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**PROFESSIONAL WORK OF GUIDANCE SPECIALIST
AND THE INADEQUACY OF SOCIO PROFESSIONAL
INSERTION OF YOUNG GRADUATE IN THE
YAOUNDE VI MUNICIPALITY" CASE STUDY
NATIONAL EMPLOYMENT FUND**

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APPROVAL

This Master's dissertation entitled **“PROFESSIONAL WORK OF GUIDANCE SPECIALIST AND THE INADEQUACNY OF SOCIO PROFESSIONAL INSERTION OF YOUNG GRADUATE IN THE YAOUNDE VI MUNICIPALITY” CASE STUDY NATIONAL EMPLOYMENT FUND** has been read and approved by the undersigned as meeting the requirements of the University of Yaoundé I (UY1)

DECLARATION

I, OFE Matilda, a student of the Department of Intervention, Orientation Extra school curriculum, in the Faculty of Education of the University of Yaoundé 1, registration number 22w3243, hereby declares that this piece of work entitled **“Professional work of guidance specialist and the inadequacy of socio professional insertion of young graduates in Yaoundé VI Municipality”, case study national employment fund** under the supervision of Dr. Igoui Mounang Gilbert, is my personal work and all used materials have been acknowledged by means of questions and references.

CERTIFICATION

This is to certify that Ofe Matilda Egwe registration number 22w3243, a student in the Department of Intervention, Orientation and Extra school curriculum in the Faculty of Education of the University of Yaoundé 1, has satisfactorily completed the requirements for the Master of Education. This work entitled “**Professional Work of Guidance Specialist and the inadequacy of socio professional insertion of young graduates in the Yaoundé VI municipality**” under my guidance and supervisor, was carried out in the Department of Intervention, Orientation and Extra school curriculum.

This work is dedicated to my husband
Mr. NNOMO NDI BENOIT
And my daughter NDI FRANCISCA

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LIST OF ABBREVIATIONS

ILO: International Labor Organization.

NEF: National Employment Fund.

C.O: Guidance Counselor.

PDSE: Educational Sector Development Plan.

CMSF: Canada Millennium Scholarship Foundation.

CCDF: Canadian Career Development Foundation.

UNESCO: United Nations Educational Scientific Organization.

USA: United States of America.

LMI C: Low- and Middle-Income Countries.

YUG: Young University Graduates:

SPSS: Statistical Package for the Social Science:

DDT: Direct Delivery Techniques:

APP: AMERICAN PSYCHOLOGIST Association.

MINESEC: Ministry of Secondary Education.

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ABSTRACT

This study investigates the inadequacy of socio-professional insertion among young graduates and their training formation. Despite the dedicated efforts of guidance specialists in supporting individuals as they navigate their career paths, many young graduates continue to face challenges in achieving successful socio-professional Insertion. This study has general and specific objectives. Generally, to understand the mechanism of socio professional insertion of young graduates in Yaoundé V1 municipality. Specifically, - To analyzed the difficulties faced by the young graduates during the socio professional insertion. – To assess the various means taken by young graduates to insert themselves socio professionally. –To know if young graduates are satisfy with their jobs. Three theories were used in this study John Holland's theory of career choice 1950, also known as the RIASEC Model. Plays a significant role in the work of guidance counselors. This theory helps counselors assist individuals in understanding their career decisions. Social Capital theory lin, (1999). This theory suggests that individuals with strong social networks and connections are more likely to access jobs opportunities received support during their jobs search. Structural Functional Mac parsons (1951). This theory provides valuable insight on how social structure and functions impact the assimilation of individual into the work force and society with the context of socio professional integration. In order to obtain data for this study a qualitative method was used, with purposeful sampling techniques. Instrument used for data collection was the questionnaires. Data collect, was through primary and secondary source of data were explore. Data collection analysis, data was analyzed using the statistical package science SPSS. Data is obtained from a sample of 200 young graduates and analyzed by use of simple descriptive statistics (Method quantitative). Presentation of findings it show that pertaining to role of guidance counselors in supporting young graduates in the transition from education to Work force, guidance counselors are available in school, most of the graduates did not have the opportunity of meeting them. This is the case in most institutions of today especially in higher institutions of learning where it difficult to even have knowledge of how to get in contact with the guidance counselors. It is recommended that guidance counselors in these institutions should improve on their follow-up of these students so as to identify their difficulties through feedback information from these students.

Key Words; Professional work, Guidance, Inadequacy, Socio-Professional, Insertion, Young Graduates,

RÉSUMÉ

Cette étude examine l'insuffisance de l'insertion socioprofessionnelle chez les jeunes Les diplômés et leur formation, Malgré les principes dévoués de protection spécialistes de l'accompagnement des individus dans leur cheminement de carrière, de nombreux jeunes. Les diplômés continuent de faire face à des défis pour réussir leurs études socioprofessionnelles Insertion. Cette étude a des objectifs généraux et spécifiques. D'une manière générale, pour comprendre mécanisme d'insertion socioprofessionnelle des jeunes diplômés à Yaoundé VI municipalité. Spécifiquement. Analyser les difficultés rencontrées par les jeunes diplômés de l'insertion socioprofessionnelle. Évaluer les précieux moyens pris par les jeunes diplômés à s'insérer socio professionnellement. Pour le savoir, les jeunes diplômés sont satisfaits de leur travail. Trois théories ont été utilisées dans l'étude : la théorie de John Holland sur choix de carrière en 1950. Également connu sous le nom de modèle RIASEC. Joue un Rôle important dans le travail des conseillers d'orientation. Cette théorie aide les conseillers à aider les individus à comprendre leurs décisions de carrière. Théorie du capital social lin. (1999). Afin d'obtenir des données pour cette étude, une méthode qualitative a été utilisée et des techniques d'échantillonnage ciblées. L'instrument utilisé pour la collecte des données était les questionnaires. Collecte de données. Analyse de la collecte de données. Clara était analysée à l'aide du progiciel statistique SPSS. Les données sont obtenues à partir d'un échantillon de 200 jeunes diplômés et analysés par. Présentation des résultats qui montrent que concernant le rôle de l'orientation des conseillers pour accompagner les jeunes diplômés dans la transition de l'éducation au travail force, des conseillers d'orientation sont disponibles à l'école, la plupart des diplômés n'avaient pas l'opportunité de les rencontrer C'est le cas dans la plupart des institutions d'aujourd'hui en particulier dans les établissements d'enseignement supérieur où il est même difficile d'acquérir des connaissances comment entrer en contact avec les conseillers d'orientation. Il est recommandé quelles conseillères d'orientation de ces institutions devraient améliorer leur suivi de celles étudiants ainsi que leurs difficultés d'identité grâce à la formation de commentaires à partir de ceux-ci étudiants.

Mots clés : Travail professionnel, Inadéquation de l'orientation. Socio-Professionnel. Insertion, Jeunes diplômés

GENERAL INTRODUCTION

Navigating the transition from education to employment is a pivotal juncture in the lives of young individuals, often referred to as 'socio-professional insertion.' This critical phase marks not only the culmination of years of academic pursuit but also the initiation into the complex realm of the labor market. Unfortunately, unemployment is a significant problem faced by many young graduates in developing countries. This issue has serious consequences for the social and economic stability of affected societies, making it difficult for them to achieve inclusive growth. Based on a 2019 report from the International Labor Organization (ILO), youth unemployment rates are high in many of developing countries, resulting in a highly competitive job market. This challenge is further compounded by the rapid growth of the youth population, which puts additional pressure on the limited job opportunities available. As a result, finding a stable and rewarding job has become an increasingly daunting task for many young individuals in these nations.

Amidst this transition, young graduates encounter a myriad of challenges and opportunities as they strive to secure meaningful employment and integrate into society. Central to this process is the indispensable role of guidance specialists, who offer tailored support, resources, and career counseling to empower individuals in charting their career trajectories (Smith & Johnson, 2020). However, despite the availability of such support services, the journey towards socio-professional integration remains fraught with obstacles for many young graduates (Garcia, Perez, & Hernandez, 2021). Understanding the multifaceted dynamics of this transition requires a comprehensive exploration of the social, economic, cultural, and structural factors that shape young people's experiences in the labor market.

The landscape of the labor market has undergone profound transformations in recent years, driven by globalization, technological advancements, and economic restructuring. These shifts have ushered in a new era characterized by heightened competition, the emergence of novel employment opportunities, and the prevalence of precarious work arrangements (Johnson & Martinez, 2018). Consequently, young graduates are faced with navigating a rapidly evolving labor market terrain, where traditional career pathways are increasingly being redefined (Lee, 2022). Against this backdrop, the socio-professional integration of young graduates is profoundly influenced by the alignment or lack thereof between the skills acquired through education and the evolving demands of the labor market (Thompson, 2020). Bridging this gap necessitates a concerted effort to ensure that educational curricula are attuned to the dynamic

needs of industries and sectors, thereby enhancing graduates' employability and facilitating smoother transitions into the workforce.

Moreover, the socio-professional integration of young graduates is not solely determined by their academic qualifications and technical skills but is also intricately intertwined with broader social and structural inequities. Factors such as gender, race, ethnicity, socio-economic status, and geographical location intersect to shape individuals' access to employment opportunities and their experiences within the labor market (Chen, Jones, & Kim, 2019). Consequently, marginalized groups often face compounded barriers to socio-professional inclusion, exacerbating disparities in outcomes and perpetuating cycles of exclusion and disadvantage. In navigating these challenges, the role of guidance specialists becomes even more salient, as they play a crucial role in advocating for equity and providing tailored support to address the unique needs and barriers faced by diverse populations (Miller, 2023).

**FIRST PART:
CONCEPTUAL AND THEORETICAL FRAMEWORK
OF THE STUDY**

CHAPTER ONE:
PROBLEMATIC OF STUDIES

1.1. Background of the study

The genesis of Guidance and Counseling can be traced back to the origin of man in society. As man evolved, he sought factors that can guide him in his existence. Historically, the first man had no proof of seeking counsel from man. He sought the guidance of weird images which he regarded as spirits or gods' to have a feeling of being guided. This had led to man's religious state in the world. Adam aped the consequences of eating the apple in the Garden of Eden. However, within the society, elders took guidance roles for the younger ones, guiding their practices, behavior and decisions considered for their good in the form of: (a) professional work of guidance specialist (b) inadequacy of socio professional insertion of young graduates respectively.

The modern concept of Guidance and counseling started years back with an emphasis on human development through education. This was reflected in the works of early Greek Philosophers like Plato (427-337) the first great counselor of the early civilization who was recognized as the first to organize psychological insights into a systematic theory and his student Aristotle 480-BC who made many significant contributions to the field of psychology. One of which is the study of people interacting with their environment (Ijeh, 2009; Denga, et al, 2009). After these persons many others have engaged in Guidance and Counseling roles and activities especially in its comprehensive form. However, Guidance and Counseling could be seen as a process of helping the individual towards overcoming obstacles to his personal growth wherever it may be encountered. This personal growth could be educational, social personal or vocational. In other words, Guidance and Counseling should aid the individual to develop the most effective ways of identifying and achieving desirable goals that are necessary for better adjustment and living. Information guidance has been going on among the human race since the beginning of the world. All through the ages, human beings for one reason or another have sought guidance from other persons who they consider to "know" better than themselves. It should be noted that what was previously done was "guidance" –giving help or assistance, by different untrained, but, experienced persons using a different unscientific model. Guidance at that time was more compulsive and regimented. There was no room given for the individual's cognitive restructuring, that is, there was no transformation of ideas. These qualities disqualified what was going to be regarded as guidance and counseling. With the rise of industrialization and modernization, the traditional guidance could no longer cope with much of the complexities in the societies, hence the birth of guidance and counseling to overcome

obstacles to their personal growth. In Cameroon for example the new system of education call for guidance and counseling.

The Historical Development of Guidance and Counseling started in the United State of America. The position of guidance and counseling in American schools may be traced to the diversified nature of factors influencing guidance. Many authors like Shertzer & Stone (1980), Denga, (2009), Ogbodo, (2014) et.al identified the following factors that gave rise to the spread of Guidance and Counseling Services in the USA. The American logo says in ‘God we trust’. This has helped to emphasize early counseling having the biblical belief which says ‘train up a child in a way he should go...” Proverbs, Chapter 22 Verse 6. Early counseling for a good life was therefore introduced to help train the child while he is still young. In schools, teachers help to mold the child into a youth, stressing good manners and character. Almost all schools in American have felt the relentless pressure of religious group guidance and this fostered the growth and success of guidance movement.

The place of guidance specialist in Cameroon schools is portrayed in the “orientation law on Cameroon education (law No. 98/004 of 14 April 1998) Educational counselling and psychological activities shall be carried during the child’s period of schooling at all levels of education” (Mesonge, 2012, p. 3). This implies that the Cameroonian educational authorities are of the conviction that the guidance specialist program is crucial to the education and development of its students. Therefore, as a way of reminding stakeholders of the importance of the program to education, the second Friday of October each year has been set aside as the national day for guidance counselling in the country. In as much as the day is intended to commemorate the initiation of the guidance counselling program to schools, it is also set aside as a day to sensitize the students and the general public of its importance on every aspects surrounding the learners’ education and their career development in particular (“10th edition for the national day of guidance Counseling-Cameroon minister of secondary education Louise Bapes Bapes”, 2015).

In this context where graduates in particular those of higher education are for a large number in difficulties of professional integration, where to find a job for these last recoveries of the luck or the Utopia, one wonders if really the education plays its role in Africa. The obvious answer is no, or at least not correctly. This calls into question the role assigned to education, in particular to education at the higher level, which is "to ensure the development, transmission and dissemination of the knowledge, know-how and knowledge to be necessary for the mastery of human environment and the improvement of living conditions; to ensure the harmonious development of the entire education system and to train competent and competitive

senior executives capable of ensuring their own fulfillment and the development of the Nation. ”. There is no point in educating, in training people if their training cannot be useful for the nation or if this education does not give hope for a better tomorrow for the people who receive it. On the contrary, such education creates serious social problems for Cameroon in particular and constitutes an obstacle to its development. In addition, it should be noted that the Cameroonian education system does not have real structures responsible for helping learners to make their choice of training. Educational policy through the Ten-Year Education Sector Development Plan (PDDSE) which is its technical steering instrument only partially addresses the issue of guidance.

However, the bone of contention at this point is what young students in particular actually know of the concept guidance counseling in regards to career development, and how valuable they and the Cameroonian society at large view the concept. Moreover, how effective is the service provided to secondary/high school students, and what is demanded to make the service even better? These questions are raised considering that certain studies such as Bomda, (2008a) and Mesonge, (2012), as well as some individuals in the society persistently talk of the malfunctioning of the service and its providers in helping students with academic and career ‘orientation.’ These worries and concerns come at a time when many individuals and scholars in the Cameroonian society today are not only laying blames of high level of youths’ unemployment on the lack of available jobs in the Cameroonian labor market and on the high rate of corruption, bribery and fraud; on the contrary, many are now pointing accusing fingers on either the absence of, and or the lack of proper guidance and counselling services rendered to secondary/high school students, prior to higher education studies (Bomda, 2008; Mungwa, 2013; 10th edition for the national day of guidance counselor – Cameroon minister of secondary education Louise Bapes Bapes, 2015). The guidance counselling program in schools and secondary schools in particular, focuses on assisting students make considerable choice of study subjects; choice of high school and tertiary education. The program also strives at enhancing students’ discipline and scheduling; reduce dropout rate as well as helping them make relevant career decisions. Therefore, the service does not only help students bridge transition challenges from one level of schooling to another (primary to secondary, secondary to post-secondary, post-secondary to tertiary). On the contrary, it also increases their awareness about educational opportunities and career development. The assumption is that students may be exposed to crime, dropout, or make adverse decisions about their educational and career development choices if not properly guided. In sum, the program focuses on the academic, career, and

personal development of the individual (Basham, 2011; Chireshe, 2006; Gladding, 2012; Kelechi & Ihouma, 2011; Kuhn, 2004; Ojo & Rotimi, 2006; Zabel, 2007). However, some studies have expressed doubts coming from some students and parents regarding the place of guidance counselling to students' education and career development path in particular (Canada Millennium Scholarship Foundation [CMSF] and Canadian Career Development Foundation, [CCDF] 2004; Zabel, 2007). However, apart from blaming the government, there was always this little voice from within which kept asking if I had made the right decisions along my educational ladder thus far. Between 2010 and 2012, it was like I had found the answer; in many media platforms and social gatherings, the need for, absence and 'poor' guidance counselling service always surfaced when discussions about youth unemployment, unambitious attitude and deplorable socioeconomic wellbeing arose. I then recalled that while in secondary school, many of us saw no reason visiting the guidance counsellor's office despite her countless efforts at making students know her roles – a similar situation is still registered today unfortunately (Mungwa, 2013). It then dawns on me to investigate young people's experiences with the guidance counselling program in assisting them with career development today consequently, guidance counselling of students at the secondary/high school level is increasingly a topic of discussion on many platforms nowadays. However, many schools (especially those of the private sector) have no or very few guidance counsellors – leaving the students lacking. On the other hand, those that have are not visited by a great deal of students; their importance is still to be known by many (Mungwa, 2013).

1.2. Justification of the study

The purpose of this project is to examine the professional work of guidance specialist and the inadequacy of socio professional insertion of young graduates. While high risk of unemployment of amongst youths have been identified and studies in previous research, there is lack of knowledge about the point of view about professional work of guidance specialist. Guidance specialist is typically justified by the need for expert support in helping students navigate the complexities of job market and develop their careers effectively. Guidance specialist play a crucial role in providing personalized career advice, helping individuals identity their strength, interest, career goals and assisting them in making informed decision about their personal development. Norman C. Gysber Patricia Henderson, John D. Krunbotlz and Carol Dahir have produce a literature on various aspects of guidance counselling techniques, programs development, and advocacy for the profession. Their work is often used

as foundational text in training programs for counsellors and provide valuable insight into the roles and responsibilities of guidance specialist.

Paul Willis is known for his research on education and social reproduction, in his work he discusses how social structures and school experience can perpetuate inequalities and hinder the successful integration of young people into the work force. Arum and Roksa focus on higher education and argued that many college graduates lack critical thinking and problem solving skills necessary for the work force, contributing to challenges in their professional integration. Despite all the roles and responsibilities of the guidance specialist, many young graduates are unable to find jobs for themselves, given that fact that the world is fast evolving with technological changes, others cannot find jobs that suit their career choice and others do not have job satisfaction. This is why the researcher seeks to find out if this graduates followed the right career choice or they neglected the role of guidance specialist. Hence the topic professional work of guidance specialist and the inadequacy of socio professional insertion of young graduates in the Yaoundé 6 municipality case study the national employment fund local branch Yaoundé

1.3. Problem statement

1.3.1. The theoretical findings

Entering the workforce can be a daunting transition for young graduates, fraught with uncertainties and challenges. Guidance specialists, equipped with expertise in career counseling and support services, play a pivotal role in facilitating this transition (Smith & Johnson, 2020). However, despite the best efforts of these specialists, many graduates grapple with multifaceted hurdles, including the complexities of finding meaningful employment, navigating diverse career paths, and accessing resources for professional advancement (Brown, 2019). These challenges are exacerbated by a rapidly evolving economic landscape characterized by technological advancements, dynamic market demands, and persistent socioeconomic disparities (Jones et al., 2021). Technological disruptions have reshaped industries, creating new job opportunities while rendering others obsolete. Meanwhile, shifting market demands require graduates to possess adaptable skill sets and a nuanced understanding of emerging trends. Furthermore, socioeconomic disparities, including disparities based on race, ethnicity, gender, and socioeconomic status, create additional barriers for marginalized groups, further complicating the socio-professional integration process.

Graduates may express frustration over the perceived inadequacy of their specific need.

Individuals believe that internships or practical training should be emphasized more in education. Graduates often feel they lack the hands and experiences needed to be competitive in the job market. Parents are often concerned about their children's ability to secure stable employment. They may see the role of guidance specialist as essential in providing their children with the tools to succeed, others may advocate for improved career guidance services with educational institution, believing that better support could lead to more positive outcomes for their children. Employers often expect graduates to come equipped with both technical skill and soft skill. They may view guidance specialist as vital in bridging the gap between education and employment. Employers frequently express concerns about a skill gap, noting that many graduates do not meet the industry specific qualifications or experiences needed for available positions. Educators recognized the importance of integrating career guidance into academic curricula. They may advocate for collaboration between the guidance specialist and faculty to ensure students understand career pathway.

1.3.2. The empirical finding

In Cameroon some of the causes of unemployment is not actually the absent of jobs, but because young graduates today made the wrong choice of study, even when they are employed they do not have the job satisfaction because of lack of skills. With the current trend in the world today and Cameroon in particular they cannot actually fit in the job market, considering what they study in the university. Individuals may increasingly aware of mental health implications associated with unemployment or underemployment, graduates may express feeling of anxiety, depression or low self-worth as they navigate the job market. Others recognized the importance of emotional and psychological support during the transition to employment, valuing the role of guidance specialist in providing them with this type of assistance. While many appreciate the support offered by guidance specialist there is a shared recognition of the broad system issues that contribute to the difficulties faced by graduates.

Looking at this problem in a scientific way, guidance specialist, such as career counselors and educational advisors are tasked with helping individuals navigate their education and career paths. Understanding the full scope of their role, including the methods and tools they employ, is essential. There is the need to evaluate how effective guidance specialist are in facilitating successful transition from young graduate into the workforce. This involves accessing the strategies used in their practice and the outcomes achieved by their client. Identifying the barriers that that young graduate's face in securing appropriate

employment is crucial. These can include skill, mismatches lack of experiences, economic conditions and insufficient networks. Many graduates may possess the degree but lack the practical skills or experience that employer seeks. This disconnect can lead to frustration and underemployment, there is often a lag in educational institutions adapting their curricula to meet the changing needs of the labor market, which can result in graduates being ill prepared for available jobs. The training and resources available to guidance specialists can affect their ability to effectively assist young graduates. Evaluating whether they are equipped with the necessary knowledge about current labor market trends is important.

With the involvement and revolution in land scape of world of work, new perspectives are greatly taken into considerations when searching for jobs. The job market has become highly competitive with the request for more technological and advanced skills. With the numerous functions of the guidance specialist, students cannot still find themselves jobs or fit themselves in the job market Therefore, requiring graduates to not only be highly connected to networks, skillfully industrious, experience in the world of work and also critical and creative thinking skills, others working in other fields of study which is not what they study in school, with no job satisfaction, some do not have the ability to look for jobs. With the inability to possess most of this qualities, we begin to question the work of professional guidance specialist in helping young graduates situate themselves and be able to integrate in the job market. for this reason, the researcher decided to carried out this studies in the Yaoundé V1 municipality to find out, It's because this specialist did not do well their work to help integrate this graduates in the society, or the students did not take the work of the guidance specialist seriously. The reason why the researcher sort to carry out a research on professional work of guidance specialist and the inadequacy on socio professional insertion of young graduates at the center region Cameroon; case study National Employment Fund. The consequences of inadequate socio-professional integration are far-reaching, impacting not only individual graduates but also broader societal and economic outcomes. High rates of unemployment and underemployment not only impede economic growth but also perpetuate social inequality and hinder overall development (Johnson & Martinez, 2018). Consequently, addressing these underlying issues and enhancing the effectiveness of guidance specialists' efforts are critical steps toward fostering a more inclusive and equitable workforce (Garcia, Perez, & Hernandez, 2021).

In response to these challenges, this study aims to delve into the nuanced experiences of young graduates as they navigate the transition into the workforce. Specifically focusing on the role of guidance specialists, the research seeks to uncover the underlying factors

contributing to these challenges and identify potential solutions. By conducting a comprehensive analysis, the study aims to contribute valuable insights to ongoing efforts aimed at improving outcomes for young graduates and fostering their long-term success in the workforce.

Through rigorous research and evidence-based recommendations, this study seeks to empower stakeholders, including policymakers, educators, and practitioners, to implement strategies that address the root causes of socio-professional integration challenges. Ultimately, by fostering a supportive environment that enables young graduates to thrive, we can create a more resilient and dynamic workforce that drives sustainable economic growth and promotes social cohesion.

1.4. General objectives of research

To understand the influence of orientation programs and the inadequacy on the socio professional insertion of young graduates.

1.4.1. Specific the Objectives

- 1) To analyzed career orientation and the inadequacy of socio professional insertion of young graduates.
- 2) To explore the follow up services and the inadequacy of socio professional insertion by young graduates.
- 3) To examine career satisfaction on the inadequacy of socio professional insertion of young graduates.

1.5. Research question

This study is guided by the overarching research question: How does orientation programs contribute to the inadequacy of socio professional insertion of young graduates?

1.5.1. Specifically the research

Sort to the know the following questions;

- 1) To what extend does the career orientation influence the inadequacy of socio professional insertion young graduates.
- 2) How does follow up services influence the inadequacy of socio-professional insertion for young graduates?

- 3) How does career satisfaction young graduates does influenced their socio-professional insertion?

1.5.2. Research hypothesis

This study research is guided by the overarching research hypothesis; orientation programs contribute to the inadequacy of socio professional insertion of young graduates. Orientation programs does not has an influence on inadequacy of socio professional insertion of young graduates.

1.5.3. Specific Research hypothesis

- 1) **H₁**; career orientation has an influence on the inadequacy of socio professional insertion of young graduates.

H₀; career orientation does not has an influence on the inadequacy of socio professional insertion of young graduates.

- 2) **H₁** Follow up services has an influence on the inadequacy of socio-professional insertion for young graduates.

H₀; Follow up services does not have an influence on the inadequacy of socio professional insertion of young graduates.

- 3) **H₁**; career satisfaction has an influence on the inadequacy of socio professional insertion of young graduates.

H₀; Career satisfaction does not has an influence on the inadequacy of socio professional insertion of young graduates.

1.6. Interest of the study

1.6.1. The Scientific Interest

This study examines the work of guidance practitioners and its implications for addressing the insufficient socio-professional integration of young graduates. By identifying the factors contributing to this inadequacy and proposing strategies for improvement, this study aims to promote a more inclusive and equitable workforce. The findings of this research have significant potential to influence policy decisions and practice in relation to career guidance and workforce development. This study holds significance for addressing societal challenges, enhancing guidance services, informing policy and practice, and empowering young graduates to navigate their career paths successfully. It can also identify barriers to entry into the work force, explore effective guidance strategies, and propose solutions to enhance the employability

of young graduates. Understanding these dynamics can contribute to improving career support system and policies.

1.6.2. The Social Interest

This study focuses on the work of guidance practitioners and its implications for addressing the insufficient socio-professional integration of young graduates. The socio-professional integration of young graduates is a crucial societal issue with far-reaching implications for economic growth, social mobility, and individual well-being. By identifying the factors contributing to this inadequacy and proposing strategies for improvement, this study aims to address these challenges and promote a more inclusive and equitable workforce. By studying and addressing the factors hindering the successful entry of young graduates into the workforce, the research can lead to the development of more career guidance programs, policies, and interventions that can benefit both individual and society as a whole.

1.6.3. The Personal Interest

The research is also important as it sheds light on the role of guidance specialist they play in aiding young graduates' successful integration into the workforce. By highlighting the challenges young graduates face in socio profession insertion and showcasing how guidance specialist can mitigate these issues, this research can inform policies, educational programs, and career services to better support young individual's in their transition to the professional world, ultimately enhancing their employability and overall success. Amazingly, my interest for this topic started rather unconsciously. As is the case with many, if not all Cameroonian youths, I was ambitiously looking forward upon graduating and obtaining my bachelor's degree in the early 200s, to find a job and to have and live 'a good settled adult life'. However, one year after graduating from the university, nothing of that dream was realized and neither did it look like it would. Many of us young graduates began searching and engaging in just anything worth generating an income. I can still hear the voices of many parents/guardians including mine, blaming the government for 'frustrating' young people's lives by not providing jobs for them. This was and is especially so because from personal experience, education (formal schooling) is regarded as a gateway to acquiring jobs and living a good socioeconomic life, not just for the beneficiary but also for his/her It can also empower individuals to achieve their career goals, improve their quality of life, and fulfill their potentials. This research can provide valuable insights and tool to support young graduates in navigating the complexities of the job market and achieving successful socio professional integration.

1.6.4. Scope and limitations

The study aims to examine the work of guidance specialists in providing support to young graduates as they transition into the workforce and investigate the factors contributing to the need for more socio-professional integration. One potential limitation of the study is the availability of data, potential bias or subjectivity in data collection and interpretation, logistical and resource limitations, and limited generalizability of findings. The research has the potential to enhance existing guidance services and interventions to improve socio-professional integration outcomes for young graduates. It may explore the challenges face by young graduates in achieving socio professional insertion and how guidance specialist can help address these issues through tailored guidance, skill development, and career support initiative. Additionally, the research will investigate the impact of guidance interventions on improving the overall socio professional insertion outcomes of young graduates.

The study will be limited in Cameroon, in the center region of Cameroon in Yaoundé VII municipality. Case study at National Employment Fund mvoyl. However, logistical and resource limitations, as well as potential biases, may impact the feasibility and scope of the study. Ethical considerations are vital to maintain the validity of the research.

1.6.5. Definition of terms

Professional work: According to the oxford dictionary professional work can be defined as work that requires specialized knowledge, training and skills. It's often involves a high level of expertise, a commitment to ethical standard and the ability to apply these skills in a professional setting produce high quality results.

According to Norman C. Gysber (1986) a renowned figure in the field of school counselling, defined professional work as a form of work that requires specialized knowledge, skills and commitment. It involves a high level of expertise, ethical conduct continuous learning and a focus on serving others in a competent and responsible manner. Abraham Maslow know for hierarchy of needs; Maslow emphasized the importance of self-actualization in professional work. He believed that individual seek to fulfil their potential and that meaningful work contribute to this process. Mihaly Csikszentmihalyi says that people becomes fully immersed in their work. He argued that achieving a state of flow leads to greater creativity and satisfaction, which is crucial in professional environment. Carol Dweck, suggested that individuals who adopt a growth mindset are more likely to embrace challenges and view efforts as a pathway to mastery in their professional lives. Amy wrzesniewski, a social psychologist, highlights how

individuals can shape and redefine their work roles. This approach emphasizes the active role employees can take in enhancing their job satisfaction and engagement.

A Guidance Specialist: According to oxford dictionary a guidance specialist is a professional who provides guidance, counselling, and support to individuals in areas such as career development, educational planning, personal growth, and mental health. They typically work in educational settings, career centers or counselling office, helping individuals navigate personal and academic challenges to achieve their goals.

According to Ruth strang (1937) guidance is a process of helping every individual through his own. Mathewson (1962) defines guidance as the systematic professional process of helping the individual. Ruth Strange (1937): explains that guidance is a process of helping every individual through his. Own efforts to discover and develop his potentialities for his personal happiness and social usefulness. Mathewson (1962). Defines guidance as the systematic professional process of helping the individual. Ojo & Rotimi (2006) refer to guidance as awareness educational services provided to help people understand themselves, in accordance with accurate, reliable and valid information on themselves and their environment. They also define counselling as “a process of helping individuals or group of people to gain self-understanding in order to be themselves” (p. 2). Meanwhile, Gladding (2012, p. 6) emphasizes that “guidance centers on helping individuals choose what they value most, whereas counseling helps them make changes”. Notwithstanding, some studies affirm that counselling is basically a component of guidance. In other words, that guidance comprises of many service of which counselling is one of them (Chireshe, 2006; UNESCO, 2013; Oluremi, 2014)

Inadequacy According to encyclopedic dictionary its refers to a state of insufficiency or deficiency in quality, quantity or capability. It implies a lack or a shortfall in meeting a particular standard, requirement, or expectation. If someone has feelings of inadequacy, they feel that they do not have the qualities and abilities necessary to do something or cope with life in general. The feelings of inadequacy was overpowering... his deep seated sense of inadequacy

According to Albrt Ellis identified irrational beliefs as contributors to feelings of inadequacy. He argued that people often hold beliefs such as ‘I must be perfect’ or ‘I must be like by everyone’ which can lead to feeling of inadequacy and emotional distress. Brene Brown’s research on vulnerability and shame has shed light on how inadequacy can lead to feelings of shame. She emphasized that embracing vulnerability is essential for overcoming feelings of inadequacy and building authentic connections with others. Neff’s work on self-

compassion suggests that instead of criticizing oneself for perceived inadequacies, individuals should treat themselves with kindness and understanding. This can help mitigate feelings of inadequacy and promote emotional resilience. The concept of impostor syndrome coined by Pauline Clance and Suzanne refers to the internal experience of believing that one is not as competent as others perceive them to be the phenomenon often leads to feelings of inadequacy, particularly among high-achieving individuals. Cognitive Behavioral Therapy often address feelings of inadequacy by challenging negative thoughts patterns. Therapist help individuals identify and reframe irrational beliefs about themselves that contribute to feelings of inadequacy. The concept of inadequacy encompasses arrange of psychological experiences and has been address in various ways by different thinkers. Whether through understanding self-worth, challenging irrational beliefs, or fostering self-compassion, many approaches aim to help individuals overcome feelings of inadequacy and achieve a more positive self-concept.

Socio-professional: Typically refers to aspects that involve both social and professional dimensions. It relates to interactions, situations, or contexts that combine social factors with professional or work-related elements. This term is often used to describe activities, relationships, or skills that encompass both social and professional aspects.

According to perez;(s2021), socio professional insertion, refers to the process of integrating individuals into the work force or society in a way that aligns with their social and professional capabilities, often involving employment, career development and social integration. Erickson's psychosocial development theory include the explanation of identity formation, which influence by social interaction and professional roles. He suggested that a person's sense of identity is shaped through various stages of life, particularly during adolescence and young adult home, when individual grapple with their professional aspiration and social affiliation. Bourdieu's concept of habitus, capital field provide a frame work for understanding how social structure influenced professional identities. He argued that individuals navigate their socio-professional land scape base on their social capital (network, relationships), cultural capital (education/skill) and economic capital (financial resources) which all impact their opportunities and professional identities. Social identity theory post that individual derived a part of their identity from a social group the belongs to. In a professional context, that means that one occupation, work place culture and professional association can significantly shape self-concept and behavior influencing how individual interact within and outside their professional environment. Bandura emphases the role of observational learning and modeling in shaping behavior and identity. In a socio professional context, individuals learn and adopt their professional identities through interaction with colleagues, mentors and leaders

influencing their career path and professional development. Various theories in organizational behaviors examines how socio professional identities and formed and maintain within work place culture. For instance, Edgar Schein's organizational culture model discussed how shared values and assumption shaped employee's professional identities and alignment with organizational goals. Frank argued that meaningful work contributes to a person's socio professional identities, providing fulfillment and a sense of belonging within a social context. Honey argued inadequacy or competitiveness can arise from interpersonal dynamics within professional setting affecting self-esteem and career choices. The socio-professional identity is shaped by a complex interplay of social influences, professional goal and personal experiences. Understanding the concept provides insights in to how individuals navigate their careers, form professional relationship and develop their identities into the context of societal expectations and organizational culture. Through these various psychologist, we can better understand the definitions of socio-professional insertion.

Insertion: This refers to the act of placing something into something else or the process of being included or integrated into a particular environment, such as a social group or job market. In various contexts, insertion can simply being introduced, integrated, or established with a specific setting or system

. According to Garcia, Hernandez;(2021), socio professional insertion, refers to the process of integrating individuals into the work force or society in a way that aligns with their social and professional capabilities, often involving employment, career development and social integration. The term professional insertion is a process of integrating individuals into the workforce or a specific profession.

Young graduates: This typically refers to individuals who have recently completed their education, such as a university degree or vocational training and are at the beginning of their professional careers. They are usually in the early stages of entering the workforce or seeking employment opportunities relevant to their field of study or expertise.

Recent completion of education, young graduates are often defined as individuals who have completed their degree programs within a certain time frame, commonly within the last one to three years. This is highlighted in many educational and employment studies.

According to authors in the field of education and sociology, young graduates often share certain characteristics, such as being adaptable and eager to learn, but may also face challenges like limited work experience and job market completion. International labor

organization (ILO) defines young graduates as individuals aged 15 to 24 who completed a degree or vocational training and are seeking employment opportunities.

United Nations Educational, scientific and cultural organization (UNESCO) in their report on education UNESCO often refers to young graduates as those who have recently completed their tertiary education and are entering the job market facing various challenges related to employability.

This research is structured around 2 different greatest parts. The first part delimits the theoretical background in chapters 1 and 2, which respectively focuses on professional work of guidance specialist and the inadequacy of socio professional insertion of young graduates. Where the second part of this project brings out the empirical and methodological background, which respectively include the research methodology in chapter 3 presentation of results and Discussions in chapter 4 and 5.

CHAPTER TWO:
NOTIONAL AND THEORETICAL APPROACH

2.1. Literature Review

The major works on educational and vocational guidance approach professionalism in at least two directions (Blanchard & Gelpe, 2008; Guichard & Huteau, 2006). Of course, competences concerning specific know-how will be necessary and will have to be renewed during the career (Guichard, 2002). But other competences will also be indispensable, centered around their capacity to understand their environment in a broad sense and not only with the glasses of the guidance counselor (Okéné, 2009). This is why this work of understanding will have to be organized more collectively in the guidance counselling service (Guichard, 2002; Pouyaud & Cohen-Scali, 2016). The guidance process is now largely incorporated into the general functioning of the school system (Bomda, 2008; Fonkoua, 2007; Okéné, 2009; Sikali, 2009). Student support is increasingly assigned to schools (MINESEC, 2009). The figure of the student counsellor-psychologist is evolving and becoming smaller (Fonkoua & Youtha, 2008; Sikali, 2009). For a long time, it has been hypothesized that the main target of the guidance counsellor is changing: it is shifting from helping the student and his parents to helping other professionals in the school to move towards educational and vocational guidance (Fonkoua & Youtha, 2008; Yahaya & Bomda, 2014). Towards quality in guidance and counselling services: Considered as the third pillar of the Cameroonian education system after pedagogy and school administration, guidance and counselling has replaced purely academic and vocational guidance. It is defined by UNESCO (2002) as "an educational practice of a continuous type, aiming to help each individual to choose for himself the training most in line with his aptitudes, tastes and interests, to adapt to it and to solve his behavioral, psychological, relational, personal and social issues in view of his full personal development and his integration into active life, in conformity with the needs of the country and its prospects for economic, social and cultural progress". Today, the guidance needs of students are diverse and depend on their psychological functioning, the resources available to them and the conditions of the environment around them (Guichard, 2002; Order of Guidance Counselors of Quebec (OCCOPPQ), 2010; Pouyaud & Cohen-Scali, 2016). Helping them to transform an educational goal, such as finding a direction of study, into a set of actions to achieve that goal should be a fundamental concern for guidance counselling services and its professionals, the guidance counselors (Yahaya & Bomda, 2014). In the school environment, the guidance counselor who accompanies the young person in his or her self-discovery, in the concrete and active exploration of the world of training and work, in the support for the development of his or her autonomy, in his or her decisionmaking, in the confirmation of his or her career plan and in its realization, will have to sharpen his or her skills

more in order to be up to the task of meeting the expectations of students and society (Guichard, 2004). He knows what can inform the choices that the student has to make, both with regard to intrinsic elements such as his personality traits, beliefs, values and interests, and with regard to extrinsic aspects such as his family and social environment, his skills, his knowledge and the personal resources at his disposal. The guidance counselor must provide the student with this insight in relevant ways in order to enable him or her to better define him or herself, to better understand the various aspects influencing his or her choice and to help him or her find meaning in his or her learning so as to persevere in his or her academic path and, ultimately, to find his or her place in society (Pouyaud & Cohen-Scali, 2016). The guidance counselor's assistance thus provides guidelines and benchmarks that enable students to engage in school and in the realization of their future plans (Guigue, 2001). Training and professionalism of the guidance counselor: According to Fonkoua & Youtha (2008), the guidance counsellor is a staff member with three skills: skills related to knowledge of the individual and groups, skills related to knowledge of the school and university environment, and finally skills related to knowledge of the economic world. Entering the second cycle of higher education with a bachelor's degree, preferably in the humanities, the guidance counselor receives training based on fundamental knowledge (psychology, sociology, economics, pedagogy, administration and planning), practical knowledge (statistics, demographics, computer science), and finally professional knowledge (the practice of tests, interviewing, information, guidance and counseling techniques, ethics and deontology, a final thesis and professional internship) (Yahaya & Bomba, 2014). At first sight, he/she is trained to advise and to orientate at school, university and professional level, but he/she can be attached to structures using applied psychology such as the educational system, manpower services, various services of professional selection in public and private administrations and more precisely the services of human resources which are interested in the problems of socio-professional insertion (Okéné, 2009). These are the issues of reciprocal adaptation related to work system and the improvement of skills during a career. From the psychological and individual point of view, the guidance counselor has a legitimate role in the structures interested in guidance problems such as school and vocational statistics services, school mapping services, educational planning services and the child welfare system (Guichard, 2002; Guichard & Huteau, 2006). The literature review will delve into the challenges that are commonly associated with socio-professional insertion in order to provide a deep understanding of the subject matter. Furthermore, this section will examine four theoretical frameworks that are related to socio-professional insertion. These frameworks will be discussed in detail to help readers grasp the key concepts and ideas that underlie socio-professional

insertion, and how they may be applied in real-world scenarios. Through an in-depth analysis of the literature and theories, this section will also highlight some of the key research gaps and theoretical perspectives that exist in this field. However, many may raise the following question; ‘where are the available opportunities for youths to choose from?’ This is because Cameroon is characterized by limited economic and social choices, coupled with high rate unemployment and underemployment. To add to this worry, Hansen (2006) makes reference to a study by Watts and Fretwell who emphasized that a country’s decision to invest in career guidance should be guided by the condition that individuals in the said country are able and free to make independent career decisions. In other words, that the country possesses the necessary resources for people to make decisions. Therefore, is guidance counselling indeed an option for a country as Cameroon? Notwithstanding, and to address the above question, Hansen (2006) argues that low and middle-income countries (LMIC) (such as Cameroon) like high income countries decided to invest in career guidance counselling for various reasons. Inclusive i the reason that:

Low-or middle-income country also recognizes that human resource development is an integral part of overall national economic development and the promotion of social solidarity. Employers in LMIC also increasingly recognize the need to encourage their workers, and youths, to develop new skills to meet rapidly changing skills demands (Hansen, 2006, p. 5). This will help to pave the way for the methodological approach that will be adopted in the subsequent sections of the thesis. Overall, this section of the thesis aims to provide a thorough and detailed exploration of the literature and theoretical frameworks related to socio-professional insertion, in order to provide readers with a strong foundation for understanding this complex and important subject matter.

The place of guidance specialist in Cameroon schools is portrayed in the “orientation law on Cameroon education (law No. 98/004 of 14 April 1998) Educational counselling and psychological activities shall be carried during the child’s period of schooling at all levels of education” (Mesonge, 2012, p. 3). This implies that the Cameroonian educational authorities are of the conviction that the guidance specialist program is crucial to the education and development of its students. Therefore, as a way of reminding stakeholders of the importance of the program to education, the second Friday of October each year has been set aside as the national day for guidance counselling in the country. In as much as the day is intended to commemorate the initiation of the guidance counselling program to schools, it is also set aside

as a day to sensitize the students and the general public of its importance on every aspects surrounding the learners' education and their career development in particular ("10th edition for the national day of guidance Counseling-Cameroon minister of secondary education Louise Bapes Bapes", 2015).

2.1.1. The Concept of Guidance Counseling

The Concept of Guidance and Counseling Guidance and counseling according to Birichi and Rukunga (2009), is a practice that has been in existence for a long time and has been passed on from one generation to another. The concept of guidance and counseling carry different but overlapping meaning. They are closely interrelated and cannot be overly separated from one another. Furthermore, Mutie and Ndambuki (2002), observed that, there is a belief that human beings are basically self- determining creatures. That means that they have an innate desire for independence and autonomy as well as for self- destruction which implied that human beings have the ability, to control their own destiny and to be fully responsible for their actions.

The main goal of guidance and counseling according to (Birichi and Rukunga, 2009), is to help people understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations that may lead to unhealthy lifestyles. Guidance and Counseling service, (Ajowi and Simatwa, 2010), noted that, they are essential elements in discipline management of people in all societies.

In several literatures and sources, guidance and counseling in education sector in Cameroon and some other African countries is regarded as the youngest discipline. This is evidenced by First International Conference on Guidance, Counseling and Youth Development in Africa held in Nairobi, Kenya from 22nd to 26th April, 2002 which pointed out that the Guidance, counseling and Youth Development programmed was initiated in Africa in April, 1994 (Biswalo, 1996). The aim of the conference was to establish system criteria for secondary school student's guidance and counseling services.

2.1.2. Major Guidance and Counseling Services

The primary mission of a school's guidance and counseling program is to provide a broad spectrum of personnel services to the students. These services include student assessment, the information service, placement and follow-up, and counseling assistance. These four areas should constitute the core of any guidance and counselling program and should be organized to

facilitate the growth and development of all students from kindergarten through post high school experiences (Erford, 2010; Erford, 2011; Neukrug, 2011).

a. Assessment /Appraisal service:

According to Lunenburg (2010) and Akinade (2012), the assessment service is designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each pupil in order to provide effective counselling. Its purpose is to help the individual to better understand him/herself. Conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, case studies, and portfolios are included. The school counselor interprets this information to pupils, parents, teachers, administrators, and other professionals.

b. Information

This service is designed to provide students with data about educational, social and vocational opportunities. It involves the collection of data clients/students (Egbo, 2013).

Furthermore Lunenburg (2010) states that the information service is designed to provide accurate and current information, in order that the students may make an intelligent choice of an Educational program, an occupation, or a social activity. Essentially, the aim is that with such information students will make better choices and will engage in better planning in and out of the school setting. Students must not only be exposed to such information but must also have an opportunity to react to it in a meaningful way with others (Lunenburg, 2010).

c. Placement and Follow-up

The goal of Placement service is to ensure that students achieve placement whether on programmed of the study, a career, work study or even a medical treatment programmer (Egbo, 2013). According to Lunenburg (2010) Counselors assist students in making appropriate choices of courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves pupil assessment, informational services, and counseling assistance appropriate to the pupil's choices of school subjects, co-curricular activities, and employment. Follow-up is concerned with the development of a systematic plan for maintaining contact with former students. The data obtained from the follow-up studies aid the school in evaluating the schools curricular and guidance programs (Lunenburg, 2010 and Egbo, 2013).

d. Counselling

The counseling service is designed to facilitate self-understanding and development through dyadic or small-group relationships. The aim of such relationships tends to be on personal development and decision making that is based on self-understanding and knowledge of the environment. The counselor assists the student to understand and accept himself thereby clarifying his ideas, perceptions, attitudes, and goals; furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems; and seeks to develop in the student the ability to cope with/and solve problems and increased competence in making decisions and plans for the future. Counseling is generally accepted as the heart of the guidance service (Lunenburg, 2010).

e. Referral service:

This is sending a client to another person or agency for assistance where the counsellor is unable to solve the problem. The counsellor does not claim to know everything and so need for referral to other needs of the students (Salawu, 2000).

f. Orientation service:

This is designed to assist students adjust adaptively when found in new school environment for effective learning. The teachers should also be given orientation on how to handle the learners from time to time (Egbo, 2013).

2.2. Methods of Counselling

Counseling methods and points of view have developed from research and theories about how individuals grow and develop, change their behavior, and interact with their environment. These counseling methods are generally classified into three broad types or schools of thought: directive, nondirective, and eclectic (Neukrug, 2011; Parsons, 2009a; Parsons, 2009b; Parsons, 2009c). The directive counselor is said to be more interested in the problem than he/she is in the counselee. The student and his/her problem cannot be separated. All service professions are, by their very nature, concerned with the person to be helped. The directive counselor, however, focuses attention on identifying and analyzing the problem and finding an appropriate solution to it. He/she tends to make use of test data, school records, and reports, and to be more disposed to giving advice and information based on such data. Directive counseling is the method most commonly used by counselors in school settings (Coleman, 2009). Directive counseling seems to be most successful when the counselee is relatively well

adjusted, the problem is in an intellectual area, a lack of information constituted the problem, the counselee has little insight into the problem, inner conflict is absent, and the client suffers from anxiety, insecurity, or impatience (Coleman, 2009; Parsons, 2009a). The aim of nondirective counseling is, according to Rogers (1942), to help the student to become a better organized person, oriented around healthy goals which [he/she] has clearly seen and definitely chosen. It aims to provide the student with a united purpose, the courage to meet life and the obstacles that it presents. Consequently, the client takes from his counseling contacts, not necessarily a neat solution for each of his problems, but the ability to meet his problems in a constructive way. Rogers (1942) defines effective counseling as a definitely structured, permissive relationship that allows the client to gain an understanding of her / himself to a degree that enables him/her to take positive steps in the light of his /her new orientation. This hypothesis has a natural corollary that all the techniques used should aim toward developing this free and permissive relationship, this understanding of self in the counseling and other relationships, and this tendency toward positive, self-initiated action (Fall, 2011; Parsons, 2009b; Rogers, 1942). The nondirective approach is more effective in the treatment of many types of emotional problems. However, many students who come to the counselor have few if any such emotional problems. Many cases merely call for information or some other routine assistance. Possibly the greatest contribution of the nondirective technique has been its influence in personalizing counseling. Nevertheless, even though this approach may be more effective in certain counseling situations, it is unlikely that this approach will be used in most schools because of the extreme training essential to its application in the counseling process (Coleman,

2009). Eclectic counseling is the result of selecting concepts from both directive and nondirective approaches. Thus, the eclectic counselor uses whatever approach seems best suited to the situation. Real help given to most students in schools would be located between the highly directive and the eclectic views rather than client centered (Coleman, 2009; Parsons, 2009c). To sum up the effectiveness of the counselor will depend more on the relationship existing between the student and counselors than on the method she/he chooses and how well he /she performs within the method she/he employs.

2.3. The Role of Guidance Specialists

Guidance specialists, also known as guidance counselors or career advisors, play a critical role in assisting individuals in making informed decisions regarding their education,

career, and personal development. The purpose of this section is to explore and analyze the multifaceted role of guidance specialists in providing guidance and support across various stages of individuals' lives.

2.3.1. Educational Guidance

One of the primary roles of guidance specialists is to provide educational guidance to students at different levels of schooling. Guidance specialists help students explore their academic interests, set educational goals, and select appropriate courses or programs (Gysbers & Henderson, 2001). They provide students with individualized support by assessing their strengths, interests, and learning styles. This assessment helps to facilitate academic success and promotes lifelong learning (Herr et al., 2004). Guidance specialists also help students navigate through academic challenges such as learning disabilities, behavioral issues, and academic stress, to ensure that they are equipped to succeed academically.

2.3.2. Career Counseling

Guidance specialists assist individuals in navigating the complexities of the job market and making informed career decisions. Through career assessments, exploration of occupational options, and development of career plans, they help individuals identify suitable career paths aligned with their skills, interests, and values (Sharf, 2017). Additionally, guidance specialists provide support in job search strategies, resume writing, and interview preparation, enhancing individuals' employability and career advancement prospects (Krumboltz et al., 2009). This support also includes creating professional networks and fostering relationships with potential employers.

2.3.3. Personal and Social Development

Guidance specialists play a vital role in supporting individuals' personal and social development by addressing various psychosocial concerns and challenges. They provide counseling and guidance on issues such as interpersonal relationships, self-esteem, stress management, and mental health (Erford, 2014). Guidance specialists create a safe and inclusive environment that empowers individuals to overcome obstacles and develop resilience in the face of adversity (Glossoff et al., 2013). This support also includes providing referrals to mental health professionals and other support services when necessary.

2.3.4. College and Postsecondary Planning

Guidance specialists assist students in navigating the college application process and exploring postsecondary education options. They provide information on college admissions requirements, financial aid opportunities, and career pathways, guiding students in making well-informed decisions about their future educational pursuits (Sternberg et al., 2009). Additionally, guidance specialists facilitate the transition from high school to college or other postsecondary pathways, ensuring students are adequately prepared for the challenges of higher education (Villalba & Sanches, 2015). Guidance specialists also provide support and guidance to non-traditional students, such as adult learners and those returning to school after a hiatus.

2.3.5. Advocacy and Support

Guidance specialists serve as advocates for students' needs and interests within educational institutions and community settings. They collaborate with teachers, parents, and other stakeholders to create supportive learning environments and address systemic barriers to student success (Whiston & Rahardja, 2008). Additionally, guidance specialists provide crisis intervention and support services to individuals experiencing personal or academic difficulties, ensuring they receive the assistance they need to thrive (Stone & Dahir, 2015). This support also includes advocating for underrepresented and marginalized populations and promoting equity and inclusion in educational settings.

In conclusion, guidance specialists play a multifaceted role in supporting individuals' educational, career, and personal development. Through their expertise in counseling, assessment, and advocacy, guidance specialists empower individuals to make informed decisions, overcome challenges, and achieve their goals. Their work is critical in creating equitable and inclusive learning environments that promote individual and collective success.

2.3.6. Psychological and Mental Health Challenges

Socio-professional insertion is the process of integrating individuals into the workforce and society by providing education, employment, and social participation. However, this transition period may bring about various psychological and mental health challenges due to the stress and uncertainties involved. Studies by Fryers et al. (2019) and Paul & Moser (2019) have shown that individuals undergoing socio-professional insertion are more vulnerable to challenges such as anxiety, depression, stress, low self-esteem, and emotional distress.

These psychological and mental health challenges can negatively affect an individual's emotional well-being, cognition, and behavior. Factors such as economic instability,

unemployment, underemployment, financial strain, and social exclusion contribute to psychological distress and mental health issues (Bassett et al., 2019; Mucci et al., 2016). Furthermore, social discrimination, stigmatization, and marginalization based on socio-economic status, race, ethnicity, gender, and other identities can further compound these psychological and mental health vulnerabilities (Kawachi & Berkman, 2019; Williams et al., 2019).

The relationship between mental health and socio-professional status operates through various pathways and mechanisms. According to stress theory, chronic stressors associated with socio-economic hardships can disrupt physiological and psychological systems, making individuals more susceptible to mental health issues (Thoits, 2010). Additionally, an individual's perception of their socio-economic status, belief about their ability to cope, and access to resources can shape their psychological response to stress and adversity (Bandura, 1986). Moreover, socio-economic factors, social support networks, and access to resources play a crucial role in determining individuals' mental health outcomes (Marmot et al., 2020).

To address the psychological and mental health challenges related to socio-professional insertion, policymakers, practitioners, and researchers need to adopt a comprehensive approach that addresses the root causes of these issues. By providing access to resources, social support, and opportunities for socio-professional inclusion, individuals can navigate the challenges of socio-professional insertion more effectively and live healthy and fulfilling lives.

In conclusion, the literature review highlights the complexity of socio-professional insertion, which is influenced by various challenges and obstacles. Economic disparities, educational shortcomings, discrimination, social isolation, and mental health issues all contribute to the complexity of achieving meaningful integration into the workforce. Addressing these challenges requires comprehensive policies and interventions to promote equal opportunities, provide targeted support services, and foster inclusive workplaces. Such policies and interventions should be informed by evidence-based research and involve collaboration between various stakeholders, including governments, employers, and community organizations.

2.3.7. Socio-Professional Insertion

Socio-professional integration is the successful transition between training and working life. According to Rabah (2002), professional integration is a relatively recent concept that appeared in the 1970s. The analysis of the problem of professional integration began to be felt with the movement of shrinking of the labor market; that is to say, the more the labor market

shrinks, the more precarious professional integration becomes. As a result of this situation, young people leaving the education system would find it increasingly difficult to find a job. The population that finds itself in a situation of integration at a given period is most often young and has just left the school system. According to Fournier and Monette (2000), socio-professional integration is defined as the successful transition between training and working life. They were able to show the importance of training in the process of socio-professional integration. Entering working life requires the individual to have training. Consequently, people with a diploma or qualification would have easier access to permanent, full-time and better-paid employment. However, within the framework of this study, we consider professional integration as being the way in which young people leaving university enter the professional environment. In this sense, this integration can be characterized, on the one hand, by obtaining a stable job, that is to say, one which corresponds to the level and training required by university graduates, and in which -this is required to remain in a lasting manner and on the other hand to find one which is precarious, in other words, one which does not have a certain duration. For example, part-time employment.

Benhadda-Brun Julien (2017) concluded in his study that professional integration is nowadays a key process to master in order to best enter the job market. Several variables were considered, such as sectors, age, professional experience, and capital. Insertion is a complete and long process, so understanding its roots could help anticipate students' entry into the job market. Konde (2013) studied the problem of professional integration of graduates of Higher and University Education in Kinshasa. In his study, he sought to discover the factors that most hamper the professional integration of ESU graduates in Kinshasa. The results obtained by the descriptive studies indicated that discrimination in hiring and the increasing number of university graduates in the job market are considered by the majority of these graduates, i.e. 30.7% and 27.6%, respectively, as being the factors which most handicapped their professional integration. In other words, if university graduates from Kinshasa enter the job market without success, it is because of discrimination in the labor recruitment process, on the one hand, and their offer, which is much higher compared to vacancies within this market, on the other hand.

Socio-professional insertion, a term commonly used in Cameroon, refers to the process of individuals transitioning from their educational backgrounds to obtaining employment and becoming an integral part of the workforce and larger community. Despite the fact that Cameroon is home to abundant natural resources and boasts a varied and diverse economy, it faces several obstacles related to socio-professional insertion, owing to a combination of economic, social, and educational factors. These factors can include a lack of job opportunities,

insufficient training and education, inadequate social support structures, and societal biases that discriminate against certain individuals or groups. As a result, many individuals in Cameroon struggle to enter the workforce and achieve socio-economic stability, while others face significant barriers in their efforts to advance and flourish in their chosen professions. Developed by Ginsberg (1951); Nuttin (1980); Guichard (1993); Evola (1996, 2005) and Guichard and Huteau (2007), the theory of representation in the future is one of the theories best suited to describe the professional choices of adolescents and to serve for educational and socio-professional guidance. In Cameroon, especially in high schools and general education colleges, adolescents are inevitably confronted with the choice of courses (series), from the third grade. This choice of courses has an immediate impact on their university orientation and on their professional training. Aware of the logical link that exists between the training received and the profession exercised, it can be said that the choice of training is made in projection of a future profession to which the young person aspires. Consequently, choosing a course or training probably corresponds to choosing a profession; that is why we analyze the choice of training young people by the theory of the representation of the future. The representation of the future is an important modality in the relationship that an individual, and particularly an adolescent, has with his future. The representation of becoming assumes that the adolescent projects himself into social time, to anticipate his future social status, as well as the socio-professional future that he would like to have. The theorists of the representation of the future highlight the methods of formation of projects for the future among adolescents. According to Guichard, (1993: 16), the representation of the future covers both in pedagogy and in sociology, in social or cognitive psychology, all the projects for the future that are established "on a future that wishes to achieve, that is to say on a set of representations of what is not yet there, but which one considers more desirable than what one perceives of the present situation. The project is therefore also necessarily based on representations of this present that it is surely a question of going beyond". Guinsberg (1951) described the maturation of career choice according to a process he established in several stages. According to him, the professional choice process starts from the stage of fanciful choices (6-7 years and 7-11 years) passing through the stage of provisional choices (11 to 18 years) and ends with the stage of realistic choices (after the previous one). The theory of job searches or job search was developed by G. Stigler (1960), it is for the job seeker to get the perfect information on potential jobs in a labor market in pure competition and perfect. This information relates to salaries, jobs, qualifications, working conditions, etc. The problem posed in this research allowed us to state the following hypotheses:

- the choice of training for students in relation to the difficulties of socio-professional

integration they experience; - the education system does not train in a logic of socio-professional integration of learners.

2.3.8. Economic Landscape

Cameroon is a country with a wide range of economic sectors, including agriculture, industry, and services. Despite the country's economic diversity, it faces significant challenges related to poverty and unemployment, especially among younger generations. The poverty rate in Cameroon was estimated at 37.5% in 2014, with unemployment rates reaching 4.3% in 2019. These challenges are further exacerbated by the fact that the informal sector provides a means of livelihood for many Cameroonians, but often lacks necessary job security and social protections. According to the World Bank's 2020 report, around 85% of Cameroon's workforce is engaged in the informal sector, which highlights the need for more formalized and sustainable job opportunities. The government of Cameroon has taken steps to address these issues, including implementing policies aimed at promoting job creation and economic growth, but there is still much work to be done to ensure a brighter future for the country's citizens.

2.3.9. Education System

Cameroon's education system is structured into three levels - primary, secondary, and tertiary - and is available to students in both public and private institutions. While there have been improvements in providing access to education, there are still significant disparities among different socio-economic groups and between urban and rural areas. This is due to various factors, such as the lack of infrastructure, inadequate funding, and insufficient trained teachers.

Moreover, the skills acquired through education do not always match the requirements of the labor market, leading to a mismatch between the supply of and demand for skilled workers. This issue was highlighted by a study conducted by Njong and Fombe in 2017, which found that many educational programs in Cameroon do not adequately equip students with the skills needed to succeed in the job market. As a result, many graduates struggle to find employment, while employers have difficulty finding candidates with the necessary competencies. Education is held in high esteem in Cameroon and other societies; although it could bear different definitions, based on time and space. Nsamenang & Tchombe (2011) and UNESCO (2000) claim that before the insertion of western education (schooling/formal education) in Africa, the continent's education prepared individuals to take up various occupations, learn and inherit the rich cultural norms and values and caring for group members. These were the aspects necessary for the wellbeing and evolution of their communities.

However, the table turned with the introduction of western education, introduced first by the early missionaries and then the colonial masters (Britain and France in the case of Cameroon).

The aim of education then became to facilitate the spread of the gospel message, trade and promote 'literacy'. Thus the indigenous people were now trained into and given diverse post of responsibilities such as interpreters, teachers, clerks, catechist, overseers and nurses. With this new culture, the conviction for schooling was that it would facilitate socioeconomic growth and provide the people with a good life (Cameroon Youths and Students Forum for Peace [CAMYOSFOP] & Friedrich Ebert Stiftung [FES], 2014; Mungwa, 2013; Nsamenang & Tchombe, 2011; Tatangang, 2011). CAMYOSFOP & FES (2014) emphasis this point with the assertion that "the aim of western education in Cameroon from inception was and has always been to prepare the beneficiary for work" (2014, p. 8). Nsamenang & Tchombe, (2011) and Tatangang (2011) hold the same view by confirming, though in dismay, that education in Cameroon was and is today still build upon achieving socioeconomic benefits. Mungwa (2013) sheds more light on this observation with the argument that "today, education is essentially for the purpose of choosing a career with the purpose of working to develop one's society ..., to solve the problem of our developing society" (p. 8-9). Hence it is in this regard that the term education is treated in this study; that is as a means of socioeconomic benefits. Traditionally, socio-professional integration is considered to be the successful transition between school training and working life. This conception assumes that, in a short period of time, people with a diploma have access to permanent, full-time employment in relation to their field of study. The idea is therefore to consider integration as a rational process of job search. In this case, integration begins when people devote their time to looking for a job and ends when they hold a job that suits their training and their personal life plan (Trottier, 1995). Thus, Vernières (1997) affirms that integration is a complex process given its multifaceted aspects affecting both the fields of education, labor markets and training systems. In addition, he adds that the population that is in a situation of integration at a given period is most often young and has just left the school system. The integration process, due to its multidimensional aspect, involves several actors whose strategies and individual trajectories for integration are diverse. On this subject, Roy (1988) suggests the existence of several social factors linked to the socio-professional integration of young people which can hinder their progress. It groups them into two categories, namely the level of socio-economic activity (structural and technological changes, new forms of work, fight against inflation, government programs, etc.) and market regulations (certification of knowledge, primacy seniority, regulation of professional practice, etc.). In this same perspective, Doray (1995) examines the integration process from the point of view of

business demand. It starts from the postulate that the labor market is not only an end or a destination for graduates, but a regulator of access to jobs. Its objective was to show how companies' workforce mobilization practices help to structure the field of professional integration. This process is not first analyzed from the angle of individual trajectories but as a process structured downstream and upstream by educational practices, state intervention and company hiring policies. According to Doray, companies intervene first of all with a view to structuring the training offer, influencing training orientations and objectives as well as the professional socialization process. In addition, recruitment practices have a direct impact on the integration capacities and professional trajectories of graduates. After this overview on the question of the socio-professional integration of young people, shows the opinions of the authors on the part of the choice of training or guidance in this process. The choice of training is a decisive step because it actually traces the trajectory that the young person must follow not only for his school or academic course but also and above all for his socio-professional integration. According to Vincens (1981), there is a strong link between the notion of orientation and that of "life project". For him, the life project begins during the educational system with the choice of training. Continuing studies, repeating a year, dropping out of school are the first steps in a more or less long journey towards employment. It is then gradually built up through the first professional experiences. Indeed, the notion of guidance covers three meanings: a first meaning which highlights the collection of information on training courses and professions, a second which takes into account assistance in the development of a professional project or training staff and a third meaning which refers to assignment in a particular training course. But it is regrettable that too often the question of orientation is reduced to this last component. (Dakpo, Yarou and Flenon, 2011) In this momentum, Giret, in 2000, thinks that "the end of compulsory education, the date when the young person has the possibility of making a choice in his school curriculum, the moment when the training project turns into a professional project, are so much information that can be used to understand the real process of integration". Thus, orientation places the individual at the center as the actor and main responsible for his own choice of training. This is what UNESCO revealed in a report on the question in 1970: "Guidance consists of enabling the individual to become aware of his personal characteristics and to develop them with a view to choosing of his studies and his professional activities in all the conjunctures of his existence with the joint concern to serve the development of the company and the blooming of his personality" (UNESCO, 1970). On the other hand, apart from the fact that the choice of training or profession is a personal responsibility of the individual in a situation of guidance, the fact remains that it makes the involvement of the community a

necessity. In this regard, guidance can also be understood as "a process of developing and carrying out a personal, professional and training project, which requires personalized support to take stock of one's aspirations and skills and link them to realities of the socioeconomic world. Personalized process, guidance is both "individual approach and collective responsibility (Regional Economic, Social and Environmental Council - Nord Pas-de-Calais, 2009). From this analysis, it emerges that if guidance should enable learners to develop intellectual and professional capacities and, later, to access a job which suits them, it is also the responsibility of the State, since these the latter will in return have to participate in the development of their society. It is in fact in this logic that we perceive the important role that education plays in the development process of a nation. Thus, there is a strong link between the development of education to be more precise, of the education of the population and of development itself. This is what the economist Galbraith said very succinctly in the magazine *Afrique 2000* in 1994: "There is no educated population in this world that is poor and there is no illiterate population that is not poor". This quote actually shows the relationship between education and the state of populations, that is to say their level of development. Education then helps develop the productive capacities of individuals by giving them access to new technologies, which increases economic growth. (Baba Moussa, 2000). If development is inseparable from the economic dimension, it is not enough to ensure a sustainable development of countries either, and also takes into account economic aspects and historical, social, cultural and political aspects. As a result, Baba Moussa underlines that "education is no longer seen as a simple means of training a qualified workforce to ensure economic growth but rather as a means of training individuals who are socially and culturally integrated into their environment and participating in the choice and implementation of the transformations necessary for their well-being From the analysis of the reflections of the various authors mentioned above, we have based the explanation of the notion of socio-professional integration on two explanatory theories such as the theory of the representation of the future and that of the "job search".

2.3.10. Socio-Professional Insertion of Young Graduates

The transition from education to employment is a crucial phase for young graduates, as they navigate the complexities of the labor market to achieve socio-professional insertion. Recent research suggests that education and skills acquisition play a pivotal role in facilitating graduates' employability and long-term career prospects. Human capital investments through education are crucial for enhancing graduates' employability, as argued by Carneiro and Heckman (2003). Furthermore, cognitive and non-cognitive skills are equally important in

shaping graduates' labor market outcomes, suggesting that a holistic approach to skill development is essential, according to Cunha et al. (2010). Internships and work experience are significant determinants of successful socio-professional insertion for young graduates, providing valuable opportunities for graduates to gain practical skills, expand their professional networks, and demonstrate their employability to potential employers. However, there is a need for critical examination of the quality and accessibility of internship opportunities, particularly concerning issues of unpaid internships and exploitation, as highlighted by Tennant et al. (2019).

An understanding of labor market dynamics and structural barriers is essential for comprehending the challenges faced by young graduates in achieving socio-professional insertion. For instance, labor market institutions such as employment protection legislation and youth unemployment policies have a significant impact on graduates' transition into the workforce, as emphasized by Algan et al. (2013). Moreover, discrimination based on gender, race, and socioeconomic background continues to pose significant obstacles to socio-professional insertion for marginalized groups of graduates, as discussed by Pager and Shepherd (2008).

Social networks and support systems play a crucial role in facilitating socio-professional insertion by providing graduates with access to information, resources, and opportunities. Social capital, defined as the networks of relationships and social connections, can significantly influence graduates' career trajectories, according to Putnam (2000). However, there is a need for further research to explore the dynamics of social networks in different socio-cultural contexts and their implications for socio-professional insertion, as suggested by Lin (2001). Policy interventions aimed at enhancing the socio-professional insertion of young graduates should adopt a multi-dimensional approach that addresses issues related to education, skills development, labor market dynamics, and social inclusion. Investments in education and training programs, expansion of internship opportunities, and measures to combat discrimination and inequality are essential for promoting equitable socio-professional insertion outcomes, as stated by the European Commission (2020). Furthermore, future research should explore the intersectionality of factors influencing graduates' insertion experiences and the long-term effects of socio-professional insertion policies on individuals and society.

2.3.11. Challenges and barriers face by young graduates in achieving Socio-Professional Insertion

Several challenges hinder socio-professional insertion in Cameroon:

1. **High Unemployment:** In Cameroon, the rate of unemployment among the youth population is one of the highest in the African region. According to the National Institute of Statistics, the country's youth unemployment rate currently exceeds 30%, indicating a significant challenge for young people who are seeking employment opportunities. A major contributing factor to this issue is the limited availability of formal job opportunities in the country, which has led to many young people being underemployed and forced to accept precarious work arrangements. This situation creates significant economic and social challenges for Cameroon's youth, who are often unable to secure stable and reliable sources of income, hindering their ability to plan for their future and contribute to the development of the country.
2. **Skills Mismatch:** In today's job market, it's not uncommon for graduates to find it difficult to secure employment that is relevant to their field of study. Despite investing years of time, effort and money into their education, many graduates still find it challenging to find a job that aligns with their interests, skills and qualifications. This is because there is often a mismatch between the skills that are acquired through education and the needs of employers. According to research conducted by Njong and Fombe in 2017, this disconnect between the skills required by employers and the skills that graduates have learned in their studies leads to frustration and disillusionment among graduates who feel like their education hasn't prepared them adequately for the job market.
3. **Informal Economy Dominance:** In many urban areas, a significant portion of the labor force is employed in the informal sector. This sector provides jobs for many people, but it is often associated with low wages, minimal social protection, and limited career advancement opportunities. Workers in this sector may lack access to formal employment contracts, pensions, health insurance, or other benefits that are typically provided to workers in the formal economy. As a result, they may be vulnerable to economic shocks and may struggle to make ends meet. Despite these challenges, the informal sector plays an important role in many economies, providing goods and services at lower prices than formal businesses and serving as a safety net for those who are unable to find work in the formal sector.

Gender Disparities: Women encounter extra difficulties regarding their incorporation into society and the workforce. These obstacles include having limited opportunities to receive an education, facing discriminatory hiring policies, and dealing with cultural impediments that limit their involvement in specific industries and professions (Ngalim, 2018).

Government Efforts and Policies: The Cameroonian government has implemented various initiatives to address the challenges of socio-professional insertion:

1. **Skills Development Programs:** Efforts have been made to enhance vocational training and skills development programs to equip young people with the skills needed for employment in priority sectors such as agriculture, construction, and technology (Ministry of Employment and Vocational Training, 2020).
2. **Youth Empowerment Initiatives:** The government has launched youth empowerment programs aimed at promoting entrepreneurship, providing access to finance and business support services, and encouraging innovation and job creation among young people (Ministry of Youth Affairs and Civic Education, 2019).
3. **Education Reforms:** Reforms in the education sector focus on improving the quality and relevance of education, enhancing access to educational opportunities, and strengthening technical and vocational training to better align with labor market needs (Ministry of Basic Education, 2020).

The integration of young professionals into society and the workforce in Cameroon is influenced by various factors, which include economic, social, and educational considerations. Despite progress in improving educational opportunities and implementing policies aimed at empowering young people, significant challenges such as unemployment among the youth, differences in the acquisition of skills, and gender-based inequalities still hinder a smooth transition into the labor market. To overcome these obstacles, a collaborative effort is required from the government, private sector, civil society, and development stakeholders to create a supportive environment for sustainable socio-professional integration and inclusive economic growth.

2.4. Theoretical frameworks

Socio-professional insertion, also referred to as social or occupational integration, is a multifaceted process that involves individuals transitioning into the workforce and fully integrating into society through their employment. This complex phenomenon has captured the attention of scholars across various disciplines, leading to the development of different theoretical frameworks to better understand its underlying dynamics.

In this section, we will explore key theoretical frameworks that underpin the study of socio-professional insertion. These perspectives provide valuable insights into the intricate interplay of factors that influence an individual's entry into the workforce and subsequent integration into society through employment. Through a critical examination of these

theoretical lenses, we aim to enhance our understanding of socio-professional insertion and illuminate its mechanisms.

Theoretical frameworks serve as a conceptual framework for analyzing and interpreting socio-professional insertion phenomena. They offer systematic explanations for the processes involved, highlighting the roles of individual characteristics, social structures, and institutional dynamics in shaping an individual's trajectory within the labor market and broader societal context. Moreover, theoretical frameworks enable researchers to formulate hypotheses, develop research questions, and guide empirical inquiries into socio-professional insertion phenomena. By grounding our study in theoretical perspectives, we can contextualize our findings within existing knowledge, identify gaps in understanding, and contribute novel insights to the field.

2.4.1. John Holland's Theory of career choice

Also known as the RIASEC Model plays a significant role in the work of guidance counselors. This theory helps counselors assist individuals in advertising their career decisions. Guidance counselor use Holland's RIASEC Model to help students identify their personality types through assessment like the self-directed search. This self-assessment tool allows individuals to explore their interest and compare them to the six Holland codes, Accounting to insight (1997) the most important thing is to find out who you are and what you want to do counselors play a crucial role in guiding individuals through this self-discovery process?

Once personality types are identified, counselors can facilitates career exploration that aligns with their types. They provide resources information about career, and opportunities for job shadowing or internship in various fields. Savrkas (2005) emphasizes the importance of narrative in career counseling, stating that clients need to construe a life story that Integrates their experience, values and aspiration, counselor can help clients weave their interest into a coherent career narrative based on Holland's Model. Just as individuals have personality types work environment can also be classify into RIASEC categories. The compatibility between an individual's type and their work environment plays a crucial role in job satisfaction and performance

Counselors assist individuals in understanding how their Holland code relates to various occupations. This is matching process can clarify which careers are likely to provide satisfaction and success based on personality fit. Nauta (2007) highlights that career choice is influenced not only by interest but also by how well those interest fit with the occupational environment

counselors can use Holland's framework to illustrate this fit and guide students towards compatible career paths.

Guidance counselor support students in developing career plans that incorporate their interest, skills and the realities of the job market. They help students set realistic goals and identify necessary educational or training paths. Gysbers and Henderson (2006) note that effective career guidance involves planning and implementing a process to help individuals make informed choices. Holland's theory provides a structured approach for this process.

Counselors also work with individuals to address barriers that they may impact their career choice, such as Socio-economic factors, educational limitations or personal challenges. They help build resilience and coping strategies super (1990) discuss the importance of adaptability in career development, emphasizing that individuals must learn to cope with changes in the career paths counselor uses this theory to help individuals navigate these changes effectively.

Holland's theory is not just limited to individual's career choice; it also applies to life long career development. Counselors encourage clients to revisit their interest and adopt their career as they grow and change over time.

Blustein (2006) emphasizes that career development a lifelong process and Holland's Models provides a framework for individuals, young graduates to continually asses and align their career with their evolving interest.

In summary, John Holland's theory of career choice is a valuable tool for guidance counselors, enabling them to assist individuals in exploring their interest, understanding their personality type and making informed career decisions. By employing assessment based on the RIASEC Model and providing resources and support, counselors can enhance the career development process for their clients. The contributions of various authors in the field of career counseling further undergoes the importance of aligning individuals interest with suitable career paths, promoting a holistic approach to career guidance.

2.4.2. Human Capital Theory

Adam Smith (1776) and Alfred Marshall (1890) formulated the basis of human capital theory and years later Schuultz (1961) and Becker (1962) gave more flesh to it and became the main advocates of their theory (Burcchi, 2006; Mulongo, 2012). These Theory posits that individuals' investments in education, training, and other forms of human capital contribute to their ability to find suitable employment and integrate into the workforce. It emphasizes the role of skills, knowledge, and qualifications in facilitating Socio-professional insertion. Human capital theory is closely related to and frequently used to explain Socio-professional insertion,

which refers to the process by which individuals become integrated into the social and professional spheres of society, particularly in terms of employment and career development. The theory offers a comprehensive framework for understanding Socio-professional insertion, as outlined by a multitude of scholars such as Becker (1964), Schultz (1961), and Mincer (1958).

According to this theory, individuals' education, training, and skills constitute their human capital, significantly influencing their ability to integrate into the workforce (Becker, 1964; Mincer, 1958). Moreover, Schultz (1961) argues that investments in human capital lead to higher productivity and economic returns over time, thereby facilitating Socio-professional insertion. Similarly, studies by Heckman (1976), among others, highlight the critical role of education and training in enhancing individuals' human capital, which positively impacts their employability and career prospects. Furthermore, recent empirical research by Carneiro et al. (2019) demonstrates the positive correlation between higher levels of education and better labor market outcomes, underscoring the importance of human capital accumulation in achieving Socio-professional insertion. Additionally, studies by Cunha et al. (2006) emphasize the long-term benefits of early childhood education and skills development in fostering human capital formation, which lays a strong foundation for successful labor market integration.

Moreover, more recent research by Hanushek and Woessmann (2015) highlights the role of cognitive skills, such as literacy and numeracy, in determining individuals' earning potential and Socio-professional insertion. Similarly, studies by Card (2001) and Acemoglu and Angrist (2001) explore the impact of specific skills and qualifications on labor market outcomes, providing further insights into the mechanisms underlying Socio-professional insertion.

In addition to education and skills, recent literature has also highlighted the role of social capital, as discussed by Putnam (2000) and Lin (2001), in facilitating Socio-professional insertion. Networks, relationships, and social connections can provide individuals with valuable resources, information, and opportunities in the labor market, complementing their human capital accumulation efforts (Putnam, 2000; Lin, 2001).

In conclusion, human capital theory, supported by a vast body of literature, offers valuable insights into the process of Socio-professional insertion. By emphasizing the importance of education, training, skills, and social capital, this theory provides a comprehensive understanding of how individuals integrate into the workforce and succeed in their careers. The theory has several policy implications. For instance, governments and organizations may invest in education and training programs, provide support for skills development, and promote access to healthcare to enhance human capital accumulation and

facilitate Socio-professional insertion. Moreover, the theory highlights the importance of continuous learning and adaptation to changing labor market demands to remain competitive and relevant in the workforce, which also has implications for policy interventions aimed at promoting lifelong learning. Finally, the theory acknowledges the role of health in enhancing human capital and labor market outcomes, indicating the importance of policies aimed at promoting good health and well-being.

24.3. Social Capital Theory

Social capital theory posits that the resources embedded within social networks, including relationships, trust, and norms of reciprocity, play a crucial role in individuals' Socio-professional insertion (Lin, 1999). This theory suggests that individuals with strong social networks and connections are more likely to access job opportunities, receive support during their job search, and navigate the complexities of the labor market effectively, thus facilitating their integration into the social and professional spheres of society. Socio-professional insertion, also known as social or professional integration, refers to the process by which individuals become integrated into the social and professional fabric of society, particularly in terms of employment and career development. Social capital theory offers valuable insights into this phenomenon by highlighting the inherent value of social networks and relationships in providing individuals with access to resources, support, and opportunities (Putnam, 2000). Social capital theory identifies several key concepts relevant to understanding Socio-professional insertion:

2.4.4. Structural Functionalism

Structural functionalism is a theory in sociology that aims to understand how society works as a complex system consisting of interconnected parts that work together to maintain social balance and peace (Parsons, 1951). This theory provides valuable insights on how social structures and functions impact the assimilation of individuals into the workforce and society within the context of socio-professional integration. To understand socio-professional integration, it is important to be familiar with some key concepts of structural functionalism.

Social Structures: Social structures refer to the patterns of relationships, roles, and institutions that organize society and regulate individuals' behavior (Durkheim, 1893). These structures include economic systems, educational institutions, family units, and labor markets, which shape individuals' access to resources, opportunities, and social networks.

Functions: Functions are the roles, purposes, and contributions of social structures to the overall stability and functioning of society (Parsons, 1951). In the context of socio-professional

insertion, functions may include providing employment opportunities, fostering skill development, and promoting social integration and cohesion.

2.4.5. Role of Economic Systems

The impact of socio-professional inclusion is heavily influenced by economic systems, which determine an individual's income, access to resources, and employment opportunities (Boli & Thomas, 1999). In capitalist economies, market mechanisms and profit maximization take priority, which affects the distribution of income and employment trends. Conversely, socialist economies prioritize collective welfare and state ownership, which influences social protections and the availability of job opportunities.

Function of Education: Education plays a crucial role in equipping people with the necessary knowledge and skills to effectively participate in the workforce and society, as highlighted in Bourdieu and Passeron's 1977 research. Educational institutions can enhance an individual's chances of getting employed while also promoting social integration by providing valuable credentials. However, unequal access to education, differences in quality, and varying outcomes can significantly impact an individual's socio-professional integration, leading to the perpetuation of inequities.

2.4.6. Role of Family and Social Networks

Having a strong support system of family and friends is essential in helping individuals navigate their way through socio-professional integration. In 2000, Putnam conducted research that showed how emotional support, social capital, and practical assistance are some of the benefits that can be provided through strong family ties and social connections. This support can help individuals gain access to better job opportunities, find mentors, and ultimately achieve greater socio-professional success.

2.4.7. Functions of Labor Markets

Labor markets serve as essential mechanisms for allocating human capital, skills, and labor resources within society, as Piore (1979) noted. When functioning effectively, labor markets offer individuals the opportunity to participate in productive employment, earn income, and contribute to overall economic growth. Unfortunately, structural barriers, such as discrimination, unemployment, and underemployment, can impede individuals' ability to achieve socio-professional inclusion and success.

A thorough comprehension of the structural-functionalism outlook on socio-professional inclusion can yield substantial outcomes for policy and practice. It is imperative

that policymakers prioritize fortifying economic systems, fostering equitable access to educational and employment prospects, and fostering the establishment of nurturing social networks and institutions.

Social programs aimed at improving individuals' socio-professional insertion should address structural obstacles such as poverty, discrimination, and social exclusion, while simultaneously promoting social cohesion and inclusiveness.

Practices that promote collaboration between government agencies, educational institutions, employers, and community organizations can help individuals transition smoothly into the workforce and society, creating a more integrated and cohesive social system.

In essence, the theory of structural functionalism provides a valuable perspective for understanding the complex interrelationships between social structures, functions, and individuals' socio-economic status. Through an examination of the effects of economic systems, education, social networks, and labor markets, this theory offers significant insights into the fundamental mechanisms and processes that facilitate successful socio-professional. By incorporating the principles of structural functionalism into policymaking and implementation, stakeholders can work towards cultivating more equitable, inclusive, and supportive environments that promote effective workforce and societal integration for all individuals.

Moreover, the skills acquired through education do not always match the requirements of the labor market, leading to a mismatch between the supply of and demand for skilled workers. This issue was highlighted by a study conducted by Njong and Fombe in 2017, which found that many educational programs in Cameroon do not adequately equip students with the skills needed to succeed in the job market. As a result, many graduates struggle to find employment, while employers have difficulty finding candidates with the necessary competencies.

In summary, while Cameroon's education system has made some progress in recent years, there are still significant challenges to be addressed in terms of access, quality, and relevance.

**SECOND PART:
METHODOLOGICAL AND EMPIRICAL FRAMEWORK
OF THE STUDY**

CHAPTER THREE: METHODOLOGY

3.1. Recall of the general research question

3.1.1. Research question

This study is guided by the overarching research question: How does orientation programs contribute to the inadequacy of socio professional insertion of young graduates?

3.1.2. Specifically the research Questions

Sort to the know the following questions;

- 4) To what extend does the career orientation influence the inadequacy of socio professional insertion young graduates.
- 5) How does follow up services influence the inadequacy of socio-professional insertion for young graduates?
- 6) How does career satisfaction young graduates does influenced their socio-professional insertion?

3.1.3. Specific the Objectives

- 4) To analyzed career orientation and the inadequacy of socio professional insertion of young graduates.
- 5) To explore the follow up services and the inadequacy of socio professional insertion by young graduates.
- 6) To examine career satisfaction on the inadequacy of socio professional insertion of young graduates.

3.1.4. Research hypothesis

Orientation programs contribute to the inadequacy of socio professional insertion of young graduates. Orientation programs does not has an influence on inadequacy of socio professional insertion of young graduates.

3.1.5. Specific Research hypothesis

- 7) **H₁**; career orientation has an influence on the inadequacy of socio professional insertion of young graduates.

H₀; career orientation does not has an influence on the inadequacy of socio professional insertion of young graduates.

.

- 8) H_1 Follow up services has an influence on the inadequacy of socio-professional insertion for young graduates.

H_0 ; Follow up services does not have an influence on the inadequacy of socio professional insertion of young graduates.

- 9) H_1 ; career satisfaction has an influence on the inadequacy of socio professional insertion of young graduates

3.2. Recall of the research hypotheses

The research hypotheses here is the provisional answers which will be tested which can also be a Prediction of the relationship between the variables. The research hypothesis is a tentative solution to a problem which exist according to Anapama (2018) "a hypothesis is a statement of researcher's expectation or prediction about relationship among study variable. The research question identifies the study concept and ask how the concept might be related a hypotheses is the predicted answer" given that it objective is to give a predictable answer 50 in our work we are going to give for specific hypotheses.

3.2.1. The general hypotheses

According to Anapama Ayarand (2018) the research process begins and ends with a research hypotheses because it is the core the procedure of research and so a consequence given a relationship between the variables in the research process So, given our point of focus which is our research, we bring out the general hypotheses as professional work of guidance specialist and the inadequacy of socio professional insertion of young graduates it constituted of two variables which are the independent variables (IV) the dependent variable (DV)

According to de landshere (1969) the independent variable in the variable which relates the cause and the effect. Also called the experimentary variable the stimulus variable or the active variable, it can be easily manipulated by the researcher so as to explain the deserved.

In our research we have an independent variable which will act as a stimulus to our research this variable will be easily used by the researcher to bring out the modalities which are as follows.

➤ Modalities 1

$H1$: The Role and responsibilities of guidance specialist contribute to the inadequacy of socio-professional insertion of young graduates.

- Educational guidance
- Career counseling

- Personal and social development
- College and postsecondary planning
- Advocacy and support
- Follow up and feedback.

➤ **Modality 2**

H2: Socio-economic factors influence the inadequacy of socio-professional insertion of young graduates.

- Indicators
 - Family background
 - Financial situation
 - Job market conditions
 - Educational institution
 - Network and connection.

➤ **Modality 3**

H3: challenges and barrier influences the inadequacy of socio professional insertion of young graduate.

- Indicators
 - Skills mismatched
 - Gender disparity
 - Skill development programs'
 - Youth empowerment initiative.

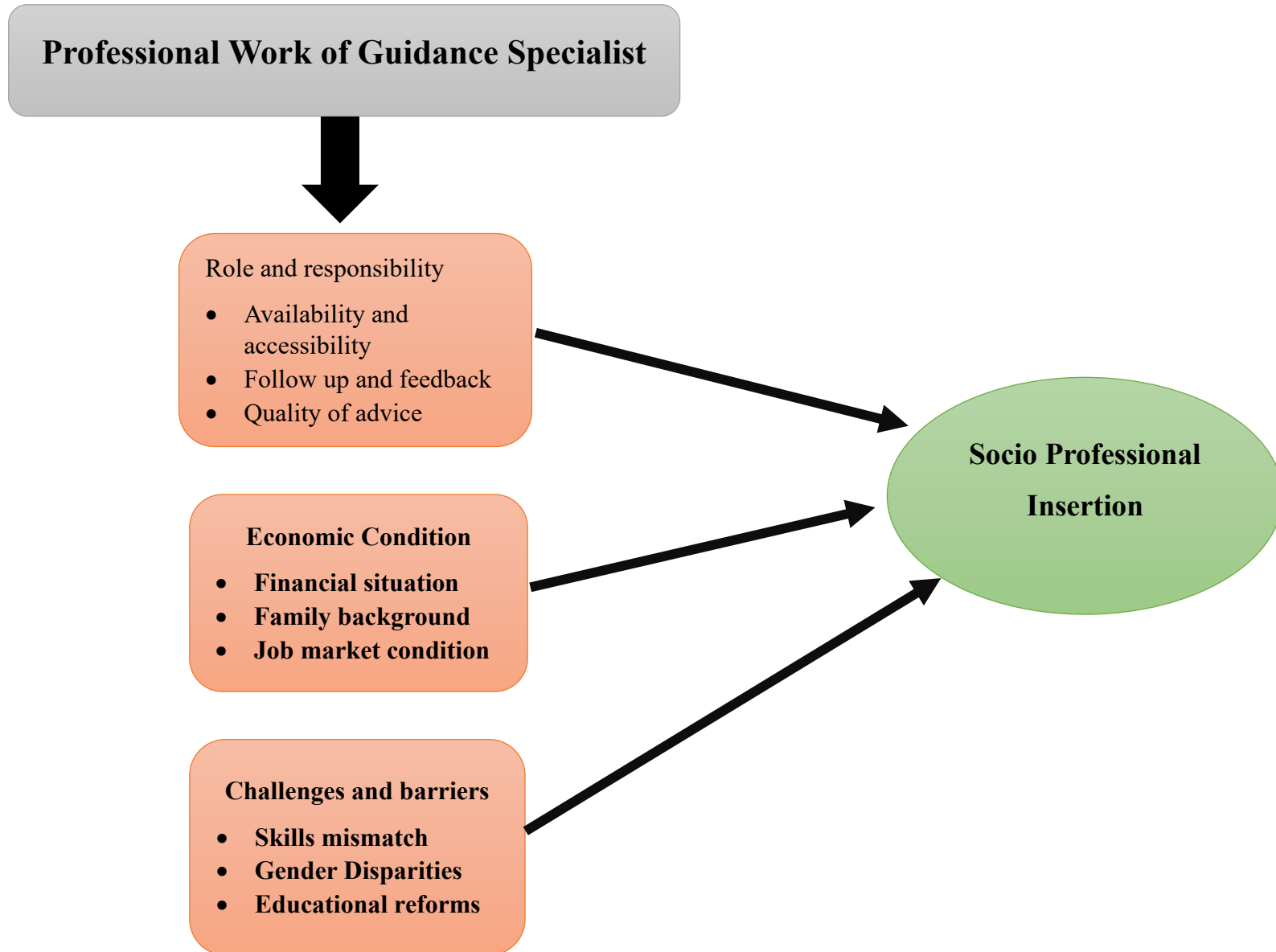


Table 1: the operationalization of the general hypotheses

Research question	Secondary question	General hypotheses	Variable of research hypotheses	Indicators
Wow does professional word of guidance specialist influence the inadequacy of socio-professional insertion of young graduates?	Can the role and responsibilities of guidance Specialist influence young graduates in the transition from education to work force?	Socio economic factors influence the inadequacy of socio professional insertion of young graduates	Roles and responsibilities	- Educational guidance - Career counseling - Personal and social development - advocacy and support - follow up and feedback - college and postsecondary planning
	Can socio-economic factor influence the inadequacy of socio professional insertion of young graduates		Socio-economic factors	- family background - financial situation - job market conditions - educational institutions - network and connection
	Can the challenges and barriers faced by young graduated influence their socio-professional insertion?		Challenges and barriers	- High unemployment - Skills mismatch - Gender disparities - Skill development programs - Youths empowerment initiatives.

Table 2: the synoptic table

General hypotheses			Independent variable		Modalities	Indication	Center of interest
Professional work of guidance specialist contributes to the inadequacy of the socio-professional insertion of young graduates	work of	Professional work of guidance specialist	Professional work of	guidance specialist	H1 the role and responsibilities of guidance specialist contributes to the inadequacy of socio-professional insertion of young graduates	- educational guidance - Career counseling - Personal development - College and post-secondary planning - Advocacy and support - Follow up and feedback.	Sane things here
					H2 socio-economic factors influence the inadequacy of socio professional insertion of young graduates	- Family background - Financial situation - Job market condition - Educational institution - Network and correction	← →
					H3 challenges and barriers influences the inadequacy of socio-professional insertion of young graduates	- Skills mismatched - gender disparity - Skill development programs - Youth empowerment initiative.	← →

This chapter elaborates on the entire methodology applied in this study which covers the area and scope of the study and also the research design applied in this study. It goes ahead to bring out the procedure of sample extraction from the population and showcases how data is collected and analyzed alongside the various ethical and statistical considerations put in place to have reliable results.

3.3. Research design

The current research adopted a descriptive survey design. Descriptive survey design was used because it enabled preliminary and exploratory analysis to for data to be obtained at a particular time frame. The research design for this study aims to investigate the impact of socio-economic factors on socio-professional insertion of graduates in Cameroon. With intentions of describing the nature of the existing conditions or identifying standards against which existing conditions can be composed of or determining the conditions and the relationship that exists between specific variables. According to Kombo and Tromp (2006), a descriptive research design can be used to structure the research to show how the various parts of the research project collaborate to address the central research questions. The descriptive survey design was thus chosen because the study involved asking questions to people with sound knowledge on how the socio professional insertion of young graduates. The descriptive research design provided the researcher with an opportunity to probe the respondents for more information through questionnaire and follow up interviews.

3.4. Scope and Area of Study

3.4.1. Scope of the Study

This study is carried out in Yaoundé V1 municipality which is part of the city of Yaoundé which is the headquarters of Capital city found in the Center region of Cameroon. The study equally limits itself to the young graduates in the Center of Cameroon.

3.4.2. Area of Study

Yaounde V1 is a district commune in the urban community of yaounde mfoundi department in the central region of Cameroon. Its capital is the Biyem Assi district. Its has a population of about 268,428 inhabitants, with a density of 12,091 inhabitants/km². Its cover a total area surface of 2,22 ha =22.2km². The municipality is made of this districts. Biyem assi, Mendong, Nkolbikok 2, Etoug Ebe 1, melen 1,3,4,5 ,7A, Mvog Betsi etoug Ebe 2, melen 7b, Eba biyem Assi,Melen 8c, nkolbikok 1 and simbock. Yaounde V1 is a densely populated district. It is a home to a diverse population, including a significant number of youth seeking

for employment. They serve as administrative and coordination hub for NEF activities across the mvolu area and surrounding communes. it operate a dedicated job center in the heart of the mvolu district, providing employment services and support in the region, they provide the following services to job seekers; vocational training (both short and long term) promote self-employment and small business developments, mentorship, job fairs, career guidance workshops and information session. These activities help raises awareness about NEFs services and connect to organizations with a wider pool of potential beneficiaries. By so doing, the NEF aim to effectively address the employment and livelihood challenges faced by the local population. This strategic location allows the NEF to tailor its interventions to the specific needs and dynamics of the community ultimately contributing to improved economic opportunities in the region.

3.5. Population of the Study

The population of this study comprised of young graduates both males and females of the Yaoundé V1 municipality. The total population comprised of all young graduates seeking for jobs. The target population was composed of persons with degree holders seeking for employment. The accessible population was made up of young graduated with first degree that are unemployed and are searching for jobs. The table below summarizes the population in this study.

3.5.1. Target population

The target population is often considered to be the specific population of interest in a study. It is the population from which the accessible population is drawn. The target population was made of bilingual male and female graduates who are unemployed and are looking for job at the central and local branch of NEF who have register and are currently in search of jobs. Moreover, the researcher preferred the NEF because it is an organized independent body that regulates job market and job seekers. Therefore, the researcher chooses this institution because most unemployed graduates depend on NEF for employment and would always be present there in their numbers, thus make up a convenient ground for such a study.

3.6. Sample and Sampling Technique

The purposive sampling technique was used to randomly select 200 graduates from National employment fund. Purposive sampling is used in research studies to select a specific group of individuals or units for analysis. This method is appropriate when the researcher has a clear idea of the characteristics or attributes, they are interested in studying and wants to select

a sample representative of those characteristics. This type of sampling is often used in quantitative research, allowing the researcher to focus on specific areas of interest and gather in-depth data on those topics. Therefore, in this study, we are purposely interested in studying the opinion, behavior of students with respect to socio profession insertion of young graduated in Yaoundé V1 municipality, case study the national employment fund mvolvy.

3.7. Source and Method of Data Collection

The data used in this study was mainly obtained from the primary source by use of structured questionnaires which were distributed to some of the students of the national employment fund. Structured questionnaires containing mostly likert scale questions were used to collect information on the elements of demographic and students opinion and behavior. The questionnaire was divided in to s four different sections. Section A was concerned with the personal information of the respondents. Section B was the role of guidance specialist while Section C, was based on the factors that affects (economic) socio professional insertion. Section D evaluated the challenges faced by students to integrate themselves in the society.

3.8. Research Instruments

The instruments were used to collect data for this study; the questionnaire. A questionnaire can be defined as a rigorous instrument prepared by the researcher about the research problem under investigation which is to be used to collect information from respondents. Our questionnaire is divided into four main parts. The first part includes background information. The second part deals with questions constructed from the indicators of the independent variable. The third part enhances questions from the indicators of the dependent variable. The questionnaire was used to facilitate data collection and economies time. In order to compliment data collected from questionnaires.

3.8.1. Establishing Content Validity of Research Instrument

Validity refers to the accuracy with which an instrument measures what it intends to measure (Mbua, 2003). Or validity could be seen as the extent to which a measurement instrument measures what it purports for. The questionnaires/interview guide of this study was constructed from indicators after analyzing the variables. In this study, these instruments were subjected to content validity. To calculate the content validity, the instruments was distributed to four expert judges who did their evaluation of the instrument. The inter-judge validity index was calculated to obtain the content validity index.

3.8.2. Data Preparation and Analysis.

The inferential and Descriptive statistics were used to analyze the data collected from the field with the use of questionnaires. The descriptive data was applied using tables and charts. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the relationship management of job accessibility and socio professional insertion of graduates. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between management of role of guidance specialist and socio professional insertion of young graduates.

3.8.3. Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described as:

Spearman Correlation is expressed as:

$$rs = \frac{1 - \frac{6 \sum D^2}{n(n^2 - 1)}}{1}$$

Where: $\sum$ = sum D is the difference between the ranks of X and the corresponding ranks of Y
n= the number of paired ranks.

3.9. Data collection Sources

3.9.1. Justification of data sources used

The primary source of data and secondary source of data were used in this study because they enabled respectively to ensure that the research questions were answered and the hypotheses were verified.

These sources of data were also used because they are often obtained in a form that usually does not require a lot of condensation before analysis. They were therefore chosen too because of objectivity. When data goes through a lot of treatment before analysis, this reduces greatly the credibility of the results of analysis.

3.9.2. Instruments used to obtain data

Instruments used to collect primary data. That is the questionnaire.

3.10. Questionnaire

Primary data was collected using questionnaire made up of closed ended statements and open ended statements. In constructing the questionnaire for this study, the researcher ensured that relevant variables were incorporated based on the objectives of the study, research questions and hypotheses.

3.10.1. Validation of questionnaire

An instrument is said to be valid when it measures what it was designed to measure. The research instrument was validated in two phases; the face validity and content validity.

3.10.2. Face validity

The questionnaire was structured to suit the research topic and thereafter, was presented to the supervisor of the thesis for scrutiny. The supervisor rejected and reformulated some of the items after going through the questionnaire. After relevant corrections were made, the student-researcher was authorized to proceed with the administration of the research instrument.

3.10.3. Content validity

The thesis supervisor and some other lecturers of the department evaluated the items on the instruments to ensure their relevance to the topic under study and appropriateness of the content. The copies of the questionnaire were given to them along with research questions, objectives of study and hypotheses. The validates were used to check the appraise the language and clarity of the items in the questionnaire, assess the appropriateness of the questionnaire items for collecting the required information from the subjects and assess the comprehensiveness of the questionnaire items in covering all the matters of the research. On the basis of their inputs, corrections were made and the final version was developed.

3.10.4. Construct Validity

This is the extent to which an instrument measures the theoretical constructs it intends to measure. The questionnaire was constructed following the research objectives and research questions, which reflected the research hypotheses. This was good because all the items carried the needed variables to test the hypotheses of the study.

3.11. Reliability of the questionnaire

Reliability is trust worthiness on something, and in the context of a measuring instrument, it is the degree to which the instrument consistently and accurately measured what it was designed to measure (Amin, 2005).

The Cornbrash's alpha coefficient of internal consistency was used to test the reliability of the instrument used. Reliability of a research instrument is the degree to which the instrument produces consistent results. An instrument can be reliable, but not valid.

3.12. Administration of the questionnaire

The direct delivery technique (DDT) was used to ensure the proper administration of the questionnaire. By this technique, the student researcher personally went to the various respondents with the questionnaire. This was purposely for data accuracy and in order that clarifications could be made by the researcher where necessary. The student researcher constantly reminded the respondents to ask her questions directly in case they did not understand any item on the questionnaire.

The respondents received and filled the questionnaire independently. Monitoring was done to ensure that a respondent was not influenced by another in the course of filling the questionnaire. After filling the questionnaire, they were collected at the spot thus ensuring a 100% return rate. Two weeks were used to administer the questionnaire.

3.13. Statistical manipulation

To achieve the research goals, the researcher used the Statistical Package for the Social Science (SPSS) for manipulating and analyzing the data.

Statistical methods were as follows:

1. Frequencies and Percentile was carried out on the demographic data of respondents.
2. Alpha-Cronbach Test was used for measuring reliability of questionnaire fields.
3. Frequency distribution tables were used to present the response data of respondents regarding the items that addressed respective research questions and hence provide answers to the researchable questions.

3.14. Ethical considerations

In carrying out this research, the researcher had to take into consideration some ethical issues. First the student researcher obtained an authorization from the Head of Department, in order to carry out this research. The researcher then went to the various NEF where she

presented a letter of permission alongside the interview guide to the various respondents of interest. The respondents were all assured of confidentiality and that all the information was going to be used strictly for academic purpose.

This chapter of research methodology deals with the research design, the area of study, population of study, the sample and sampling techniques, instruments used for data collection techniques of data analysis, variables, indicators (operationalization of the variables) and recapitulative table. The critical examination of this chapter as seen above serves as a stepping stone for the presentation of results and analysis of data collected from the field that makes up chapter five.

3.15. Data Collection Methods

In this section, we outline various data collection methods utilized in researching socio-professional insertion. These methods play a crucial role in gathering comprehensive insights into individuals' experiences, transitions, and integration into the workforce and society at large. Each method offers unique advantages and contributes to a holistic understanding of socio-professional insertion dynamics.

3.16. Document Analysis

Document analysis involves systematic review and analysis of written materials relevant to socio-professional insertion (Bowen, 2009). Researchers examine policy documents, organizational reports, and personal narratives to gain insights into institutional practices, policy frameworks, and discourses surrounding employment and social integration. Document analysis complements other data collection methods by providing historical context, policy insights, and secondary data sources for validation.

**CHAPTER FOUR:
PRESENTATION OF DATA ANALYSIS AND
INTERPRETATION OF RESULTS**

In this chapter we are going to present the analyses of our studies and also the analyses of content which will depend on every case which will drive us to the syntheses of categorical analyses obtained. The origin of chapter is from the questionnaires we carried out with the young graduates in Yaoundé V1 municipality.

4.1. Overview of Findings

4.1.1. Demographic Information

Table 3: Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	28	18.7	18.7	18.7
	23-27	64	42.7	42.7	61.4
	28-32	32	21.3	21.3	82.7
	33 and above	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Table 1 above shows the distribution of the respondents with respect to demography. The first is the respondents with respect to age which shows that out of the 150 young graduates interviewed, 42.7% of them were of the 23-27years old age group. This was closely followed by those of the 28-32years age group who constituted 21.3% of them while those of the 18-22years age group made up 18.7% of the respondents. Finally, those of the above 33years and above age group ended the line with 17.3% of the respondents.

Table 4: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	65	43.3	43.3	43.3
	Female	85	56.7	56.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Furthermore, Table 2 shows the distribution of the respondents with respect to gender. It is observed that out of the 150 young graduates interviewed, 43.3% of them were males while 56.7% of them were females.

Table 5: Educational Level

		Frequenc y	Percent	Valid Percent	Cumulative Percent
	Bachelor's degree	120	80.0	80.0	80.0
	Master's Degree	3	2.0	2.0	82.0
Valid	Doctorate	3	2.0	2.0	84.0
	Others	24	16.0	16.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Again, the distribution of the respondents with respect to level of education shows that out of the 150 young graduates interviewed, 80% of them had the bachelor's degree. Furthermore, those with the master's degree constituted 2% of them while those with the doctorate degree also made up 2% of the respondents. Finally, those who had other qualifications constituted 16% of the respondents.

Table 6: Field of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
	No Response	19	12.7	12.7	12.7
	Engineering	17	11.3	11.3	24.0
	Buisness	81	54.0	54.0	78.0
Valid	Sciences	6	4.0	4.0	82.0
	Social Sciences	27	18.0	18.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The distribution of the respondents with respect to their fields of study shows that out of the 150 young graduates interviewed, 11.3% of them were of the engineering field. Furthermore, those who were of the business field constituted 54% of them while those of the sciences made up 4% of the respondents. Finally, those who were of the social sciences constituted, 18% of the respondents while 12.7% of them did not respond to the question.

Table 7: Employment Status

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	No Response	124	82.6	82.6	82.6
	Employed	10	6.7	6.7	89.3
	Self-employed	7	4.7	4.7	94.0
	Others	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Finally, the distribution of the respondents with respect to employment status shows that out of the 150 young graduates interviewed, 6.7% of them were employed. Furthermore, those who were self-employed constituted 4.7% of them while those who were into other issues constituted 6% of the respondents and 82.6% of them did not respond.

4.1.2. Role of Guidance Counselors in Supporting Young Graduates in the

Transition from Education to Workforce

Table 8: Accessibility to Guidance Counsellors

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	17.3	17.3	17.3
	Disagree	33	22.0	22.0	39.3
	Neutral	11	7.3	7.3	46.7
	Agree	45	30.0	30.0	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Table 8 above shows the distribution of the respondents with respect to their perceptions regarding the role of guidance counselors to them while they were in school. The first is the distribution of the respondents according to their opinions regarding the accessibility to guidance counselors. From the result, we observe that out of the 150 young graduates interviewed, 23.3% of them strongly agreed and 30% agreed to the fact that guidance counselors were easily accessible during their studies. On the other hand, 22% of them disagreed and 17.3% of them strongly disagreed that guidance counselors were easily accessible during their studies while 7.3% of them were neutral.

Table 9: Sufficient Opportunities to Meet with Guidance Counselors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	20.0	20.0	20.0
	Disagree	32	21.3	21.3	41.3
	Neutral	31	20.7	20.7	62.0
	Agree	25	16.7	16.7	78.7
	Strongly Agree	32	21.3	21.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Furthermore, we have the distribution of the respondents according to their opinions regarding the opportunities of meeting with guidance counselors. From the result, we observe that out of the 150 young graduates interviewed, 21.3% of them strongly agreed and 16.7% agreed that they had sufficient opportunities to meet with guidance counselors. On the other hand, 21.3% of them disagreed and 20% of them strongly disagreed that they had sufficient opportunities to meet with guidance counselors while 20.7% of them were neutral.

Table 10: Provision of Advice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	7	4.7	4.7	12.7
	Neutral	33	22.0	22.0	34.7
	Agree	63	42.0	42.0	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The next construct is the distribution of the respondents according to their opinions regarding the relevance of the advice provided by the guidance counselors. From the result, we observe that out of the 150 young graduates interviewed, 23.3% of them strongly agreed and 42% agreed that the advice provided by guidance counselors was helpful and relevant. On the other hand, 4.7% of them disagreed and 8% of them strongly disagreed that the advice provided by guidance counselors was helpful and relevant while 22% of them were neutral.

Table 11: Understanding of the Job Market by the Guidance Counselors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	12.0	12.0	12.0
	Disagree	30	20.0	20.0	32.0
	Neutral	42	28.0	28.0	60.0
	Agree	39	26.0	26.0	86.0
	Strongly Agree	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Again, we have the distribution of the respondents according to their opinions regarding the understanding of the job market by the guidance counselors presented in Table 9 above. From the result, we observe that out of the 150 young graduates interviewed, 14% of them strongly agreed and 26% agreed that guidance counselors had a good understanding of the job market in my field. On the other hand, 20% of them disagreed and 12% of them strongly disagreed that guidance counselors had a good understanding of the job market in my field while 28% of them were neutral.

Table 12: Provision of Career Guidance by the Guidance Counselors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.7	14.7	14.7
	Disagree	17	11.3	12.6	28.9
	Neutral	45	30.0	30.0	51.1
	Agree	36	24.0	24.0	77.8
	Strongly Agree	30	20.0	20.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Furthermore, we have the distribution of the respondents according to their opinions regarding the career guidance provided by the guidance counselors. From the result, we observe that out of the 150 young graduates interviewed, 20% of them strongly agreed and 24% agreed that the career guidance they received was personalized to their needs. On the other hand, 11.3% of them disagreed and 14.7% of them strongly disagreed that the career guidance they received was personalized to their needs while 30% of them were neutral.

Table 13: Provision of Useful Resources for Job Search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	23	15.3	15.3	22.7
	Neutral	27	18.0	18.0	40.7
	Agree	64	42.7	42.7	83.3
	Strongly Agree	25	16.7	16.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

More so, we have the distribution of the respondents according to their opinions regarding the provision of useful resources for job search by the guidance counselors. From the result, we observe that out of the 150 young graduates interviewed, 16.7% of them strongly agreed and 42.7% agreed that guidance counselors provided useful resources for job searching. On the other hand, 15.3% of them disagreed and 7.3% of them strongly disagreed that guidance counselors provided useful resources for job searching while 18% of them were neutral.

Table 14: Organization of Workshops and Seminars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	19	12.7	12.7	29.3
	Neutral	41	27.3	27.3	56.7
	Agree	45	30.0	30.0	86.7
	Strongly Agree	20	13.3	13.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result pertaining to the workshops and seminars organized by the guidance counselors reveals that out of the 150 young graduates interviewed, 13.3% of them strongly agreed and 30% agreed that the workshops and seminars organized by guidance counselors were beneficial. On the other hand, 12.7 % of them disagreed and 16.7% of them strongly disagreed that the workshops and seminars organized by guidance counselors were beneficial while 27.3% of them were neutral.

Table 15: Provision of Information about Job Opportunities and Internships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.3	15.3	15.3
	Disagree	34	22.7	22.7	38.0
	Neutral	13	8.7	8.7	46.7
	Agree	62	41.3	41.3	88.0
	Strongly Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Again, the result regarding the provision of information about job opportunities and internships by the guidance counselors reveals that out of the 150 young graduates interviewed, 40.5% of them strongly agreed and 39.2% agreed that they were informed about various job opportunities and internships by the counselors. On the other hand, 22.7 % of them disagreed and 15.3% of them strongly disagreed that they were informed about various job opportunities and internships by the counselors while 8.7% of them were neutral.

Table 16: Follow-Up of the Students by the Guidance Counselors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	20.7	20.7	20.7
	Disagree	34	22.7	22.7	43.3
	Neutral	34	22.7	22.7	66.0
	Agree	25	16.7	16.7	82.7
	Strongly Agree	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

With respect to the follow-up of the students by the guidance counselors as presented in Table 14, the result shows that out of the 150 young graduates interviewed, 17.3% of them strongly agreed and 16.7% agreed that the guidance counselors followed up with them after their meetings. On the other hand, 22.7% of them disagreed and 20.7% of them strongly disagreed that guidance counselors followed up with them after their meetings while 22.7% of them were neutral.

Table 17: Reception of Constructive Feedback Resume and Job Applications

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	12.7	12.7	12.7
	Disagree	33	22.0	22.0	34.7
	Neutral	32	21.3	21.3	56.0
	Agree	45	30.0	30.0	86.0
	Strongly Agree	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Table 15 above shows the distribution of the respondents with respect to their opinions regarding the reception of constructive feedback on their resume and job application from guidance counsellors. The result shows that out of the 150 young graduates interviewed, 14% of them strongly agreed and 30% agreed that they received constructive feedback on their resume and job applications. On the other hand, 22% of them disagreed and 12.7% of them strongly disagreed that they received constructive feedback on their resume and job applications while 21.3% of them were neutral.

Table 18: Improvement of Interview Skills

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	14	9.3	9.3	17.3
	Neutral	30	20.0	20.0	37.3
	Agree	60	40.0	40.0	77.3
	Strongly Agree	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

With reference to the improvement in interview skills by the guidance received as presented in Table 16 above, the result shows that out of the 150 young graduates interviewed, 22.7% of them strongly agreed and 40% agreed that the guidance they received helped them improve their interview skills. On the other hand, 9.3% of them disagreed and 8% of them strongly disagreed that the guidance they received helped them improve their interview skills while 20% of them were neutral.

Table 19: Role of the Guidance Counselors in Career Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	44	29.3	29.3	37.3
	Neutral	33	22.0	22.0	59.3
	Agree	24	16.0	16.0	75.3
	Strongly Agree	37	24.7	24.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result regarding the role of the guidance counselors in career development reveals that out of the 150 young graduates interviewed, 24.7% of them strongly agreed and 16% agreed that guidance counselors played a crucial role in their career development. On the other hand, 29.3% of them disagreed and 8% of them strongly disagreed that guidance counselors played a crucial role in their career development while 22% of them were neutral.

Table 20: Preparedness of the Graduates for the Job Market

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	16.0	16.0	16.0
	Disagree	17	11.3	11.3	27.3
	Neutral	36	24.0	24.0	51.3
	Agree	39	26.0	26.0	77.3
	Strongly Agree	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result regarding the preparedness of the graduates for the job market shows that out of the 150 young graduates interviewed, 22.7% of them strongly agreed and 26% agreed that they feel better prepared for the job market because of the support from guidance counselors. On the other hand, 11.3% of them disagreed and 16% of them strongly disagreed that they feel better prepared for the job market because of the support from guidance counselors while 24% of them were neutral.

Table 21: Impact of Guidance and Support Provided by the Guidance Counselors on Job Search

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.0	10.0	10.0
	Disagree	7	4.7	4.7	14.7
	Neutral	42	28.0	28.0	42.7
	Agree	60	40.0	40.0	82.7
	Strongly Agree	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Finally, we have the distribution of the respondents according to their opinions regarding the impact of guidance and support provided by the guidance counselors on job search. From the result, we observe that out of the 150 young graduates interviewed, 17.3% of them strongly agreed and 40% agreed that the guidance and support from counselors have positively impacted my job search outcomes. On the other hand, 4.7% of them disagreed and 10% of them strongly disagreed that the guidance and support from counselors have positively impacted my job search outcomes while 28% of them were neutral.

Socioeconomic Factors Contributing to the Inadequacy of Socio Professional Insertion of Young Graduates

Table 22: Influence of Family Socio-economic Status on Job Opportunities

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	24.0	24.0	24.0
	Disagree	23	15.3	15.3	39.3
	Neutral	22	14.7	14.7	54.0
	Agree	23	15.3	15.3	69.3
	Strongly Agree	46	30.7	30.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Table 22 above shows the distribution of the respondents with respect to their perceptions regarding the socioeconomic status of their families. From the result, we observe that out of the 150 young graduates interviewed, 30.7% of them strongly agreed and 15.3% agreed that their family socioeconomic status has influenced their job opportunities. On the

other hand, 15.3% of them disagreed and 24% of them strongly disagreed that their family socioeconomic status has influenced their job opportunities while 14.7% of them were neutral.

Table 23: Financial Support from Family During Job Search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.7	14.7	14.7
	Disagree	30	20.0	20.0	34.7
	Neutral	22	14.7	14.7	49.3
	Agree	31	20.7	20.7	70.0
	Strongly Agree	45	30.0	30.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Furthermore, we have the distribution of the respondents according to their opinions regarding financial support from family during job search presented in Table 21 above. From the result, we observe that out of the 150 young graduates interviewed, 30% of them strongly agreed and 20.7% agreed that they have received financial support from their families during my job search. On the other hand, 20% of them disagreed and 14.7% of them strongly disagreed that they have received financial support from their families during my job search while 14.7% of them were neutral.

Table 24: Securing of Jobs Through Family Connections

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	12.0	12.0	12.0
	Disagree	57	38.0	38.0	50.0
	Neutral	42	28.0	28.0	78.0
	Agree	20	13.3	13.3	91.3
	Strongly Agree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The next construct is the distribution of the respondents according to their opinions regarding the securing of jobs through family connections. From the result, we observe that out of the 150 young graduates interviewed, 8.7% of them strongly agreed and 13.3% agreed that their family connections have helped them in securing employment. On the other hand, 38% of

them disagreed and 12% of them strongly disagreed that their family connections have helped them in securing employment while 28% of them were neutral.

Table 25: Provision of Adequate Resources for Career Development by the University

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	20.0	20.0	20.0
	Disagree	27	18.0	18.0	38.0
	Neutral	47	31.3	31.3	69.3
	Agree	34	22.7	22.7	92.0
	Strongly Agree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Again, we have the distribution of the respondents according to their opinions regarding the provision of adequate resources for career development by their various universities. From the result, we observe that out of the 150 young graduates interviewed, 8% of them strongly agreed and 22.7% agreed that their universities provided adequate resources for career development. On the other hand, 18% of them disagreed and 20% of them strongly disagreed that their universities provided adequate resources for career development while 31.3% of them were neutral.

Table 26: Effect of the Reputation of Institution of Learning on Job Search

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	18.7	18.7	18.7
	Disagree	39	26.0	26.0	44.7
	Neutral	50	33.3	33.3	78.0
	Agree	30	20.0	20.0	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Furthermore, we have the distribution of the respondents according to their opinions regarding the contribution of the reputation of their institutions of learning in their job search. From the result, we observe that out of the 150 young graduates interviewed, 2% of them strongly agreed and 20% agreed that the reputation of my educational institution has affected their job prospects. On the other hand, 26% of them disagreed and 18.7% of them strongly

disagreed that the reputation of my educational institution has affected their job prospects while 33.3% of them were neutral.

Table 27: Access to Quality Internships During Studies

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	19.3	19.3	19.3
	Disagree	39	26.0	26.0	45.3
	Neutral	6	4.0	4.0	49.3
	Agree	43	28.7	28.7	78.0
	Strongly Agree	33	22.0	22.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

More so, Table 27 presents the distribution of the respondents according to their opinions regarding their access to quality internships during studies. From the result, we observe that out of the 150 young graduates interviewed, 22% of them strongly agreed and 28.7% agreed that they had access to quality internships during their studies. On the other hand, 26% of them disagreed and 19.3% of them strongly disagreed that they had access to quality internships during their studies while 4% of them were neutral.

Table 28: Impact of the Financial Situation of Graduates on the Ability to Seek Employment

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	18.0	18.0	18.0
	Disagree	28	18.7	18.7	36.7
	Neutral	3	2.0	2.0	38.7
	Agree	74	49.3	49.3	88.0
	Strongly Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result pertaining to the financial situation of young graduates being able to impact job search reveals that out of the 150 young graduates interviewed, 12% of them strongly agreed and 49.3% agreed that their financial situations have impacted their ability to seek employment. On the other hand, 18.7% of them disagreed and 18% of them strongly disagreed that their financial situations have impacted their ability to seek employment while 2% of them were neutral.

Table 29: Taking of Jobs Outside their Fields of Study Due to Financial Constraints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	26	17.3	17.3	19.3
	Neutral	14	9.3	9.3	28.7
	Agree	56	37.3	37.3	66.0
	Strongly Agree	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Again, the result regarding the taking of jobs outside their fields of study due to financial constraints reveals that out of the 150 young graduates interviewed, 34% of them strongly agreed and 37.3% agreed that they have had to take up jobs outside their fields of study due to financial constraints. On the other hand, 17.3% of them disagreed and 2% of them strongly disagreed that they have had to take up jobs outside their fields of study due to financial constraints while 9.3% of them were neutral.

Table 30: Inability to Pursue Further Education and Training Due to Lack of Funds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.3	15.3	15.3
	Disagree	29	19.3	19.3	34.7
	Neutral	12	8.0	8.0	42.7
	Agree	33	22.0	22.0	64.7
	Strongly Agree	53	35.3	35.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

With respect to the inability to pursue further education and training, the result shows that out of the 150 young graduates interviewed, 35.3% of them strongly agreed and 22% agreed that lack of funds has prevented them from pursuing further education or training. On the other hand, 19.3% of them disagreed and 15.3% of them strongly disagreed that lack of funds has prevented them from pursuing further education or training while 8% of them were neutral.

Table 31: Benefits of Networking Events Organized by the Institutions

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	18.0	18.0	18.0
	Disagree	24	16.0	16.0	34.0
	Neutral	63	42.0	42.0	76.0
	Agree	30	20.0	20.0	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Table 30 above pertains to the perceptions of the respondents regarding the benefits of networking events organized by their institutions. The result shows that out of the 150 young graduates interviewed, 4% of them strongly agreed and 20% agreed that networking events organized by their institutions have been beneficial. On the other hand, 16% of them disagreed and 18% of them strongly disagreed that networking events organized by their institutions have been beneficial while 42% of them were neutral.

Table 32: Importance of Networking in Job Search

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	29	19.3	19.3	40.7
	Neutral	22	14.7	14.7	55.3
	Agree	32	21.3	21.3	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

With reference to the importance of networking in job search, the result shows that out of the 150 young graduates interviewed, 23.3% of them strongly agreed and 21.3% agreed that they have a strong professional network that aids in their job search. On the other hand, 19.3% of them disagreed and 21.3% of them strongly disagreed that they have a strong professional network that aids in their job search while 14.7% of them were neutral.

Table 33: Role of Alumni Connections in Employment Opportunities

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	22.0	22.0	22.0
	Disagree	33	22.0	22.0	44.0
	Neutral	22	14.7	14.7	58.7
	Agree	59	39.3	39.3	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result in Table 33 shows the distribution of the respondents with respect to their opinions regarding the role of alumni connections in employment opportunities. This result reveals that out of the 150 young graduates interviewed, 2% of them strongly agreed and 39.3% agreed that Alumni connections have played a significant role in their employment opportunities. On the other hand, 22% of them disagreed and 22% of them strongly disagreed that Alumni connections have played a significant role in their employment opportunities while 14.7% of them were neutral.

Table 34: Ability of the Current Job Market to Favour Graduates

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	8.7	8.7	8.7
	Disagree	30	20.0	20.0	28.7
	Neutral	30	20.0	20.0	48.7
	Agree	34	22.7	22.7	71.3
	Strongly Agree	43	28.7	28.7	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result regarding the ability of the current job market to favour graduates of the various fields shows that out of the 150 young graduates interviewed, 28.7% of them strongly agreed and 22.7% agreed that they feel better prepared for the job market because of the support from guidance counselors. On the other hand, 20% of them disagreed and 8.7% of them strongly disagreed that the current job market is favorable for graduates in their fields while 20% of them were neutral.

Table 35: Difficulty in Finding Employment Due to the Economic Conditions

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	10.7	10.7	10.7
	Disagree	15	10.0	10.0	20.7
	Neutral	33	22.0	22.0	42.7
	Agree	44	29.3	29.3	72.0
	Strongly Agree	42	28.0	28.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

The result pertaining to the difficulty in finding employment as a result of the economic conditions is presented in table 33 above. It shows that out of the 150 young graduates interviewed, 28% of them strongly agreed and 29.3% agreed that economic conditions have made it difficult to find suitable employment. On the other hand, 10% of them disagreed and 10.7% of them strongly disagreed that economic conditions have made it difficult to find suitable employment while 22% of them were neutral.

Table 36: Availability of Sufficient Job Opportunities in the Various Areas Expertise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.3	9.3	9.3
	Disagree	19	12.7	12.7	22.0
	Neutral	22	14.7	14.7	36.7
	Agree	53	35.3	35.3	72.0
	Strongly Agree	42	28.0	28.0	100.0
	Total	150	100.0	100.0	

Source: Field Study, 2024

Finally, Table 36 above shows the distribution of the respondents according to their opinions regarding the availability of sufficient job opportunities in the various areas expertise. From the result, we observe that out of the 150 young graduates interviewed, 28% of them strongly agreed and 35.3% agreed that there are sufficient job opportunities in my area of expertise. On the other hand, 12.7% of them disagreed and 9.3% of them strongly disagreed that there are sufficient job opportunities in my area of expertise while 14.7% of them were neutral.

4.2. Identification of Strategies for Improvement

In order to identify strategies which need improvement, we analyse the results from the perspective of the role of guidance counselors in supporting young graduates in the transition from education to workforce as well as the socioeconomic factors contributing to the inadequacy of socio professional insertion of young graduates.

Firstly, the results pertaining to the role of guidance counselors in supporting young graduates in the transition from education to workforce shows that though the guidance counselors are available in schools, some most of the graduates did not have the opportunity of meeting them. This is the case in most institutions of today especially in higher institutions of learning where it is difficult to even have knowledge of how to get in contact with the guidance counselors. This is a very serious issue which the authorities in place should take into consideration.

Furthermore, the results show that though the guidance counselors provided quality advice and support to some of the graduates, there was little or no follow-up to ensure the achievement of individual objectives of these young people. It does not suffice to just offer advice and directives to young students, it is imperative to follow and get feedback from them so as to devise strategies to improve on their eventual absorption into the job market.

Secondly, with respect to the socioeconomic factors contributing to the inadequacy of socio professional insertion of young graduates, the results revealed that an aspect of family background which is family connection did not really help the young graduates in securing employment.

Again, the results show that the educational institution of learning where these young people graduated from did not provide them with adequate resources for career development neither did the reputation of the institution help them in the job market. This is a very common phenomenon in our society today where most courses at the university level are not very practical in the solving societal problems. In this case, it is possible for someone to go through a three or four year university program without going for an industrial training even once. Therefore, the universities need to strive to earn a good reputation and also offer programs which are geared towards solving societal problems.

More so, it is observed that the financial situation of the young graduates also play a crucial role in helping them secure jobs after school. This is very obvious as most of the young graduates always witness a sharp drop in financial support from their families immediately, they graduate from school which limits their ability to explore the job market effectively.

It is also observed that the graduates faced issues of networking from their institutions of learning and also the organization of networking events with the professional world. This is a fundamental problem that needs serious attention for improvement.

Finally, the economic conditions of the country has made it difficult for some of these young graduates to secure jobs in the area of expertise and this has led to some of them picking up jobs which are not related to their area of study.

CHAPTER FIVE:
DISCUSSION AND SUGGESTIONS

In the interpretation of the results the researcher makes the work comprehensive and to make sense out of the research work in this definition. It is important to understand that in this chapter we shall be presenting the verification of the hypotheses which is discussed in our work. After doing this we are going to move to the interpretation of our results and there we are going to give some suggestion which is going to make the researcher not be locked but to affect the development of science. All this will be centered on the problem we have at hand.

5.1. Interpretation of Findings

5.1.1. The Role of Guidance Counselors in Supporting Young Graduates in the Transition from Education to Workforce

The findings of this study revealed that the role of guidance counselors in supporting young graduates in the transition from education to workforce is very essential. This is seen in the areas of availability and accessibility of the guidance counselors by the students in the course of learning. This finding is in line with the provisions of Gysbers & Henderson (2001) who were of the opinion that one of the major roles of guidance specialists is to provide educational guidance to students at different levels of schooling. They help students explore their academic interests, set educational goals, and select appropriate courses or programs which are in line with the requirement of the job markets.

The results also revealed that most young graduates lack follow-up and feedback assessment from guidance counselors during the period of schooling. It is imperative that guidance specialists not only give professional and career advice to students, but also try to follow them up by means of encouraging them to bring feedback so as to help improve on their skills. This is in conformity with the proposition of Sharf (2017) who was of the view that through career assessments, exploration of occupational options, and development of career plans, guidance experts help individuals identify suitable career paths aligned with their skills, interests, and values.

The results further show that the guidance counselors have positively impacted the young graduates in the areas of quality advice and overall impact in the career development of young graduates. This is in agreement with Herr et al., (2004) who were of the view that the assessment direction of students helps to facilitate academic success and promotes lifelong learning.

The results further show that the support and resources precisely resources, workshops and connections to internships have positively impacted the lives of the young graduates in the job market as some of them were able to secure jobs through this support from guidance

counselors. This suits the provisions of Whiston & Rahardja (2008) and Stone & Dahir (2015) who were of the opinion that guidance counselors collaborate with teachers, parents and other stakeholders to create supportive learning environments and address systemic barriers to student success and also provide crisis intervention and support services to individuals experiencing personal or academic difficulties, ensuring they receive the assistance they need to thrive.

5.1.2. Socioeconomic Factors Contributing to the Inadequacy of Socio Professional Insertion of Young Graduates

The findings of this study also revealed that there are some socioeconomic factors contributing to the inadequacy of socio professional insertion of young graduates. This is evident in the areas of the educational institution of learning of the young graduates, specifically in the provision of adequate resources for career development and the ability of the reputation of the institution to aid them in securing jobs after school. This conforms with the studies of Carneiro and Heckman (2003), Cunha et al. (2010) and Tennant et al. (2019) who all argued that human capital investments through education are crucial for enhancing graduates' employability and also that cognitive and non-cognitive skills are equally important in shaping graduates' labor market outcomes. Furthermore, internships and work experience are significant determinants of successful socio-professional insertion for young graduates, providing valuable opportunities for graduates to gain practical skills, expand their professional networks, and demonstrate their employability to potential employers.

Furthermore, the financial situation of the young graduates was found to greatly affect their ability to easily integrate in the job market. This was seen in the domains of them taking up jobs outside their field of study due to financial constraints and also the inability to pursue further education or training. These factors greatly limit the professional insertion of young graduates. This could be attributed to the fact that after graduation from the university the financial supports given to the young graduates always face a drastic reduction and thus making it difficult for them to pursue their goals in the job market.

Finally, networking factors were also found to negatively affect the acquisition of employment by the young graduates. Specifically, the organization of networking events with stakeholders of the corporate world and the lack of strong professional network which can aid in job search were found to be the major hindrances to professional insertion of young graduates. This is in line with the arguments of Putman (2000) who put forward that social

networks and support systems play a crucial role in facilitating socio-professional insertion by providing graduates with access to information, resources, and opportunities.

5.2. Implications for Practice

Firstly, the findings of the study imply that participation in career guidance activities in school provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference.

Furthermore, good quality career information is a crucial factor for first-rate career decision making. Career information should include relevant information about education and training opportunities, occupations and their characteristics; labour market supply and demand. Similarly, career information should contain occupational implications of educational decisions, and on the learning pathways that lead to particular occupational destinations. Career information is necessary, but not sufficient for good-quality career decision making unless students have access to the information they need, understand the information, relate it to their personal needs and situation, and then convert it into personal action, with help of professional counselors and participation in career guidance related activities provided in schools.

Finally, the findings of this study imply that the universities in the country are not doing enough in the domain of networking with the corporate world to secure employment opportunities for their young graduates. Higher education institutions should increasingly take responsibility for preparing students for the transition to work by offering a wide range of pedagogical interventions such as internships, coaching, and extra-curricular workshops.

5.3. Recommendations for Policy and Future Research

Based on the findings of this study, it is recommended that guidance counseling units should be prioritised in university milieus all over the country. These units should be charged with not only being available but also being highly accessible to the students so as to provide them with career development plans which can help in equipping them for the ever-challenging job market.

Furthermore, guidance counselors in these institutions should improve on their follow-up of these students so as to identify their difficulties through feedback information from these

students. That is, when career advice is given to the students, proper follow-up for implementation should be done and also they should encourage the students to always bring feedback. This will go a long way to help in preparing them for that job market.

Policy interventions aimed at enhancing the socio-professional insertion of young graduates should adopt a multi-dimensional approach that addresses issues related to education, skills development, labor market dynamics, and social inclusion.

Parents should be educated on the importance of continuous financial assistance to young graduates who are unemployed in a bit to help them in their job search. The lack or inadequate financial support from family and friends to these young graduates has proven to be a strong hindrance in getting employment for majority of the young graduates.

Finally, there should be an improvement in networking by the higher institutions of learning in the country with the corporate world. This may not necessarily take the form of network for employment by the corporate world but also ways to be self-employed. Good cooperation with the job market by the universities will go a long way to reduce the high rate of youth unemployment in the country.

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APPENDICES (if applicable)

- **Survey Instruments**

QUESTIONNAIRE

Dear respondents, I am a student in the University of Yaoundé 1, Cameroon, carrying out a study on “Professional Work of Guidance Specialist and the Inadequacy Of Socio Professional Insertion Of Young Graduates”. This questionnaire is purely academic, and all information you provide will be confidential. This questionnaire is designed to gather detailed information on the various factors influencing the socio-professional insertion of young graduates, with a particular focus on the role of guidance counselors. The Likert scale next to each question allows respondents to express the extent of their agreement or disagreement, facilitating quantitative analysis.

Section 1: Demographic Information

Question	Options/scale
1. Age:	18-22, 23-27, 28-32, 33 and above
2. Gender:	Male, Female, Other
3. Educational Level	Bachelor's Degree, master's degree, Doctorate, Other (please specify)
4. Field of Study:	Engineering, Business, Arts and Humanities, Sciences, Social Sciences, Other (please specify)
5. Graduation Year:	(please specify): _____
6. Current Employment Status	Employed, Unemployed, Self-employed, Other (please specify)

Section 2: Role of Guidance Counselors: Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please rate the following statements:

Factor	Questions	Options/scale
Availability and Accessibility	1. Guidance counselors were easily accessible during my studies.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	2. I had sufficient opportunities to meet with guidance counselors.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Quality of Advice	3. The advice provided by guidance counselors was helpful and relevant.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	4. Guidance counselors had a good understanding of the job market in my field.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	5. The career guidance I received was personalized to my needs.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Support and Resources	6. Guidance counselors provided useful resources for job searching.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	7. Workshops and seminars organized by guidance counselors were beneficial.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	8. I was informed about various job opportunities and internships by the counselors.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Follow-Up and Feedback	9. Guidance counselors followed up with me after our meetings.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	10. I received constructive feedback on my resume and job applications.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	11. The guidance I received helped me improve my interview skills.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Overall impact	12. Guidance counselors played a crucial role in my career development.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

	13. I feel better prepared for the job market because of the support from guidance counselors.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	14. The guidance and support from counselors have positively impacted my job search outcomes.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

Section 3: Socioeconomic Factors: Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please rate the following statements:

Factor	Question	Scale/options
Family Background	1. My family's socioeconomic status has influenced my job opportunities.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	2. I have received financial support from my family during my job search.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	3. My family's connections have helped me in securing employment.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Educational Institution	4. My university provided adequate resources for career development.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	5. The reputation of my educational institution has affected my job prospects.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	6. I had access to quality internships during my studies.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Financial Situation	7. My financial situation has impacted my ability to seek employment.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

	8. I have had to take up jobs outside my field of study due to financial constraints.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	9. Lack of funds has prevented me from pursuing further education or training.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Network and Connections	10. Networking events organized by my institution have been beneficial.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	11. I have a strong professional network that aids in my job search.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	12. Alumni connections have played a significant role in my employment opportunities.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
Job Market Conditions	13. The current job market is favorable for graduates in my field.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	14. Economic conditions have made it difficult to find suitable employment.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree
	15. There are sufficient job opportunities in my area of expertise.	[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

- Additional Data Tables or Figures
- **Frequency Table**

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-22	28	18.7	18.7	18.7
23-27	64	42.7	42.7	61.4
28-32	32	21.3	21.3	82.7
33 and above	26	17.3	17.3	100.0
Total	150	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	65	43.3	43.3	43.3
Female	85	56.7	56.7	100.0
Total	150	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's degree	120	80.0	80.0	80.0
Master's Degree	3	2.0	2.0	82.0
Doctorate	3	2.0	2.0	84.0
Others	24	16.0	16.0	100.0
Total	150	100.0	100.0	

Field of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	19	12.7	12.7	12.7
Engineering	17	11.3	11.3	24.0
Buisness	81	54.0	54.0	78.0
Sciences	6	4.0	4.0	82.0
Social Sciences	27	18.0	18.0	100.0
Total	150	100.0	100.0	

Employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Response	121	80.7	82.3	82.3
	Employed	10	6.7	6.8	89.1
	Self-employed	7	4.7	4.8	93.9
	Others	9	6.0	6.1	100.0
	Total	147	98.0	100.0	
Missing	System	3	2.0		
Total		150	100.0		

Accessibility to Guidance Counselor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	17.3	17.3	17.3
	Disagree	33	22.0	22.0	39.3
	Neutral	11	7.3	7.3	46.7
	Agree	45	30.0	30.0	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Sufficient Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	20.0	20.0	20.0
	Disagree	32	21.3	21.3	41.3
	Neutral	31	20.7	20.7	62.0
	Agree	25	16.7	16.7	78.7
	Strongly Agree	32	21.3	21.3	100.0
	Total	150	100.0	100.0	

Provision of Advice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	7	4.7	4.7	12.7
	Neutral	33	22.0	22.0	34.7
	Agree	63	42.0	42.0	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Good Understanding of Job market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	12.0	12.0	12.0
	Disagree	30	20.0	20.0	32.0
	Neutral	42	28.0	28.0	60.0
	Agree	39	26.0	26.0	86.0
	Strongly Agree	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

Career Guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.7	16.3	16.3
	Disagree	17	11.3	12.6	28.9
	Neutral	30	20.0	22.2	51.1
	Agree	36	24.0	26.7	77.8
	Strongly Agree	30	20.0	22.2	100.0
	Total	135	90.0	100.0	
Missing	System	15	10.0		
Total		150	100.0		

Provision of Useful Resources for Job Search

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	23	15.3	15.3	22.7
	Neutral	27	18.0	18.0	40.7
	Agree	64	42.7	42.7	83.3
	Strongly Agree	25	16.7	16.7	100.0
	Total	150	100.0	100.0	

Workshops and seminars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	19	12.7	12.7	29.3
	Neutral	41	27.3	27.3	56.7
	Agree	45	30.0	30.0	86.7
	Strongly Agree	20	13.3	13.3	100.0
	Total	150	100.0	100.0	

Information on Jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.3	15.3	15.3
	Disagree	34	22.7	22.7	38.0
	Neutral	13	8.7	8.7	46.7
	Agree	62	41.3	41.3	88.0
	Strongly Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Follow up

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	20.7	20.7	20.7
	Disagree	34	22.7	22.7	43.3
	Neutral	34	22.7	22.7	66.0
	Agree	25	16.7	16.7	82.7
	Strongly Agree	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Constructive feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	12.7	12.7	12.7
	Disagree	33	22.0	22.0	34.7
	Neutral	32	21.3	21.3	56.0
	Agree	45	30.0	30.0	86.0
	Strongly Agree	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

Improvement of Interview Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	14	9.3	9.3	17.3
	Neutral	30	20.0	20.0	37.3
	Agree	60	40.0	40.0	77.3
	Strongly Agree	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	8.0	8.0	8.0
	Disagree	44	29.3	29.3	37.3
	Neutral	33	22.0	22.0	59.3
	Agree	24	16.0	16.0	75.3
	Strongly Agree	37	24.7	24.7	100.0
	Total	150	100.0	100.0	

Support from Guidance Counselor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	16.0	16.0	16.0
	Disagree	17	11.3	11.3	27.3
	Neutral	36	24.0	24.0	51.3
	Agree	39	26.0	26.0	77.3
	Strongly Agree	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

Positive job search Outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	10.0	10.0	10.0
	Disagree	7	4.7	4.7	14.7
	Neutral	42	28.0	28.0	42.7
	Agree	60	40.0	40.0	82.7
	Strongly Agree	26	17.3	17.3	100.0
	Total	150	100.0	100.0	

Family socioeconomic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	24.0	24.0	24.0
	Disagree	23	15.3	15.3	39.3
	Neutral	22	14.7	14.7	54.0
	Agree	23	15.3	15.3	69.3
	Strongly Agree	46	30.7	30.7	100.0
	Total	150	100.0	100.0	

Financial Support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	14.7	14.7	14.7
	Disagree	30	20.0	20.0	34.7
	Neutral	22	14.7	14.7	49.3
	Agree	31	20.7	20.7	70.0
	Strongly Agree	45	30.0	30.0	100.0
	Total	150	100.0	100.0	

Family Connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	12.0	12.0	12.0
	Disagree	57	38.0	38.0	50.0
	Neutral	42	28.0	28.0	78.0
	Agree	20	13.3	13.3	91.3
	Strongly Agree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Provision of Adequate resources by University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	20.0	20.0	20.0
	Disagree	27	18.0	18.0	38.0
	Neutral	47	31.3	31.3	69.3
	Agree	34	22.7	22.7	92.0
	Strongly Agree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

Reputation of Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	18.7	18.7	18.7
	Disagree	39	26.0	26.0	44.7
	Neutral	50	33.3	33.3	78.0
	Agree	30	20.0	20.0	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

Quality internship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	19.3	19.3	19.3
	Disagree	39	26.0	26.0	45.3
	Neutral	6	4.0	4.0	49.3
	Agree	43	28.7	28.7	78.0
	Strongly Agree	33	22.0	22.0	100.0
	Total	150	100.0	100.0	

Financial situation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	18.0	18.0	18.0
	Disagree	28	18.7	18.7	36.7
	Neutral	3	2.0	2.0	38.7
	Agree	74	49.3	49.3	88.0
	Strongly Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Financial Constraint

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	2.0	2.0	2.0
	Disagree	26	17.3	17.3	19.3
	Neutral	14	9.3	9.3	28.7
	Agree	56	37.3	37.3	66.0
	Strongly Agree	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

Lack of Funds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	15.3	15.3	15.3
	Disagree	29	19.3	19.3	34.7
	Neutral	12	8.0	8.0	42.7
	Agree	33	22.0	22.0	64.7
	Strongly Agree	53	35.3	35.3	100.0
	Total	150	100.0	100.0	

Networking Events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	18.0	18.0	18.0
	Disagree	24	16.0	16.0	34.0
	Neutral	63	42.0	42.0	76.0
	Agree	30	20.0	20.0	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

Strong Professional Network

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	29	19.3	19.3	40.7
	Neutral	22	14.7	14.7	55.3
	Agree	32	21.3	21.3	76.7
	Strongly Agree	35	23.3	23.3	100.0
	Total	150	100.0	100.0	

Alumni Connections

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	22.0	22.0	22.0
	Disagree	33	22.0	22.0	44.0
	Neutral	22	14.7	14.7	58.7
	Agree	59	39.3	39.3	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

Current Job Market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	8.7	8.7	8.7
	Disagree	30	20.0	20.0	28.7
	Neutral	30	20.0	20.0	48.7
	Agree	34	22.7	22.7	71.3
	Strongly Agree	43	28.7	28.7	100.0
	Total	150	100.0	100.0	

Economic conditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	10.7	10.7	10.7
	Disagree	15	10.0	10.0	20.7
	Neutral	33	22.0	22.0	42.7
	Agree	44	29.3	29.3	72.0
	Strongly Agree	42	28.0	28.0	100.0
	Total	150	100.0	100.0	

Sufficient Job Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.3	9.3	9.3
	Disagree	19	12.7	12.7	22.0
	Neutral	22	14.7	14.7	36.7
	Agree	53	35.3	35.3	72.0
	Strongly Agree	42	28.0	28.0	100.0
	Total	150	100.0	100.0	