to be significant factor that affects the career choices of students (Kobia & Owusu, 2020).

2.3.1.2. Intrinsic Career Value

Psychological factor is a factor that influence an individual career choices under this factor there are many other factor that influence students career choice those are fear of failure ,fear of success, lack of assertiveness and role conflict. A study conducted on psychological factors and job availability as predictors of career choice among graduates in Ibadan, Oyo state, Nigeria showed that attitude, perception, belief, had significant influences on career choices among graduates. Correspondingly a study conducted in Tanzania also reported that, there is a significant relationship between psychological factors and career choice of students.

2.3.1.3. Prior Teaching and Learning Experiences

Prior teaching and learning experiences is the extent to which one was inspired by previous teachers or by their experiences teaching students (usually in a teaching practicum; an intrinsic motivation).

2.3.2. Extrinsic Motivation

2.3.2.1. Personal Utility Value

Is one's perceptions of the practical aspects of teaching as convenient to their desired lifestyle (an extrinsic motivation). Encompasses three sub factors Job security, Buldging (Time for family) and Job transferability.

This factors include the family related variables such as; *early childhood experiences, Mother or father as role model* as an influencing variables on students career choices. According to Bolles (2011), an individual at one point inherit from his/her parents certain financial and other resources that, to some extent, influence their career choices. By default any family can determines things like where we live and which school we attend.

In another aspect; study conducted in Kenya on relationship between parental variables and career choices indicated that; parents' expectations, parent-child relationship, parents social economic status and parental support, all had a positive and statistically significant influence on students career choice. Similarly, a study conducted in South Africa indicated that family is significant factor that influence the career choice and aspirations of students. Likewise, studies conducted in Ethiopia showed that there is a significant relationship between career choice and parental influence (Kumar, 2016), and the influence of parenting on self-efficacy of students which in turn affects their career choice.

2.3.2.2. Fallback Career and Social Influences

Fallback career is the extent to which one views teaching as a “backup” or “second choice” career (Watt, et al., 2012). On the other hand, social influences are the extent to which others (one's family and/or friends) encouraged or expected them to become a teacher (an extrinsic motivation). This factors includes the educational *experience, peer group influence* or role models and *mass media* as variables that affect the career choices of students. Career choice takes places within the context of society. Career theorists such as social cognitive and social learning address this context in addition to other factors even it takes place in our live may affect the career choices available to us and even dictate our choices to certain degree (Hewitt, 2010).

A study on exploring the factors that influence the career decision of STEM students at a university in South Africa indicated that one third of students participated on the study reported that their teacher's input was influential in their decision to choose a career in the STEM field (Abe & Chikoko, 2020). According to study conducted in Ethiopia on psychosocial and career problems of students indicted that; student prefer their peer to advise them on career choice problems (Melaku, 2009).

2.3.3. Altruistic Motivation

2.3.3.1. *Social Utility Value*

Is the extent to which one values making a positive contribution to society through working with children (an altruistic motivation) encompasses four sub factors: shape future of children or adolescents; enhance social equity; make social contribution and work with children/ adolescents.

2.3.4. Socio Demographic Factors

The variables *age and sex* are widely discussed socio demographic factors that influencing ones choice of a career. Since gender is the primary interest of this study the following literature review will focus only on gender and gender differences on motivational factors to choice a career.

According to previous social psychologists hypothesis based on Bandura (1986) self-efficacy theory; career self-efficacy beliefs played a more powerful role than interests, values, or abilities in restricting women's career choices. Girls exposed to traditional gender role attitudes during childhood would have limited access to the information they need to develop strong self-efficacy beliefs in relation to a wide range of occupational fields. Gender differences in academic and career self-efficacy beliefs are linked to past gender-role socialization, current gender role pressures, and perceptions of the gender-relatedness of tasks, activities, or occupations (Serra, et al., 2019).

Traditional gender role attitudes and stereotypes regarding “appropriate” careers can undermine women's beliefs that they can successfully pursue a non-traditional career. The stronger the perceived gender linkage of an activity or occupation, the more likely it is that gender differences in self-efficacy will arise. Girls and women often adopt “satisficing” strategies by choosing traditionally female occupations that are perceived to be easier to combine with home and family responsibilities rather than optimally translating their interests and abilities into career pursuits (Su & Rounds, 2015; Eccles, 2011).

Research identified several factors that contribute to gender differences in academic and career choices with findings showing that girls largely choose a career based on personal preferences, while boys are more likely to be influenced by future prospects, such as earning a lot of money,

doing or inventing new things, or becoming famous. Girls, by contrast, largely choose careers where they can help others, reflecting the extent to which gender stereotypes influence career choice. Women thus are more likely to opt for social care or affiliated professions (López, et al., 2012; Eccles, 2011). Similarly, study on occupational choice and structural reformation in Ethiopia reveals that gender, age, human capital, marital status, and location are important correlates of the occupational choice of workers (Tekleselassie & Weldesilassie, 2019).

2.4. Research Gap

After the review of these literatures the following research gaps are identified. These are

- Lack of studies in our country that assess motivational factors influencing individual decision to choose teaching as a career using FIT-choice model.
- Lack of studies in our country that assess gender differences in motivational factors influencing individual decision to choose teaching as a career.

Further there is a lack of emphasis given to career choice in curriculum development and education structure of the country. Ethiopian Education development roadmap (EEDRM) 2018-2030 (MOE, 2018), recognizes the prevalent of this gap nevertheless there is no practical design to resolve this problem.

Despite the divergent studies available on the issues related with career choice and development in our country; there are no studies conducted on motivational factors influencing career choice specific to teaching profession. Especially; there is lack of evidences reported using the globally known FIT-choice scale which is developed based on Factors Influencing Teaching choice model. Further there is no a study aimed primarily on assessing significant gender differences on those factors.

Therefore, in order to add on the existing empirical data about the motivational factors that influence individuals' career choice specifically on teaching profession; and its significant gender difference the study used the following FIT-model.

2.5. Conceptual Framework of the Study

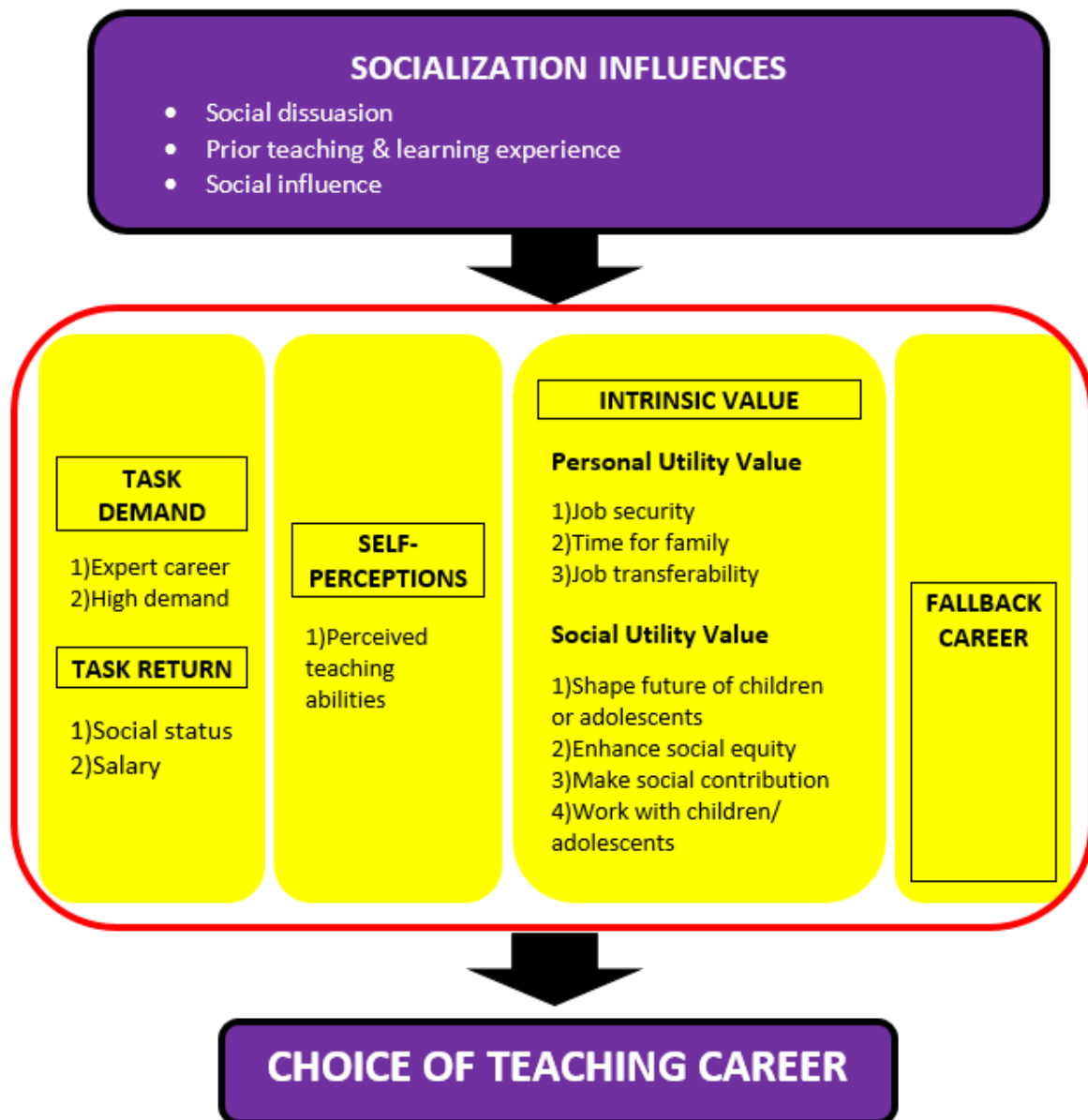


Figure 1: FIT-Choice Model source (Watt, 2012)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Study Area

The study area of this research is Jimma College of Teachers Education located at northeast end of Jimma town (Jiren) in Jimma zone, Oromia region, Ethiopia. JCTE is located 347 km southwest of Addis Ababa and about 2.5 km to the northeast of Jimma City Centre (Merkato/Hirmata). JCTE is one and the oldest public college of teachers' education in Ethiopia that established in 1969 as an institute and upgraded to a college in 1995. It is the first college on starting training Diploma in Afan Oromo. This study selected this college as a study area not only due to the fact that it is the only teachers' college in Jimma town/ Jimma zone that produce professional teachers as a primary school teachers, but also the most accessible area for the data collection of the researcher of this study.

3.2. Research Design

A case study method of descriptive research design was used to assess the motivational factors that influence Jimma Teachers college students to choice teaching as a vocation. The study also employed a quantitative research approach. Quantitative method was used to assess the motivations that of influenced the student's vocational/ career choice. Since quantitative research design used to obtain information concerning the status of the phenomenon to describe, "what exists" with respect to variable, are merely selected for an analysis of their extent relationships (Creswell, 2014).

3.3. Population of the Study

The target population of the study is graduating class students in JCTE among the total student population of the college. According to the information gathered from the college registrar, there are 362 graduating students (190 females and 172 males) in 2021 academic year. This target population, graduating class, were selected because they were readily accessible for they were completed their semester examinations during the data collection session besides they were voluntary compared to other classes who were engaged with examinations and not voluntary to participated in the data collection of this study.

3.4. Sample Size

The sample size of respondents was determined by using Yamane’s sample size determination formula, among the total number of graduate students from JCTE (N=362) as follows:

$$n = \frac{N}{1+N*e^2} = \frac{362}{1+362*0.05^2} = 189$$

Where:

N= total population size all graduate students

n= is total number of survey participants

e = level of precision /sampling error = 5% or 0 .05.

3.5. Sampling Technique

Simple random sampling technique was used to select this study respondent. From the total calculated sample size (N=362) the researcher selected 99 out of 190 female students and 90 out of 172 male students using proportional allocation as shown in table 1.

Table 1: Sample allocation by gender

	Population by Gender		Population Percent by Gender		Sample by Gender	
	N _G		%N _G		n _G	
1	N _M	N _F	% N _M	% N _F	n _M	n _F
2	172	190	47.51	52.49	90	99
Total	362		100.0		189	
	Where: N=362; n=189; %N _G = N _G /N*100; n _G = %N _G *n/100					

3.5.1. Inclusion and Exclusion Criteria

- *Inclusion Criteria*

Study participants were included if they are regular program graduating class students in JCTE. This study were not include evening, distance, summer and weekend students because according to the information gathered from the registrar office of the JCTE most of students in these modalities are either government employee or self-employee. In addition to this classes are not easily available to data collection due to time (for instance summer students usually come to the college only at July and August) and place constraints. This makes them unsuitable for data collection. Moreover, to get homogeneous sample respondents (in modality, age/ youth) this study only included regular graduating students.

- *Exclusion Criteria*

Study participants were excluded if they are not willing to participate in the study and who doesn't meet the above mentioned inclusion criteria of the study.

3.6. Method of Data Collection

To collect the primary data from respondents the researcher used validated Factors Influencing Teaching Choice Scale (FIT-Choice Scale). The FIT-Choice Scale measures a range of motivation constructs and perceptions about the teaching profession (Watt, 2012; Watt, et al., 2012). The motivation constructs refer to the importance of different motivations in the respondents' choice of a teaching career. Motivational factors include socialization influences (social dissuasion, prior teaching and learning experiences, and social influence), self-perceptions (perceived teaching abilities), intrinsic career value, personal utility values (job security, time for family, and job transferability) and social utility values (shape the future of children and adolescents, enhance social equity, make social contribution, and work with children/adolescents). The scale also measures the maladaptive motivation of having chosen teaching as a fallback career, representing the perceptions of teaching as a career that is not a first choice. The measures of the perceptions of the teaching profession include perceived task demand (expertise and difficulty) and task return (social status and salary). The model also includes satisfaction with the choice of teaching as a career.

The questionnaire also included demographic question items to collect the background information (such as age, sex, etc.) of the respondents.

3.7. Data Collection Techniques

The study used structured questionnaire developed based on FIT-choice scale model. The instrument was used for data collection by administering to the respondents after translated it into the local language (Afan Oromo). Two data collectors are selected based on their fluent Afan Oromo language speaking skill. Training was given for all the data collectors about basic data collection ethics and procedures. The principal investigator communicated with Jimma College of teachers' Education to assist in the process of respondent's identification and smooth facilitation of the data collection process.

3.8. Methods of Data Analysis

Responses to the structured questionnaire was coded, entered and analyzed using SPSS software version 25. First descriptive statistics mean, standard deviation and frequency was calculated to describe the participants' demographic characteristics.

to compared the gender differences of the motivational factor constructs that influence teaching as career choice, Student's t-test for two independent samples, which is used in order to compare two populations was employed.

3.9. Reliability

The survey instrument FIT –choice scale was tested for its reliability statistics using Cronbach's α reliability test. As recommended by previous literatures, the study used for acceptable critical value higher than 0.5 for all constructed Likert scale survey items. (Kline, 2000)

3.10. Operational Definition

Personal Ability: It is one's self-appraisal of their own teaching skills (an intrinsic motivation)

Intrinsic Career Value: It is the extent to which one has a genuine, intrinsic interest in and desire to pursue teaching (an intrinsic motivation).

Fallback Career: is the extent to which one views teaching as a "backup" or "second choice" career (an extrinsic motivation).

Personal Utility Value: is one's perceptions of the practical aspects of teaching as convenient to their desired lifestyle (an extrinsic motivation).

Prior Teaching and Learning Experiences: is the extent to which one was inspired by previous teachers or by their experiences teaching students (usually in a teaching practicum; an intrinsic motivation).

Social Influences: is the extent to which others (one's family and/or friends) encouraged or expected them to become a teacher (an extrinsic motivation).

Social Utility Value: is the extent to which one values making a positive contribution to society through working with children(an altruistic motivation)encompasses four sub factors Shape future of children or adolescents; Enhance social equity; Make social contribution and Work with children/ adolescents.

3.11. Ethical Considerations

Ethical clearance of the research was secured from institutional review board of college of educational and behavioral sciences. Informed verbal consents to participate in the study were obtained from the study participants before conducting the data collection. The respondents were notified that participation was voluntary and confidentiality and privacy would be protected as well as the right of the respondent to withdraw from the structured questionnaire was also respected.

Moreover, the researcher and the sample respondents strictly followed the ethical and safety procedures by wearing face masks, keeping appropriate physical distance during data collection session for prevention of COVID-19 pandemic as per the regulation of Ministry of Health of Ethiopia.

CHAPTER FOUR

4. RESULT AND DISCUSSION

This chapter includes the descriptive result of demographic characteristics of the respondents and the factors that influence Teachers choice for the teaching profession of Jimma College of teachers Education.

4.1. Demographic Characteristics of the Respondents

Table 2:- Scio-demographic characteristics of the Jimma teachers college Students; 2022.

Variable	Category	Frequency	Percentage %
Age in years	18-21	7	3.7%
	22-25	112	59.3%
	Above25	70	37.0%
	Total	108	100.0%
Sex	Male	90	47.6%
	Female	99	52.4%
	Total	189	100.0%
Marital status	Single	179	94.7%
	Married	10	5.3%
	Divorced	0	0.0%
	Widowed	0	0.0%
	Total	189	100.0%
Department	Language	54	28.6%
	Social science	57	30.2%
	Natural science	61	32.3%
	Physical education	17	9.0%
	Total	189	100.0%

A total of 189 respondents responded to the structured questionnaire making the response rate equals 100%. The mean (\pm SD) age of the respondents was 21.5503(SD \pm 1.8432) and majority of the respondents 112(59.3%) were found between the age of 22-25years. The majority (52.4%) of the respondents are female and 47% of them are male students. Majority179 (94.7%) of the respondents are single and only 5% are married.

Regarding their department they enrolled, majority of 61(32.3%) of them attended Natural science Department.

4.2. FIT-choice scale Reliability test

Table 3. FIT-Choice scale Composite variables Cronbach's alpha reliability test

SN	Factors Influencing teaching	items	Cronbach's α	Mean	SD
<i>Perceived teaching ability</i>					
1.	Ability	3	0.701	16.2646	3.06557
2.	Intrinsic career value	3	0.746	17.1852	2.63418
3.	Fallback career	3	0.856	14.4444	3.93340
<i>Personal utility value</i>					
4.	Job security	3	0.832	16.7566	2.92713
5.	Job transferability	3	0.775	6.5503	2.23461
6.	Bludging (time for family)	2	0.900	8.5185	4.00743
<i>Social Utility value</i>					
7.	Shape future of children/adolescents	2	0.684	11.5450	1.22663
8.	Enhance social equity	2	0.426	9.8307	1.67995
9.	Make social contribution	4	0.767	17.1534	1.93037
10.	Work with children/adolescents	4	0.885	16.1958	6.45432
11.	Prior teaching & learning experiences	3	0.232	17.1534	1.90820
12.	Social influences	3	0.935	14.2804	4.34187
<i>Belief and decision factors</i>					
13.	Expert career(<i>Task demand</i>)	3	0.414	12.6984	1.37572
14.	High demand(<i>Task demand</i>)	3	0.487	4.9894	0.69946
15.	Social status(<i>Task return</i>)	3	0.964	12.3968	5.69025
16.	Good salary(<i>Task return</i>)	2	0.832	9.9418	1.14008
17.	Teacher morale	3	0.502	9.4339	0.94650
18.	Social dissuasion	3	0.258	17.3228	1.88684
19.	Satisfaction with choice	3	-1.932	7.7672	0.75002

The FIT-choice scale tool was tested for reliability statistics showing excellent internal consistency of majority of sub categories of the tool shows good to excellent reliability the with Cronbach's alpha of ($\alpha > 0.7$).

Under the sub-category that measure Motivational factors that influence teaching (item B1-B54) the factors ability, intrinsic career value, fallback career showed excellent reliability with $\alpha = 0.701, 0.746$ and 0.856 respectively.

Personal utility value sub-category including item that measure Job security, job transferability and building factors also showed excellent reliability with a Cronbach's $\alpha = 0.832, 0.775$ and 0.900 respectively. From the factor under **Social Utility value sub category**; Enhance social equity showed poor reliability result ($\alpha = 0.426$) whereas the rest items that measure three factor: shape future of children/adolescents, Make social contribution and Work with children/adolescents showed good and excellent reliability result ($\alpha = 0.684, 0.767$ and 0.885 respectively).

From the second and third part of the FIT-choice scale (C1-D6) that encompasses **Belief and Decision Factors**; only three factors that are ;social status(*Task return*), good salary(*Task return*) and teacher morale showed good to excellent reliability ($\alpha = 0.964; 0.832$ and 0.502 respectively).

The rest four factors: Expert career (*Task demand*), High demand (*Task demand*), Social dissuasion and Satisfaction with choice fall under unacceptable range of Cronbach's α scale.

4.3. Descriptive Result for FIT-Choice Influential Motivational Factors

4.1.1. Motivation Factors Affecting Students' Choice of Teaching as a Vocation

In this sub-section the descriptive result of influential motivational factors presented. According to FIT model, these influential motivational factors encompasses variables such as ability, intrinsic career value, fallback career, job security personal utility value, job transferability, bludging (time for family), shape future of children/ adolescents, enhance social equity, make social contribution, work with children/ adolescents, prior teaching and learning experiences, and social influences (Watt, 2012).

Table 4 FIT-Choice influential motivational Subscale descriptive result

Influential Factors	Motivational	Minimum	Maximum	Mean	SD
Shape Future		4.5	6.5	5.7725	0.61331
Intrinsic Career Value		4	7	5.7284	0.87806
Prior Experience		4.67	7	5.7178	0.63607
Job Security		3.33	7	5.5855	0.97571
Ability		2	7	5.4215	1.02186
Social Equity		3.5	6.5	4.9153	0.83998
Fallback Career		3	7	4.8148	1.31113
Social Influence		3	7	4.7601	1.44729
Social Contribution		3.75	5.25	4.2884	0.48259
Time for Family		1	6.5	4.2593	2.00372
Working with Children		1	5.5	4.0489	1.61358
Job Transferability		1	3.67	2.1834	0.74487

The factor shaping the next generation (shape the future) indicated highest ranking (mean=5.7725 and Std. deviation=0.61331) followed by intrinsic career value and interest of the respondent for teaching factors (mean=5.7284 and Std. deviation=0.87806) whereas Job transferability ranked at the lowest from all the sub scales (mean= 2.1834 and Std. deviation=0.74487).

4.1.2. Perception Factors Affecting Choice of Teaching as a Vocation

The perception of the college students in this study were measured by FIT model variables namely: Belief factors and factors in decision to become a teacher, and this factors include social dissuasion, good salary, and expert career, and social status, satisfaction with choice, teacher morale, and high demand. The descriptive result of these perception factors presented in the table 5.

Table 5 FIT-Choice Beliefs and Decision subscale Descriptive result

Beliefs & Decision factor	Minimum	Maximum	Mean	SD
Social Dissuasion	4.33	6.67	5.7743	0.62895
Good Salary	4.5	6	4.9709	0.57004
Expert Career	3.67	5	4.2328	0.45857
Social Status	2	7	4.1323	1.89675
Satisfaction with Choice	3.33	4.33	3.5891	0.25001
Teacher Morale	2.67	4	3.1446	0.3155
High Demand	2	2.67	2.3298	0.23315

Under the subcategory belief and decision factors; the *social dissuasion* ranked the highest factor from subscale assessing the Decision of the students to become a teacher.(Mean 5.7743 Std. deviation=0.62895) followed by the belief of the respondent concerning teaching have a

good salary (Mean 4.9709; Std. deviation=0.57004). The factor *high demand* is the last ranked factor (Mean 2.3298; Std. deviation=0.23315). From subscale that assess the respondents belief about teaching.

4.1.3. Gender Differences among the College Students in Career Choice

Table 6 Independent Sample t-Test for gender differences in FIT-career scale

Variables	Mean (SD)		t-test for Equality of Means			95% Confidence	
	Male	Female	t	df	Sig. (2-tailed)	Lower	Upper
Ability	5.19(1.10)	5.62(0.89)	-2.998	187	0.003*	-.72459	-.14949
Intrinsic Career Value	5.67(0.87)	5.78(0.88)	-.866	187	0.388	-.36322	.14168
Fallback Career	5.91(0.87)	3.81(0.69)	18.364	187	0.000*	1.87441	2.32559
Job Security	5.53(1.00)	5.63(0.94)	-.700	187	0.485	-.38038	.18105
Job Transferability	2.35(0.66)	2.02(0.78)	3.193	186.031	0.002*	.12830	.54308
Time for Family	2.36(1.04)	5.98(0.62)	-	141.570	0.000*	-3.87477	-3.37271
Shape Future	5.79(0.62)	5.75(0.60)	.468	187	0.640	-.13466	.21850
Social Equity	4.93(0.72)	4.89(0.93)	.371	182.651	0.711	-.19413	.28403
Social Contribution	4.26(0.49)	4.31(0.47)	-.664	187	0.508	-.18558	.09215
Working with Children	2.54(1.06)	5.41(0.12)	-	91.039	0.000*	-3.09081	-2.64303
Prior Experience	6.14(0.62)	5.33(0.33)	10.965	133.281	0.000*	.66177	.95305
Social Influence	6.06(0.96)	3.57(0.44)	22.400	122.845	0.000*	2.26741	2.70700
Expert Career	4.21(0.46)	4.24(0.45)	-.513	187	0.608	-.16636	.09767
High Demand	2.33(0.23)	2.32(0.23)	.198	187	0.843	-.06043	.07389
Social Status	5.88(1.24)	2.54(0.35)	24.527	102.106	0.000*	3.06934	3.60945
Teacher Morale	3.08(0.27)	3.20(0.34)	-2.695	183.462	0.008*	-.20877	-.03230
Good Salary	4.98(0.56)	4.95(0.57)	.285	187	0.776	-.14045	.18792
Social Dissuasion	5.85(0.56)	5.69(0.67)	1.782	187	0.076	-.01738	.34196
Satisfaction With Choice	3.61(0.26)	3.56(0.23)	1.353	187	0.178	-.02251	.12083

The independent t-test result depicted that there is statistically significant gender difference among female and male on the influential motivational factors that affect teaching as a career

choice. The independent sample t-test result above (Table 5) shows a statistically significant gender difference in nine (9) different variables /factors.

The first variable measuring individual ability of teaching is significantly higher in female than male ($t=-2.998$, $p=0.003$) respondents. Males average ability score is 5.19(SD=1.10) and female's is 5.62(SD=0.89). There is also a significantly gender variability in the factor Fallback Career indicating higher in male than female ($t=18.364$, $p=0.000$) respondents. The average score for males is 5.91(SD=0.87) and the average score for females is 3.81(SD=0.69). This indicate that female respondent's choice teaching as primary choice of career than male students as well as their choice of teaching is based on their intrinsic perceived teaching skills. Male respondent's choice the career as second option after they can't get their primary choice of career.

Job transferability is significantly higher in male than female respondents ($t=3.193$, $p=0.002$). The average score of Job transferability variable; for males is 2.35(SD=0.66) and the average score for females is 2.02(SD=0.78). This implies that male respondents are more influenced by the perception of teaching career will allowing their choice of living place and entertain their option of working abroad than female respondents.

The result also indicated that the factor Time for Family is significantly higher in female respondents than males' ($t=-28.537$, $p=0.000$). The average score of *Time for Family* variable; for males and female respondents is 2.36(SD=1.04) and 5.98(SD=0.62) respectively. *Working with Children and adolescents* is significantly higher in female than male respondents ($t=-25.435$, $p=0.000$).

It is more sounding evidence that female respondents are more influenced by the characteristics of influential motivational factors that allow them to enjoy more family time than male respondents. In addition it might be due to women are by nature closer to children and adolescents than men.

The variables *Prior Experience* ($t= 10.965$, $p=0.000$) and *Social Influence* ($t= 22.400$, $p=0.000$) also resulted higher in male than female respondents. The average scores of *Prior Experience* for male and female respondents is 6.14(0.62) and 5.33(0.33) respectively. Similarly, the mean score of *Social Influence* variable for male and female respondents is 6.06(SD=0.96) and 5.33(SD=0.33).

This finding imply that male respondents are more influenced by intrinsic influential motivational factors like prior experience of their previous teachers in their early years of education as well as the extrinsic influential motivational factor that family and friends recommending them to become a teacher.

Under the subcategory **Belief and Decision**, the two variables: *Social Status* and *Teacher Morale* depicted a statistically significant difference among the genders. The variable *Social Status* is significantly higher in male than female respondents ($t= 24.527, p=0.000$). Whereas the variable *Teacher Morale* is significantly higher in female than male respondents ($t= -2.695, p=0.008$).

The average scores of *Social Status* for male and female respondents is 5.88(SD=1.24) and 2.54(SD=0.35) respectively. Similarly, the mean score of *Teacher Morale* variable for male and female respondents is 3.08(SD=0.27) and 3.20 (SD=0.34).

This indicate that male respondents more influenced by the believe teachers are perceived as professionals; teaching is a well- respected career and high status occupation than female respondents. Whereas female respondents believe teachers have a high morale and think teachers feel valued by society than male respondents.

4.4. Discussion

This study is aimed to assess the motivational factors that influence teaching as a career choice and significant gender differences in Jimma College of Teachers Education. The findings showed that there are a statistically significant gender difference in nine different factors that measure the motivation, belief and decision of the individuals' teaching career choice.

4.4.1 Motivation, belief and decision factors

- *Ability (perceived teaching ability)*

According to the findings of this study female students have statistically significant higher motivation reasons that they have the quality, capability and skill of a good teacher than male students to choose teaching as a career. Which is depicted in *ability* factor of teaching is significantly higher in female than male ($t=-2.998, p=0.003$) respondents.

Self-perception of teaching-related abilities was one of the main motivational sources, together with the desire to shape the future of children and adolescents and an interest in teaching. Similarly, other studies also indicated that the perception of subjective teaching ability, skill and quality showed higher significant difference in males than female respondents. (Nesje, et al., 2017)

- ***Fallback Career***

There is also a significantly gender variability in the factor *Fallback Career* indicating higher in male than female ($t=18.364$, $p=0.000$) respondents. This evidence is parallel with a study conducted in Australian which finds, men reported significantly stronger motivations from the negative Fallback career motivation ($F(1,799) = 6.73$, $p < .01$) endorsing more highly than women that they chose a teaching career because they were unsure of what career they wanted, were not accepted into their first-choice career (Watt, et al., 2012).

It is also supported by study conducted on expatriate teachers in the Emirates the variable *fallback career* result for males ($M = 4.08$, $SD = 2.50$) and for females ($M = 3.03$, $SD = 2.05$), $t = 2.20$, $p < .05$, indicating that males consider teaching as a last resort career relatively more than their female counterparts. (Sharif, et al., 2016)

- ***Job Transferability***

The descriptive statistics of this study indicated the factor *Job transferability* is the least influential with the mean =2.1834 and Std. deviation=0.74487. Similarly from all FIT-choice scale motivational factors; a study conducted on Arab college students reported *fallback career and job transferability* as the least influential in their decision to choose teaching.

(Garra-Alloush, et al., 2020)

Despite the degree of influence of the factor; this research indicated that *Job transferability* is significantly higher in male than female respondents ($t=3.193$, $p=0.002$). This means male students are more influenced by the concept of: teaching qualification is recognized everywhere; the probability of teaching job will allow to choose where they wish to live and Teaching might give them a chance to work abroad.

- ***Time for Family***

The result this study also indicated that the factor *Time for Family* is significantly higher in female respondents than males' ($t=-28.537, p=0.000$). Studies also reported time for family is also one of the motivational factors higher in female than male respondents. Time for family ($F(1,799) = 5.27, p < .05$). (Watt, et al., 2012; Nesje, et al., 2017).

The descriptive result of this factor ($M=4.2593, SD=2.00372$) is also supported by a general assessment conducted on the motivational factors that affect Arab college students to choose teaching as a career; generally rated ability, job security, and time for family as highest in their reasons for choosing teaching, followed closely by the ability to shape future of children/adolescents and to make a social contribution. (Garra-Alloush, et al., 2020)

This might be due to the fact that women often accept "satisficing" strategies by choosing traditionally female occupations that are perceived to be easier to combine with home and family responsibilities rather than optimally translating their interests and abilities into career pursuits (Bandura, 1997).

- ***Working with Children and Adolescents***

The finding of this study revealed that Working with Children and adolescents is significantly higher in female than male respondents ($t=-25.435, p=0.000$). This evidence is supported by studies conducted in Australia Slovakia and Emirates which reported that women showed stronger motivations than men for the desire to Work with children/adolescents ($F(1,799) = 18.93, p < .001$). This indicate that female teachers highlight more children-focused motivations to teach than males. (Watt, et al., 2012; Tomšik, 2018; Sharif, et al., 2016).

- ***Prior Experience***

This study revealed that *Prior Experience* ($t= 10.965, p=0.000$) resulted higher in male than female respondents. In contrast a study conducted in Australia reported Intrinsic Career value and positive Prior teaching and learning experiences one of the most rated influential motivational factor affecting teaching as a career choice in more in female respondents than male. The MANOVA result shows Intrinsic career value ($F(1,799) = 7.15, p < .01$) and positive Prior teaching and learning experiences ($F(1,799) = 4.83, p < .05$). (Watt, et al., 2012)

- ***Social Influence***

The social influences subscale assesses the extent to which others (family and/or friends) encouraged or expected them to become a teacher. The mean and Sdt. Deviation is reported in this study as $M=4.76$ and $SD=1.45$ respectively. Other studies also reported comparable results in this subscale with a mean ($M = 4.91, SD = 1.50$). (Garra-Alloush, et al., 2020)

The gender difference in this study indicated *male respondents are more influenced by Social Influence* ($t= 22.400, p=0.000$) factor than female respondents .that means the influence of family or friends expectation or encouragement is more influential on male respondents.

- ***Social Status***

The finding of this study indicated there is a higher significant different on *Social Status* in male than female respondents ($t= 24.527, p=0.000$). Similarly a study conducted in Gahana also reported the effect of *social status* has a significant gender different to choose teaching as a career. It shows the effect is higher in male than female respondents ($F (1, 325) = 8.008, p < .05$). (Tomšik, 2018; Salifu, et al., 2017).

- ***Teacher Morale***

Result of this study indicated that female respondents believe that teachers have a high morale; their occupation has high social status and valued by society than male students. It is indicated by the variable *Teacher Morale* is significantly higher in female than male respondents ($t= - 2.695, p=0.008$).

CHAPTER FIVE

5. SUMMARY AND CONCLUSION

5.1. Summary

Results of this study revealed that the reason why students of Jimma College of Teachers' Education choose teaching as a career is based on a combination of intrinsic, extrinsic, and altruistic motivations.

This study identified fifteen (15) composite variables with a higher mean score as a motivational factors that influence choice of teaching as a vocation in Jimma College Teachers' education. Namely; Shape Future, Intrinsic Career Value, Prior Experience, Job Security, Ability, Social Equity, Fallback Career, Social Influence, Social Contribution, Time for Family, Working with Children, social Dissuasion, Good Salary, Expert Career and Social Status from the higher to lowest mean score subsequently.

In addition it identified significant gender differences in nine (9) different motivational factors for choosing teaching as a career. It revealed that in four (4) variables/factors (Perceived personal ability, Time for Family, Working with Children and Teacher Morale) female participants show higher significant variability than male participants. In contrast it is identified that male respondents are highly influenced by five (5) motivational factors namely: fallback career, job transferability, prior experience, social influence and social status.

5.2. Conclusions

Based on the finding of this study we can conclude that female respondent's choice teaching career more influenced by intrinsic and altruistic factors than male students which is evidenced by on the factors: perceived personal ability on teaching skills, working with children and adolescents, teachers morale) and one extrinsic factor which is Time for family.

In contrast, based on the evidence of this study male respondents are more influenced by extrinsic factors such as: fallback career, job transferability, prior experience, social influence and social status.

5.3. Recommendations

This study recommends that the MOE and responsible educational policy-makers, should ensure that teachers are given a better opportunity to enjoy job transferability, time for their families, teachers' morale and social Equity in teaching profession. These are important factors which are crucial for the improvement and increase of their personal and social utility values as well as enhancing their vocational choice as a teacher. Therefore the following specific points suggested for concerning bodies:

- Designing the unique and appropriate career choice strategy that to be integrated with the curriculum to students before they joint college and university at primary and secondary schools through giving major focus on female students as an ideal candidate for teaching profession, since the result of the study showed that female respondent's choice teaching career more influenced by intrinsic and altruistic factors than male students
- Providing extra-curricular activities, school clubs, and school support programs in primary schools that could help students' future career choice such role play, community service as a basic education volunteer tutor in school and community based on the motivational factors revealed as a major influencing factors for career choice in this study such as prior experience, social influence.

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APPENDICES

Appendix-1: Structured Questionnaire (FIT Model)



JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Good morning/Good afternoon

My name is Shumete Mamo, I came from Jimma University, College of Education and Behavioral Sciences. I am here to gather information on factors affecting students' vocational choice so I want to ask you some questions. Would you mind if I take some minutes with you? Your name will not be included in the information; confidentiality of your reply will be kept. It takes us no longer than about 30 minutes. Though it seems long time the study will help to improve, psychosocial and educational counseling services by identify the major psychosocial factors affecting career choice. As a result, I kindly request you to participate in genuinely answering the structured questionnaire.

I agree to participate

I do not agree to participate

Consent form:

I have been briefly informed about the study and I clearly understood the objective. Since it does not affect my personal life. Consequently, I here approve my consent to take part in the study as a respondent of the questionnaire with my signature.

Signature.....Date.....

Part 1: Demographic Information (encircle your choice)

A1	Age	
A2	Sex	1.Male 2.Female
A3	Marital status	1.Single 2.Married 3.Divorced 4.Widowed
A4	Department	1.Language 2.Social science 3.Natural science 4.Physical education

Part 2: FIT Model Scale (7-Point Agreement Level)

For each statement below, please rate how important it was in your decision to become a teacher, from 1 (not at all important in your decision) to 7 (extremely important in your decision).

1	2	3	4	5	6	7
Extremely Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Extremely Important

1. Influential Motivational Factors

Code	I choose to become a teacher Because...	1	2	3	4	5	6	7
B1	I am interested in teaching							
B2	Part time teaching could allow more family time							
B3	My friends think I should become a teacher							
B4	As a teacher I will have lengthy holidays							
B5	I have the qualities of a good teacher							
B6	Teaching allows me to provide a service to society							
B7	I have always wanted to be a teacher							
B8	Teaching may give me the chance to work abroad							
B9	Teaching will allow me to shape child /adolescent values							
B11	I was unsure of what career I wanted							
B12	I like teaching							
B13	I want a job that involves working with children/adolescents							
B14	Teaching will offer a steady career path							
B16	Teaching hours will fit with the responsibilities of having a family							
B17	I have had inspirational teachers							
B18	As a teacher I will have a short working day							
B19	I have good teaching skills							
B20	Teachers make a worthwhile social contribution							
B22	A teaching qualification is recognized everywhere							
B23	Teaching will allow me to influence the next generation							
B24	My family think I should become a teacher							
B26	I want to work in a child /adolescent –centered environment							
B27	Teaching will provide a reliable income							
B29	School holidays will fit in with family commitments							
B30	I have had good teachers as role-models							
B31	Teaching enables me to give back to society							
B35	I was not accepted into my first choice career							
B36	Teaching will allow me to raise the ambition of underprivileged youth							
B37	I like working with children/adolescents							
B38	Teaching will be a secure job							
B39	I have had positive learning experience							
B40	People I have worked with think I should become a teacher							
B43	Teaching is a career suited to my abilities							
B45	A teaching job will allow me to choose where I wish to live							
B48	I chose teaching as a last-resort career							
B49	Teaching will allow me to benefit the socially disadvantaged							
B53	Teaching will allow me to have an impact on children/adolescents							
B54	Teaching will allow me to work against social disadvantage							

2. Belief Factors

Code		1	2	3	4	5	6	7
C1	Do you think teaching is well paid?							
C2	Do you think teachers a have a heavy workload?							
C3	Do you think teachers earn a good salary?							
C4	Do you think teachers have high morale?							
C5	Do you think teaching is emotionally demanding?							
C7	Do you think teaching is emotionally demanding?							
C8	Do you believe teaching is perceived as a high-status occupation?							
C9	Do you think teachers feel valued by society?							
C10	Do you think teaching requires high level of expert knowledge?							
C11	Do you think teaching is hard work?							
C12	Do you believe teaching is a well –respected career							
C13	Do you think teachers feel their occupation has high social status?							
C14	Do you think teachers need high level of technical knowledge?							
C15	Do you think teachers need highly specialized knowledge?							

3. Your Decision to Become a Teacher

Code		1	2	3	4	5	6	7
D1	Do you think teaching is well paid?							
D2	Do you think teachers a have a heavy workload?							
D3	Do you think teachers earn a good salary?							
D4	Do you think teachers have high morale?							
D5	Do you think teaching is emotionally demanding?							
D6	Do you think teaching is emotionally demanding?							

Appendix 2: Summary of FIT Choice Scale Composite Variables

1. Descriptions of Influential Motivational Factors

	Influential Motivational Factors	Item number and description
1	Ability	B5 I have the qualities of a good teacher B19 I have good teaching skills B43 Teaching is a career suited to my abilities
2	Intrinsic Career Value	B12 I like teaching B1 I am interested in teaching B7 I've always wanted to be a teacher
3	Fallback Career	B48 I chose teaching as a last resort career B11 I was unsure of what career I wanted B35 I was not accepted into my first choice career
4	Job Security Personal Utility Value	B14 Teaching will offer a steady career path B38 Teaching will be a secure job B27 Teaching will provide a reliable income
5	Job Transferability	B22 a teaching qualification is recognized everywhere B45 a teaching job will allow me to choose where I wish to live B8 Teaching may give me the chance to work abroad
6	Bludging (Time For Family)	B4 as a teacher I will have lengthy holidays B18 as a teacher I will have a short working day
7	Shape Future Of Children/ Adolescents	B23 Teaching will allow me to influence the next generation B9 Teaching will allow me to shape child/adolescent values
8	Enhance Social Equity	B36 Teaching will allow me to raise the ambitions of the underprivileged youth B49 Teaching will allow me to benefit the socially disadvantaged
9	Make Social Contribution	B6 Teaching allows me to provide a service to society B20 Teachers make a worthwhile social contribution. B31 Teaching enables me to 'give back' to society B54 Teaching will allow me to work against social disadvantage
10	Work With Children/ Adolescents	B53 Teaching will allow me to have an impact on children/adolescents B37 I like working with children/adolescents B13 I want a job that involves working with children/adolescents

		B26 I want to work in a child/adolescent-centered environment
11	Prior Teaching And Learning Experiences	B17 I have had inspirational teachers B39 I have had positive learning experiences B30 I have had good teachers as role models
12	Social Influences	B40 People I've worked with think I should become a teacher B24 My family think I should become a teacher B3 My friends think I should become a teacher

Source: (Watt, et al., 2012)

2. Descriptions Beliefs And Decision Factors

	Beliefs and decision factors	Item number and description
1	Expert Career Task Demand	C10 do you think teaching requires high levels of expert knowledge? C15 do you think teachers need highly specialized knowledge? C14 do you think teachers need high levels of technical knowledge?
2	High Demand	C11 do you think teaching is hard work? C2 do you think teachers have a heavy work load? C7 do you think teaching is emotionally demanding?
3	Social Status Task Return	C4 do you believe teachers are perceived as professionals? C12 do you believe teaching is a well- respected career? C8 do you believe teaching is perceived as a high-status occupation?
4	Teacher Morale	C5 do you think teachers have a high morale? C13 do you think teachers feel their occupation has high social status? C9 do you think teachers feel valued by society?
5	Good Salary	C3 do you think teachers earn a good salary? C1 do you think teaching is well paid?
6	Social Dissuasion	D2 Were you encouraged to pursue careers other than teaching? D6 did others influence you to consider careers other than teaching? D4 did others tell you teaching was not a good career choice?
7	Satisfaction With Choice	D5 how happy are you with your decision to become a teacher? D1 how carefully have you thought about becoming a teacher? D3 how satisfied are you with your choice of becoming a teacher?

Source: (Watt, et al., 2012)

Appendix-3: Afan-Oromo Version of Structured Questionnaire



GAAFII AFAANII CAASEEFFAME YUUNIVARSIITII JIMMAA KOLLEEJJII BARUMSAA FI S/YAADQALBII MUUMMEE XINSAMMUU

Akkam Bultee/ Akkam oltee

Maqaan koo shumatee Maammoo jedhama yuunivarsitii Jimmaa Kolleejjii Barumsaa fi S/yaadqalbiirraa dhufe. Barootonii akaakuu hojii yeroo filatan dhibbaa isaa irra gahu irratti odeeffannoo funaanuun qorannoo gaggeessuuf gaaffilee tokko tokko isin gaafachuuf dhufe.

Yeroo gabaabaaf isin walii turuuf naaf eeuyyamtuu? maqaan keesan odeeffannoo fudhatamuu keessatti hin. Icitiin keessan ni eegama. Daqiqaa 30 ol hin fudhatuu. Yeroon isaa dheeraa yoo ta'e iyyuu barnoota xinsammuu hawaasummaa fooyyeessuuf gargaara

Formii waliigaltee

Waa'ee qornichaa sirritti hubadheerra. Jireenya dhuunfaa koo irrattis dhibbaa hinqabuu. Kanaafuu mallattoo koo armaan gadiitiin waliigaluu koo na mirkaneessa

Mallattoo_____

Guyyaa_____

Kutaa 1ffaa: Odeeffannoo Nama Dhuunfee (Filannoo Kee Itti Marii)

A1 Age	1. Below 25 2. Above 25
A2 korniyaa	1. Dhiira 2. Dhalaa
A3 Haala fudhaa fi heerumaa	1. Kan hinfune ykn hin heerumenee 2. Kan fudhee ykn heerume 3. Kan hike/hiktee 4. Gaalamootaa
A4 Muummee	1. Afaan 2. S/hawaasa 3. S/Uumamaa 4. GJO

Kutaa 2ffaa: Skeelii Moodeeli (Sadarkaa Waliigaltee qabxii torbaa)

Hima armaan gadii tokko tokkoo isaaf ammam filannoo barsiisumaakeef

faayidaa qabeessa akkata'e gatii kennifii

1(murteekeef faayidaa hinqabuu) amma 7 (murtee keef faayidaa guddaa qaba)

1	2	3	4	5	6	7
Baay'ee Baay'ee faayidaa hinqabuu	Fayidaa hinqabuu	Amma ta'e faayidaa hinqabu	Xawalwaallee	Amma ta'e faayidaa qaba	Faayidaa qaba	Faayidaa baay'ee baay'ee qaba

1. Sababoota Sii'ayinaa Dhibbaa Guddaa Qaban

Koodii	Sabani anii barsiisummaaf akka filadhuu na taasissee	1	2	3	4	5	6	7
B1	Barsiisummaaf fedhii qaba							
B2	Maatiif yeroo akkan argadhuu na taasisa							
B3	Hiriyoonikee barsiisaa akka ta'u barbaaduu							
B4	Barsiisummaan boqonnaa baay'ee qaba							
B5	Barsiisummaaf dandeetti gaha qaba							
B6	Hawaasaaf tajaajila kennuuf							
B7	Yeroo hunda barsiisaa ta'ufin hawwa							
B8	Biyya alaa hojjechuuf carraa naaf kenna							
B9	Sonawwan daa'immanii ykn dargaggeeyyii bocuuf na gargaara							
B11	Hojii akkami akka barbaaduu hinbeekuu							
B12	Barsiisummaa nan jaalladha							
B13	Hojii daa'imman ykn dargaggeeyyii walin naqunnamsiisuu nan jaaladha							
B14	Barsiisummaan suuta suutaan hojii biraatti na ceesiisa							
B16	Yeroon hojii barasiisummaa ittigaaf tamummaa maaii akka bahu na taasiisa							
B17	Barsiisoota barsiisummaa irratti kaka'umsa guddaa qabanituu na kakaase							
B18	Yeroon isaa gabaabaadha							
B19	Ogummaa barsiisummaa gaarii qaba							
B20	Barsiisummaan tajaajila hawaasummaa gaarii akka taasisuu na taasiisa							
B22	Barsiisummaan bakka hundatti fudhatamummaa qaba							
B23	Dhaloota dhufuu irratti dhibbaa qajeelaa akka taasisuu na taasiisa							
B24	Maaiin koo akkan barsiisaa ta'u barbaaduu							
B26	Naannoo daa'iimman ykn ga'eessa gidduu galeessa taasissee keessatti hojjachuu barbaada							
B27	Galii guddaa naaf argamsiisa							
B29	Boqonnaawwan isaa maatii koo akka kunuusuu karaa naaf bana							
B30	Barsiisonnii fakkeenya naaf ta'an jiru							

B31	Barsiisummaan Liqii hawaasichaa akka deebisuu na taasiisa								
B35	Filanoon koo jalqabaa fudhatama dhabee								
B36	Barsiisummaan dargaggeessa mirga dhabee fedhii isaa guutuuf na gargaara								
B37	Daa'imman ykn dargaggeeyyii Waliin hojjachuu nan jaaladhe								
B38	Barsiisummaan hojii Wabii qabuu dha								
B39	Nuuxannoo barachuu qajeelaa qaba								
B40	Namoonnii anii waliin turee barsiisaa ta'ii naan jechaa turan								
B43	Barsiisummaan dandetti koo waliin deema								
B45	Barsiisummaan bakkan borbaaduu akka jiraadhuu na taasiisa								
B48	Barsiisummaan filannookoo dhuumaati								
B53	Daa'immaaniifi dargaggeeyyii irratti dhibbaa qajeelaa akka taasisuu na taasiisa								
B54	Kanneen hawaasummaan midhamaa ta'an waliin akkan hojjadhuu na taasiisa								

2. Sababoota Amantaa (Belief)

C1	Barsiisummaan kaffalti gaarii qabaa?								
C2	Barsiisotatti hojiin ni baay'ataa?								
C3	Mindaa gaarii argatuu?								
C4	Barsiisonnii hamilee gaarii qabu?								
C5	Barsiisummaan mira barsiisootaa eegaa?								
C8	Hojii kabaja qabu?								
C9	Hawaasa biratti fudhatama qabana jedhanii yaaduuu?								
C10	Ogummaa guddaa barbaadaa?								
C11	Hojii cimaa dhaa?								
C12	Hojii kabaja qabuu?								
C13	Barsiisonnii hojiin isaanii fushatamaguddaa qaba jedhani yaaduu?								
C14	Barsiisonni beekumsa teeknikaa guddaa barbaaduu?								
C15	Barsiisonni beekumsa ispeeshaalaayizdlii guddaa barbaadu?								

3. Barsiisaa Ta'uuf Murtoo Ati Murteesitee

Koodii		1	2	3	4	5	6	7
D1	Barsiisummaan kaffaltii gaarii qabaa?							
D2	Barsiisotatti hojiin ni baay'ataa?							
D3	Mindaa gaarii argatuu?							
D4	Hamilee guddaa qabuu?							
D5	Mira barsiisootaa eegaa?							