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Motivational factors and career choices of post graduate students in professional schools: The case of ENAM and ENS Yaoundé

A Dissertation submitted in partial fulfilment of the requirements for the award of D.I.P.C.O in Guidance and Counseling

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DEDICATION

This piece of work is dedicated to my son TABE ETCHOK Jesse -Beynon ENOW; I pray the almighty God grant you good health as you grow up to be hard working and take your studies serious such that you shall be greater than me in every aspect of life.

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LIST OF ABBREVIATIONS

AG.....	General Administration
CO.....	Guidance and Counselling
ENAM.....	National school of Administration and Magistracy
ENS.....	Higher Teachers Training College

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ABSTRACT

This study entitled ‘motivational factors and career choices of post graduate students in professional institutions; the case of ENAM and ENS Yaoundé’ was aimed at verifying if some selected motivational factors influence the career choices of post graduates in the aforementioned institutions. In order to attain the main objective of the study, three specific research hypotheses were formulated and verified to guide the study. A purposive random sampling technique was used to obtain data from a sample of 59 students in the two institutions. Data was collected using a questionnaire that was drawn up to verify ten motivational factors which include; parental influence, mass recruitment, social representation of the job, personal interest, unemployment, educational background, guaranteed retirement benefits, salary/ pay package, job security, and peer pressure. The findings of the study indicated that job security with the highest frequency of 34 (57.62%), salary/ pay package scored 20 (33.89%), and guarantee retirement benefits score 19 (32.20%), are the most influential motivational factors on career choices. In addition, the study equally exposed that the influence of motivational factors are not consistence; they vary from one individual to another. Finally, apart from the selected motivational factors, the study equally exposed other motivational factors that influenced the career choices of post graduate students for instance; age, gender, limited job openings in the ideal careers of the participants and the desire to be among the leading personalities in decision making in the country. Based on the results obtained, it is recommended that the government creates openings with respect to the various programmes offered in the universities as well as professionalise these studies. This study equally recommends administrators of the respective institutions to establish well- defined selection criteria into the selected disciplines.

RESUME

Cette étude intitulée " Facteurs de motivation et les choix de carrière des étudiants Diplômé dans les institutions professionnelles; Cas de l'ENAM et ENS de Yaoundé" visait à vérifier si certains facteurs motivent le choix de carrière des diplômés dans ces institutions. En vue d'atteindre cet objectif principal, trois hypothèses de recherche spécifiques ont été Formulées et vérifiées pour guider l'étude. La technique d'échantillonnage aléatoire téléologique a été utilisée pour obtenir un échantillon de 59 élèves dans les deux institutions. Les données ont été collectées à l'aide d'un questionnaire qui a été établi pour vérifier dix facteurs de motivation Que sont : l'influence des parents, recrutement massif, la représentation sociale de l'emploi, intérêt personnel, chômage, parcours scolaire Les avantages garantie à la retraite, le salaire/ rémunération, la sécurité de l'emploi, et la pression sociale. Les conclusions de l'étude indiquent que la sécurité d'emploi a le taux le plus élevé avec de 34 (57.62 %), le salaire/ rémunération un taux de 0 (33.89 %), et les prestations de retraite garantie de 19 (32,20%), sont des facteurs de motivation les plus influents sur les choix de carrière. En outre, l'étude expose également que l'influence sur les facteurs de motivation ne sont pas identique; ils varient d'un individu à l'autre. Enfin, outre les facteurs de motivation, l'étude expose également à d'autres facteurs de motivation qui ont influencé les choix de carrière des étudiants Diplômés Ce sont; l'âge, le sexe, les participants sont limités à la recherché du poste idéal et à leur désir d'être parmi les personnalités éminentes dans la prise de décision au pays. Sur la base des résultats obtenus, les recommandations suivantes ont été faites au gouvernement : créer des ouvertures en ce qui concerne les divers programmes offerts dans les universités ; professionnaliser les études et l'administration de ces différentes institutions et établir des critères de sélection bien définis pour les disciplines.

GENERAL INTRODUCTION

Career choice for most people is a life-long process that individuals use for employment opportunities and to earn a living by performing a professional activity on a day-to-day basis. According to Caparara, *et al.*, (2001), each person undertaking the process of career choice is influenced by many factors, which includes; personal aptitudes, educational attainment of the parents and the context in which they live. In the early days of human civilization there was no problem in career choice making, for example, Feudalism converted itself into family affairs, therefore, it was not a problem for a son of a carpenter or bricklayer to become a carpenter or bricklayer himself. But, industrialization and globalization with its consequences (positive and negative) shifted the paradigm and the need for course choices and selection for specific benefits had influence in determining one's class, state and role in the society (Achu,2012). It became possible to capitalise a field if one had skills and knowledge since the polity and economy was becoming more knowledge-based (Zoldsocki, 1996).

Several scholars have defined and classified motivation in their own terms among whom is Gottfried (1990) who defines academic motivation as 'enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, and learning of challenging, difficult and novel tasks' (p.525). On the other hand, Turner(1995) considers motivation to be synonymous with cognitive engagement, which he defines as 'voluntary use of high-level self regulated learning strategies, such as paying attention, connection, planning, and monitoring' (p.413). Thus motivation involves a collection of beliefs, perceptions, values, interests, and actions that are all closely related. As a result of these various approaches to motivation, one can clearly see that the term motivation has diverse meanings.

Education on its part sets career direction and perhaps all over the world and especially in African societies, learners from nursery schools to universities have remained under one interrogation; what would you like to be in future? Interestingly enough, most of the answers given are embedded under societal, environmental and cultural biasness typical of their parental background. This simply means that the factors influencing career choice will vary from culture to culture and from one society to another. Usually students want to pursue their higher education in professions having high job opportunities. Since the last few years, professions like administration, medical, pharmacy, diplomacy and teaching have gained fabulous attention by graduates due to high market acceptability, attractive financial packages

and the status quo associated or social representation attached to these professions in Cameroon. Bearing in mind the high demand of these professions, higher education institutions are offering disciplines like; General Administration, Labour Administration , Business Administration, Medical, Pharmacy, Engineering, Management, Accountancy, Agriculture and Teaching to interested candidates. These disciplines not only fulfil knowledge curiosity of learners rather also provide them opportunities to be specialised which help them in their career progression. Numerous studies have been conducted aiming to explore career choices and to identify related perspectives. In this regard, researchers have investigated factors influencing career choice of the students, role of higher educational institution in career development, role and influence of family, parents and teachers on career choice, gender difference in career choice, impact of culture, values on career choice, and career success. Researchers have also explored factors influencing career choice decisions of the graduates with reference to demanding occupations such as Medicine, Accounting, Engineering, Computer Sciences, Information Technology, Agriculture and Management. The major focus of these studies have remained on investigating the factors influencing the career choice, possible gender differences and the impact of ethnicity or culture on students' career choices. Nevertheless, these studies are contextual and were conducted within specific socio-economic and socio-cultural environments. Hence, it is argued that the outcomes of these studies cannot be generalized.

In Cameroon, immediately after university studies students are both overwhelmed and excited with the thoughts of striking out on their own and starting to work towards their own career aspirations. These new graduates are the ones making the decisions for their futures now, and with fresh eyes, they dive into this whole new world. Most graduate students have limited thoughts as to where to begin, so they start by writing competitive entrance examinations into professional schools. The decision of which school to attend or entrance exam to sit-in for encompasses several reasons, but what is it that makes these students to choose a particular career path? Some of them believe that career decisions are influenced by factors that include educational profile, personal interest, mass recruitment, social representation of jobs, guaranteed retirement benefits and salary or pay package attached to the selected career. There is no argument that an individual's upbringing has an impact on what he or she grows up to become in future. It is therefore extremely credible to make the assumption that parents have some level of influence over a child's post graduate education career choice. Numerous researches have been conducted within this field and the results revealed that parental influence has a strong hold behind the career choices of their children.

The present study will like to verify some motivational factors and others that influence the career choices of post graduate students into some selected professional institutions in Cameroon as well as the level of influence of the stated factors.

CHAPTER ONE:
PROBLEM STATEMENT

1.1 CONTEXT AND JUSTIFICATION OF STUDY

The focus on careers and career preparation has long been a major cause for concern in the field of Guidance and Counselling. Not only is the mission of guidance and counselling to prepare and support individuals for careers, but also counselling especially in public schools has a successful record of helping students set and achieve career and educational goals.

Garton and Cartmels (1999) studied career choices and factors that influence it and they suggested that 'teacher educators need to understand why graduates leave their selected careers or why they never enter the profession'. (p. 294). In order to reverse the current trend, it is important to understand not only the motivational factors and rewards that lure people into particular career (Zoldoske, 1996), but it may also be critical to research the students' career decision making process (Lucas, 1993).

Over the last few years, due to its significance career choice has gained a great deal of attention from academicians and researchers. In fact, researchers have explored internal and external factors that influence career choice. According to Felton et al (1994), these internal factors were looked upon in terms of aptitude, personal interest, education and family background. While the external factors were classified as market acceptability, job opportunities, salary structure, and career progression, in this study a number of personal, societal, cultural and environmental factors have been observed with reference to their influence on career choices.

Previous studies have identified numerous factors such as gender, prestige, academic achievements and job security as being dominant in influencing students' career choice. Among these studies are the three dimensional framework of Carpenter and Foster (1977) as well as Beyon et al. (1998). Their frame works include three influencing factors which are intrinsic, extrinsic and interpersonal factors. According to them, the most influential intrinsic factor is personal interest in the job, while extrinsic factors were seen in terms of availability of jobs and high salary structure. Meanwhile inter-personal factors were the term used to classify variables such as parental, peer group and teacher's influence. Similarly, Meece et al (1982) carried out an investigation on the factors influencing career choice of graduates. In their study they included academic choice, performance and persistence as the key factors.

When talking about career choices, it is necessary to examine the motivational factors of career choices undertaken by students. Motivation is defined as the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role, or subject or make an effort to attain a goal. This implies that motivation results from both conscious and unconscious factors such as; intensity desire or need, incentive or reward value of the goal, and the expectations of an individual and of his or her peers. These factors are the reasons one has for behaving in a certain way.

One of the challenges of Cameroon's Vision for year 2035 is to make the population of the country a driving force of its development through human capital formation. Again, the country hopes and intends to be an emerging economy by this same year. The government on its part has embarked on many huge projects in order to achieve this goal. This can be seen through the creation of professional institutions of studies in all regions of the country and in various disciplines. Some of these professional schools guarantee the integration of its graduates into the Public Service while others train these students and make them competent to create jobs for themselves in order to assure their professional integration into the job market.

This disparity has cause many university graduates to go in for jobs that do not match their educational qualification which they have acquired in the past years. Thus how can the country reach the level of an emerging economy when individuals engage in jobs that do not suit their educational profile? This is an observation made in the level four Guidance and Counselling class in the Higher Teacher's Training College (ENS) Yaoundé where by majority of students in the class are holders of a degree in Law, Biology, Chemistry, Political Science, Geography, and Management, just to name a few. Meanwhile the content of the training is based on Psychology, Sociology, Pedagogy and Mathematics (See **APPENDIX 1**). Similarly this phenomenon is also observed among the first year students in the department of General Administration of the National School of Administration and Magistracy (ENAM) Yaoundé whereby students with degrees in Sociology, Geology, Management, Biochemistry and History are found in a class where the content of their training is based on a greater proportion in Law. (See **APPENDIX 2**).

However, this clearly illustrates the situational picture in our country where most post graduate students make a career choice which do not match with their educational profile and for which they are not apt in the exercise of their duties or interested in the profession. Also, there is a common phenomenon observed among civil servants whereby they switch from one ministry to another, immediately they have been integrated within the Public Service. In

addition to this, there are some who are termed ‘ghost’ workers, where most Cameroonians want to be civil servants or do white collar jobs because of the prestige attached to it, without ever showing up at their assigned job site - at the expense of the public service. In order to address the latter, the Minister of the Public Service recently published a series of names of civil servants who consume government salary for no work done or those who are absent in their post of responsibility. This is a clear indication of the fact that some civil servants engage in professions with diverse motives. The above mentioned observations have caused the researcher to ask the four (4) following questions:

1. Would it not be better for individuals to respect their educational background or profile when making career choices rather than engaging themselves into fields of study with hidden motives?
2. Are these citizens really interested in the professions in which they find themselves?
3. Do such students choose to enter these professional schools because the competitive entrance examination into the selected departments is opened to all degree types? And finally
4. Should the government continue to engage huge investment to train its citizens in higher institutes of professional studies without obtaining the required labour force?

Based on the above mentioned points, the researcher intends to find out various reasons why post graduate students do not follow their educational profile and are switching to other fields or making different career choices. This explains why the study is aimed at investigating the motivational factors that influence career choices of post graduate students in some selected professional schools; the case of first year students in general administration in ENAM and level four guidance and counselling students in ENS Yaoundé.

This is because, once their individual motives are known; the government will be able to put in place an efficient **selection criterion** that will permit her to recruit and train the right citizens who will in turn deliver the required labour force of the country without wasting it human capital resources.

In addition, once their individual motives are identified, it will enable the government to elaborate a clearly define **integration policy** for the different fields and their corresponding degree qualifications its aims to develop. This will go a long way to reduce the mad rush into particular professions with the desire for job security, guaranteed monthly salary and guaranteed retirement benefit.

1.2 FORMULATION OF THE PROBLEM

1.2.1 OBSERVATION

It has been observed that, post graduate students in Cameroon make career choices which do not match with their educational profile. Equally when these students finally complete their training and are deployed, some of them demand for a switch in ministries showing that they are not apt in the exercise of their duties or interested in the profession in which they were trained. In addition to this, there are some who are termed 'ghost' workers, where most Cameroonians want to be civil servants or do white collar jobs because of the prestige attached to it, without ever showing up at their assigned job site - at the expense of the public service. In order to address the latter, the Minister of the Public Service in a communiqué recently published a series of names of civil servants who consume government salary for no work done or those who are absent in their post of responsibility.

1.2.2 PROBLEM

The choice of a career is one of the most difficult decisions in the life of an individual. Career choice is one of the most important decisions every student irrespective of his/ her class or level of education must make in accordance with his academic pursuit. The chosen career involves the possessions of an individual which is looked upon in terms of the type of occupation, profession, vocation or jobs which that individual will engage in during his/her life time.

Kinance (2004) explained career as vocation or job, or work a person does in life. Therefore a career is a dynamic vocation or job which an individual has interest in and finds himself qualify to do in his life time. In addition, it is generally known that for an individual to excel well or to have an excellent performance in a particular career, he/ she should have acquired skills that are grounded by educational qualifications obtained in the said field of study. Moreover it is necessary to note that the choice of a career is an area of interest where one has focus on. In addition, the right motivation plus personality type and educational background equals to good performance in the field. This implies that there is the necessity of a solid foundation that supports the individual in order to enhance performance in the field.

Azinla and Iwundu (1995) differentiated career from occupation by saying that 'career is used in the same way to mean occupation', but the problem seems to lie in the use of the word profession'. For instance when an individual receives adequate training in guidance and counselling, he or she may be described as a guidance counsellor by profession. This intends

to give meaning to the question; what is a profession? And the obvious response is guidance and counselling. (p.12)

Angbogu (1998) investigated and found that before students choose a career he/she take certain factors into consideration. Thus as students try to make a career choice, they are influenced by some motivational factors which are mostly intrinsic and extrinsic in nature. Therefore it is obvious that no student chooses a career without being influenced by one factor or another. In the course of this research these factors have been classified in terms of intrinsic and extrinsic motivational factors and identified as; personal interest, educational background, as well as parental influence, social representation of a job and mass recruitment respectively. These motivational factors always cause students to face the problem of suiting these jobs with their personality, aptitude, skills, interest and academic qualifications obtained in their previous life experiences or situating themselves in their ideal and desired professions. However, the problem commonly observed in our country today is that most post graduate students engage themselves into career choices that does not match with their initial ideal career and for which they are not apt in the execution of their functions. This situation brings out a clear picture of the issues highlighted by **Linda Gottfredson (1996)** in her theory of 'circumscription, compromise and self-creation'. In addition, career choice becomes a problem if the individual has been pushed by certain circumstances to make that particular choice. In a like manner some individuals will engage in professions just because they intend to satisfy their basic necessities of life which are safety and security needs in other words food, clothing and shelter. This has been identified and classified in a hierarchical triangle of needs by **Abraham Maslow (1943) in his theory of human motivation.**

It against this foundation that this research will be carried out to investigate the motivational factors that influence career choices of post graduate students in professional schools in Cameroon; the case of ENAM and ENS Yaoundé.

1.3 RESEARCH QUESTIONS

A research question is an assembly of elements that permit one to clearly see the problem that is intended to be redressed. The research questions are of two main types namely; principal research question and the specific research question.

1.3.1 MAIN RESEARCH QUESTION

In this study, the main research question goes thus; Is there a relationship between motivational factors and career choices of post graduate students in professional schools, the case of ENAM and ENS Yaoundé?

1.3.2 SPECIFIC RESEARCH QUESTIONS

The study is designed to answer the following specific questions;

- Is there a link between the selected motivational factors and the career choices of post graduate students in professional schools, the case of ENAM and ENS Yaoundé?
- Is there a difference in the level of influence of motivational factors and career choices of post graduate students in professional schools?
- Are there other motivational factors that influence the career choices of post graduate students in ENAM and ENS Yaoundé?

1.4 OBJECTIVE OF THE RESEARCH

A research objective is a statement of intend used in quantitative or qualitative research that specifies goals which the investigator intends to achieve in the study (Creswell, 2012). As such this research is designed on a certain number of goals.

1.4.1 OBJECTIVES OF THE STUDY

The objective of the study seeks to explain the reason(s) why the research was carried out or the purpose of the study. As such, the research objectives are classified under general and specific terms as shown below;

1.4.2 GENERAL OBJECTIVE

The main objective of the study is to verify if some motivational factors influence the career choices of post graduate students into professional schools; the case of ENAM and ENS Yaoundé.

1.4.3 SPECIFIC OBJECTIVES

The purpose of this study is based on the following specific objectives;

- To verify if some selected motivational factors influence student's career choices into ENAM and ENS Yaoundé.
- To determine the level of influence of the selected motivational factors on career choice.
- To identify other motivational factors that influences the career choices of post graduate students in ENAM and ENS Yaoundé.

1.5 SIGNIFICANCE OF THE STUDY

- The study on motivational factors that influence the career choices of post graduate students into ENAM and ENS Yaoundé will enable the State understand the various motives that individuals have before enrolling into professional institutions. Once their motives are known, it will go a long way assist the government develop strategies to recruit the right individuals in order to obtain the desired human capital which is the work force that will be able to deliver the required services and thereby achieving its set goals.
- Moreover this research topic will assist professional institutions to design better selection criteria during competitive entrance examinations.
- Again, considering the fact that these professional institutions recruit students with various educational backgrounds or qualification, this research will enable them carry out some preliminary training on the recruited students which will enable all of them to situate themselves and adapt to the content of the training in their various selected disciplines. This will go a long way to guarantee that all these students graduate with the same level and are capable o deliver the required services on the field.
- Furthermore, this study will expose parents to dement that jeopardize the students when imposing a career on them.
- In addition, the study will help policy makers and the deliberative organs of the government to develop strategies that will improve on the conditions of recruitment of citizens into the public service as well as reduce the unemployment rate in the country.
- Finally, motivational factors that influence the career choices of post graduate students needs to be clearly looked upon by using other methods of research. As such this piece of work will spur further research on the topic to researchers by using other methods. This will help researchers to make adequate recommendations to the appropriate quarters or bodies concerned to the planning of educational curriculum.

1.6 DELIMITATION OF THE STUDY

The research is limited in terms of scope, space, size and time. With reference to thematic delimitation, the study is limited to motivational factors and their influence on career choices of post graduate students in professional schools; the case of ENAM and ENS Yaoundé. The literature has identified a variety of motivational factors that influence career choices. However on the basis of time the study considered only a few of these motivational factors that were deemed pertinent in context. These selected motivational factors include; parental influence, guaranteed retirement benefits, mass recruitment, personal interest, salary/pay package, social representation of the job, unemployment, educational background, peer pressure, and job security.

Within these two institutions, the study was carried out only among first year students in the selected departments, general administration in ENAM and guidance and counselling in ENS Yaoundé. On the basis of time, the study is restricted to the 2015/2016 academic year.

CHAPTER TWO:

THEORITICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is mainly concerned with literature review and it is divided into five main parts which are; the conceptual framework, review of literature, theoretical framework, formulation of hypothesis, and summary of variables of the study.

2.2 CONCEPTUAL FRAMEWORK

For the purpose of this study, the main concepts used in the study will be defined in order to permit one understand the meaning of the various concepts and the context in which they are used.

2.2.1 Motivation

According to Guay et al., (2010, p712) paraphrased by Gredler Broussard and Garrison (2004) broadly defined motivation as ‘the attribute that moves us to do or not to do something’ (p106). Motivation refers to internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role, or subject or make an effort to attain a goal. It therefore results from both conscious and unconscious factors such as; intensity, desire or need, incentive or reward value of the goal, and the expectations of an individual and his or her peers. Motivation could equally be classified or sub divided into intrinsic and extrinsic types.

Intrinsic motivation refers to the stimulation that drives an individual to adopt or change behaviour for his or her own internal satisfaction or fulfilment. Intrinsic motivation is usually self applied, and springs from a direct relationship between the individual and the situation. It is a very important factor in the design of learning or training course. While extrinsic motivation refers to drive to action that springs from outside influences instead of from one’s own feelings. It could equally be defined as external and environmental factors that attract an individual into a particular job. However, extrinsic motivation is opposed to intrinsic motivation.

Based on this study, intrinsic motivational factors were looked upon in terms of; personal interest, educational profile, gender, and age. Meanwhile extrinsic motivational

factors seen in terms of salary, social representation of the job, parental influence, job security, peer pressure and mass recruitment.

2.2.2 Motivational Factors:

Motivational factors refer to drivers of human behaviour related to the intrinsic nature of the work, which are not solely the surrounding circumstances in the environment. These are factors that push or cause individuals to behave and act in various ways. Some examples of motivating factors include achievement, advancement, autonomy, personal growth, recognition responsibility and the work itself.

In the context of this study, motivational factors will involve both intrinsic and extrinsic factors and they include variables such as; educational profile, parental influence, social representation of the job, mass recruitment, gender, age, salary/ pay package, job security, and unemployment for instance.

2.2.3 Career:

A career is a sequential set of experiences and attitudes related to work that an individual undertakes over the span of his/her work life. Thus career is exploring sequence of a person's gained experience of work over time.

2.2.4 Choice:

It refers to separating or selecting one preferred out of many available things or options. That is the act of picking or deciding between two or more possibilities.

2.2.5 Career Choice:

Career choice will refer to the ability of an individual to choose a particular career among many given options. As such selection of a career is one of many important decisions in life which facilitate accomplishment of one's future goals.

2.2.6 Post Graduate:

This refers to studies or relating to a course of study done after earning a bachelor's degree or other degree. It is also a term used to qualify a student who continues to study for an advanced degree, diploma or certificate after earning a bachelor's degree.

2.2.7 Student:

It is a term used to denote someone who is studying in order to enter a particular profession or it is a person or learner who attends a college, a school or a university.

2.2.8 Profession:

A profession is a disciplined group of individuals who adhere to ethical standards. This group positions itself as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and is recognised by the public as such. It is also a paid occupation especially one that involves prolonged training and a formal qualification.

2.3 LITERATURE REVIEW

2.3.1 Factors influencing career choices:

Edwards and Quinter (2011) investigated the factors influencing student's career choices among secondary school students in Kisumu municipality, Kenya using a descriptive survey design. Data collected from 323 students using a questionnaire and interview schedules was analysed using SPSS and results revealed that advancement opportunities and learning experiences are the most influential factors affecting career choices among students. Other factors like parental influence, social-representation, peer pressure etc were not taken into consideration.

Fabea (2014) examined the educational factors that influence the career choices of university of cape coast students in Ghana. The study adopted a descriptive survey design and just like Edwards and Quinter (2011) based on the multistage sampling technique. Data was collected with a three likert scale type of questionnaire to get responses from students. The analysis of data was done with the use of Z for proportion test of significance based on the research question. The findings of the study revealed that the major educational factor that influenced the career choice of university of cape Coast students is to upgrade their personality. Other factors such as job security, mass recruitment and social representation and students' personal interest in the job were not taken into consideration.

Okiror and Otabong (2015) reported that students relied on their personal experiences, interest and pressure from parents while making their career choices. These results were based on a study that investigated the factors influencing career choices among undergraduate students in the school of agricultural sciences at Makere University in Uganda. Data was collected using a structured questionnaire and analysed for descriptive statistics like frequencies and percentages using the computer software SPSS version 16.0. The aforementioned findings of the study were, however, contrary to the extant literature where

seventy three (70) per cent of students said they were willing to return to the land as farmers while twenty (20) per cent would prefer to seek employment.

A study carried out by Shumba and Naong (2012) to identify the factors influencing students' career choice and aspiration in South Africa rather explored the quantitative paradigm that guided the study. A survey method in the form of a structured questionnaire was used in order to identify the factors that influence career choice and aspirations among South African students. A purposive sample of 133 first and second year university students (77 females, 56 males; age range 15 to 30 years old) participated in the study. The career aspiration questionnaire explored the factors that influenced medical students' career choice and aspirations. Data was analysed using percentages and tables and the results revealed that the family, the ability of the learner self to identify his/her preferred career choice and teachers were significant factors that influenced the career choice and aspirations of students.

Ester and Bowen (2005) in their investigation of the factors influencing career choices of urban agricultural education students in Iowa state and Pennsylvania state universities, reported that former students in the study indicated their parents and friends as individuals most influencing their career choices. The events and experiences reported by the former students who choose a career in agriculture focused around several themes which included career opportunities, high school educational experiences and work experiences. Among the former students who did not choose a career in agriculture, events and opportunities cited included having other career interests, lack of interest in agriculture, and a lack of career in agriculture. The findings revealed that a discriminant model consisting of selected factors could not discriminate between former students who choose or did not choose a career in agriculture after they completed a secondary programme.

In order to find out the most preferred post graduate specialisation and factors that determined these preferences, Bhat, D'Souza, and Fernandez (2012) investigated the factors influencing the career choices of some medical graduates. They explored a cross-sectional observational analytic study of 250 interns from 5 medical colleges in Mangalore, Karnataka. Questionnaires were administered by interviewers and the data was analysed by SPSS 13.0. The results obtained revealed that students felt that post graduation was essential and wanted to pursue a clinical specialty with the most preferred specialty being medicine, surgery, obstetric gynaecology and paediatrics. Gender significantly influenced specialty choice with males choosing medicine and surgery and females choosing obstetrics and paediatrics. Moreover the factors that influenced career choice included job satisfaction, income, lifestyle friendliness and career prospects. Again, choice of specialty was influenced by factors such as income and future career prospects.

Grygo (2003) carried out an examination of selected factors influencing the career decisions of Aboriginal University students in Lethbridge, Alberta. In this study the researcher examined six area factors which are as follows; parental influence, teachers influence, peer influence, ethnic, and gender expectations, academic self-efficacy and the role of negative social influence. A questionnaire based on career interest inventory was administered to 150 under graduate students and three factors were significant to this population as outlined as follows;

- Positive influence in the form of support from parents, teachers, peers and student's academic experiences and self- efficacy,
- Negative social events in the context of having friends in trouble with the law, addictions, teen pregnancy, indifference to schooling, dropping out of high school and dead of friends,
- Ethnic and gender expectations emanating from parents and teachers.

On the other hand, Dodge and Welderufael (2014) examined the factors that influence career choice among South African Town High school students by instead following a non-experimental approach. The study also adopted a descriptive study using both quantitative and qualitative data collection and analysis strategies. The findings of the analysis showed that there is a significant difference based on gender in relation to having career options and with regards to how knowledge about career is gained. The results also revealed that despite occupational deprivation, the students are hopeful about the future.

Wash (2001) on his part verified the factors influencing career choice of African American and Hispanic graduates of a land grant institution in the University of Nebraska-Lincoln. The researchers identified and described these factors in relation to graduate's decisions to choose (or not to choose) a designated career prior to and / or after college. Additionally, they examined the decision making processes that individuals used in choosing a career in their designated field. Their major pre-occupation was to determine the interrelationships existing among the graduates' personal and situational characteristics, their reasons for enrolling in designated educational programs. The study also examined the reasons why students selected or did not select a career in their designated field. In order to gather responses in this study, the researchers developed and mailed 551 written questionnaires to identify and analyse factors related to minority student's enrolment and retention. The three part survey sought respondents' personal characteristics (demography), professional characteristics (career path) and level of influence that selected factors had on the respondents' choice of their current centre. The results obtained revealed that when respondents enrolled in their first agricultural related courses, it did not affect the probability that they would select an agriculture related career. An additional observation was that a

student's college experience did not play a critical role in his/her choice to pursue agriculture as a career. Further more parents level of education did not play a critical role in the respondent's choosing their designated career. Again the findings revealed that having people of colour in a profession to serve merely as a role model did not increase respondents' likelihood of pursuing the profession. However, to have some people of colour, irrespective of their profession encouraged respondents to consider a designated career and increased their likelihood of pursuing that career. In addition, salary was not considered to have a statistically significant impact on respondent's choice of their career. Furthermore, having limited job opportunities in one's intended career that is; unable to find a suitable employment in ones previously selected 'ideal' career, influenced respondents to choose a career other than their intended career fields. Finally, compared to those employed in an agriculture related career, those not employed in an agricultural related career tended to be influenced to a greater extent by retirement plan (being guaranteed a comfortable retirement income) and job opportunities (unable to find suitable employment in ones' previously selected 'ideal' career).

Shaikh (2013) investigated the socio-demographic profile and career choices of science students, in the University of Pune, Ahmednagar and Nasik district, India exploring primary and secondary data collected through the aid of a stratified random sampling technique. The instrument for primary data collection was a structured questionnaire which was administered to the students of selected colleges while the secondary data was collected from annual reports of the university, colleges, government publications, reports, journals, magazines and the internet. The data was analysed using various statistical tools and the computer software SPSS 18.0. The result obtained indicated that majority of the students pursuing science education were females which could be due to the fact that one of the college included in the study was a women's college and hence all the respondents from the said college were females. This might have increased the proportion of female's respondents in the sample. As regards medium of instruction of the students at secondary school level it was found that the students opting for science education come equally from regional (Marathi) medium which gives a total of 48 percent and from English medium 46percent, whereas only about 6 percent of the students were from other medium (Urdu). The analysis of the background of the study revealed that majority of the students opting for science education are from urban area giving a percentage of 73 where as only 27 percent of the students were from rural area. This supports the finding of the National Science report that most of the rural students opt for Arts courses. The analysis of the career choice of the students at the time of higher secondary school study found that majority of the students (70 percent) were interested in studying sciences, followed by medical (13 percent) and engineering (11 percent). When asked about the reason for studying science majority of the

students (61 percent) replied that they are studying science due to their interest in the subject, where as about 20 percent said they were studying science as they did not get admission in engineering or medical courses. It was also found that majority of the students after completing their graduation in science were interested in doing their post graduation in sciences followed by job and other post graduate courses like Masters in Business Administration. The Chi square test to find out the relation between gender and reason for studying science revealed that there is no association between gender and studying science. Similarly there was no association between gender and plan after graduation and between medium of instruction and plan after science degree. The study brings out some interesting findings about the demographic profile of the students studying science, the factors that motivate them to pursue science education and their career choice after science education. The fact that males are more attracted to science education has not been proven in the study. The study in fact found more females students perusing science education than males. Another factor worth considering is the proportion of students from Marathi medium pursuing science education was slightly more than those who have studied in English medium. The finding that majority of the students undergoing science education come from urban areas is quite disturbing, this confirms the finding of the national science report that students from rural background prefer Arts subjects than science. The finding about the reasons for taking science education is encouraging. Majority of the students are pursuing science education due to their interest in the subject; however there are some who take admission in science courses as they do not get admission for medical and engineering. Also majority of the students after completing graduations in science were interested in doing their post graduation in science, however there were some who were interested in other professional post graduate courses like management and computer applications. Finally, no relationship was found between gender and studying science and plan after graduation. Also no relationship was found between medium of instruction and plan after science graduation. This shows that demographic factors have no relevance as far as career choices are concerned.

Bourzgui et al (2011) investigated the motivational factors influencing career choices of Moroccan dental students from two Moroccan dental schools in Morocco. The survey was conducted with the use of a questionnaire administered to 752 dental students. The questionnaire was designed in terms of financial, human and working condition factors. Respondents were asked to rank the career choices set of questions on a five point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The results obtained indicated that dentistry has a noble function which means the desire to help people and job opportunities determines career choice among Moroccan dental students. Another result that emerged from the study is

that men were motivated by working condition factors while women were motivated by human factors.

A cross-sectional study was conducted by Orenuga and Oluranti (2006) to determine the socio-demographics of dental students and their motives for the choice of dentistry in the University of Lagos Nigeria. Data was collected among a cohort of 197 clinical students and the results indicate that the number of female dental students in Nigeria is increasing which reflects the trend well established in virtually all nations. The vast majority of Nigerian dental students (97 percent) qualified for school was based on their performance on the university matriculation examination. About one-third, (32.5 percent) indicated that dentistry was their first choice for a career. This choice was greatly influenced by family in 50 per cent of this group of students. There were several other factors that strongly influenced the career choice among students who indicated that dentistry was their first choice and these factors were; interest, prestige, good employment opportunity abroad and regular work hours. Also the needs to go into a prestigious and financially lucrative profession similar to medicine were the commonest reasons identified by this group of students for whom dentistry was not their first choice. The motive for choosing dentistry as a career in this group of students seems to relate to an image of dentistry as a vehicle for the achievement of personal goals.

Abbasi and Sarwat (2014) conducted a study to examine the factors inducing the career choice of Parkistan graduates. They investigated whether career choice varies across gender and among professions like management, agriculture, engineering, medical and pharmacy. Data was collected with the use of a specially designed questionnaire pertaining 24 items administered among 370 students representing various disciplines from 8 universities in Parkistan. Using a principal component analysis, the items were grouped into five factors and were labelled as; growth opportunities, occupational charm, self esteem, societal inspiration and work related factors. The results significantly varied especially for medical, management and pharmacy professions and differed from previous investigations by illuminating the contextual importance of career choice factors. In terms of gender, females seemed more socially inspired as compared to their male counterparts while making a career choice. Also occupational charms which comprises of three variables which are job security, fringe benefits and starting salary were identified as factors influencing the career choice of students. Similarly, self esteem consisting of three variables such as life style, prestige and respect were also indicated. Growth opportunities which are sub divided into further trainings, studies and opportunities to go abroad were revealed to influence students' career choice. In addition, societal inspiration which comprised of four variables such as; parents influence, friend's influence, siblings and school teacher's influence were equally identified. Finally work

related factors which are sub divided into; work autonomy, work load and flexi-timings were found from the study.

In general, researchers have hypothesized that the factors influencing career choice vary from one profession to another and synthesised literature revealed that each profession has its own economic value and market acceptability.

According to the brief review above, one can recognise that several factors influence the career choices of an individual's life. Oluwole (2014) has classified prestige, teacher's influence, intrinsic value, extrinsic value, and environmental influence as motivational factors. Other motivational factors also include educational background, personal interest, parental influence, gender, availability of job opportunities abroad, guaranteed retirement benefit, regular work hours, age and peer group influence. These motivational factors have also been classified into intrinsic and extrinsic motivational factors.

In order to compare educational and non educational majors, as well as to gain an insight in the implications for minority teaching recruitment, Shipp (1999) carried out a study on the factors influencing career choices of African American Collegians in Shanghai. Data was collected from 263 students and the findings revealed that non-education majors placed significantly more importance on salary, job security and advancement in their career choices than did education majors. Regarding a career in teaching, both groups perceive salary and prestige as the least attractive aspects.

Calitx (2013) investigated the influencers of scholar's ITC career choices. In this study, the influencers (parents, teachers, friends, and career counsellors) of a scholar's ICT career choice are investigated. This article is based on, and develops further, some aspects of the research work reported in the author's unpublished 2010 doctoral thesis. The data collection tools used in the study were a comprehensive literature study as well as four questionnaires distributed (in 2011 and 2012) to parents and first-year students. The findings indicated that parents, teachers, and friends with knowledge of ICT careers influence a scholar's ICT career choice. Exposure to technology and social media were found to further influence a scholar's choice of career. Education and creating an awareness of ICT career opportunities must become a national priority that will positively affect educational change.

From the above brief review one can recognise that several factors influence the career choices of an individual. Asrou (2013) have classified these motivational factors into intrinsic, extrinsic and inter personal factors. The intrinsic factors that have been identified are interest, aptitudes and personal qualifications while extrinsic factors were looked upon in terms of unemployment, guaranteed retirement benefit, salary, social representation of the job and job security. Meanwhile inter personal factors are those factors that come as a result of

the individuals interaction with other and these include parental or family influence, and peer pressure.

2.3.2 INTRINSIC MOTIVATIONAL FACTORS

It refers to the stimulation that drives an individual to adopt or change behaviour for his or her own internal satisfaction or fulfilment. Intrinsic motivation is usually self applied, and springs from a direct relationship between the individual and the situation. It is a very important factor in the design of learning or training course. With reference to this study, intrinsic motivational factors are; personal interest, educational profile, gender, and age.

2.3.2.1 Personal Interest:

Leung et al (2007) conducted a survey on Factors influencing career choices made by medical students, residents, and practicing physicians. A one page questionnaire was designed to identify factors influencing career choice. Three hundred and twenty seven (327) copies of the questionnaires were distributed to University of British Columbia medical students, residents and British Columbia Physicians. Of those asked to complete a questionnaire, 118 (36%) responded. This group included 35 students, 44 residents, and 39 physicians. In the subgroup of students, 10 (29%) ranked family medicine as their first choice of a future career. “Personal interests” and “previous experiences” were identified as most influential in this career choice. Respondents with mentorship experience considered this more influential than those without such experience ($P = .008$). While physicians appreciated mentorship more than students ($P = .02478$), their interest in pursuing mentorship was significantly lower than students’ interest ($P = .0079$). Results of this study suggest that increasing primary care exposure during training and selecting students interested in primary care might be ways to increase the number of primary care physicians. Students appreciated mentorship least, suggesting either that they are less influenced by mentors or that the benefits of mentorship are not appreciated until later in a physician’s career.

2.3.2.2 Educational background:

Dustmann (2004) conducted a study on parental background, secondary school track choice, and wages in the Department of Economics, University College in London. The way parents take influence on the education of their children is a crucial aspect of inter generational mobility. Unlike in the UK or in the US, in Germany an important decision about which educational track to follow is made at a relatively early stage: after primary school, at the age of ten. In this paper, he use micro data to analyse the association between parents’ education and profession, and secondary track school choice and subsequent career prospects of the child. His analysis covers the last six decades. They demonstrate that parental background is strongly related to the secondary track choice of the child, and subsequent

educational achievements. He equally found a slight convergence for individuals from different parental background over the last decades. In addition there is a positive trend for females to follow higher secondary school tracks, keeping parental background constant. The association between parental class and educational choice translates into substantial earnings differentials later in life.

2.3.2.3 Gender:

Mwachaka and Mbugua (2010) investigated the factors influencing choice of pediatrics as a career among medical students at the University Of Nairobi, Kenya by adopting a cross-sectional survey of 450 medical students from the University of Nairobi, Kenya. Data was collected using a questionnaire designed to assess their preferences with regard to future specialisation, and timing of and factors influencing this choice. The data were analysed using the Statistical Package for Social Sciences. The response rate was 385/450 (85.6%). Paediatrics was the second most preferred specialty after surgery, and was chosen by 50 students (13.0%). Female students were five times more likely than males to select paediatrics. Choice of paediatrics as a career was mainly determined by perceived intellectual challenge, presence of a role model, and ease of combining a career with raising a family. Those who had completed a clerkship in the specialty reported that they were encouraged by the teaching and clinical staff ($p=0.006$), but found the specialty less prestigious than others ($p=0.030$). None of the male students but 12 of the female students (30%) considered gender distribution to be a factor influencing their career choice ($p=0.046$).

Buser, Niederle and Oosterbeek (2014) Gender differences in competitiveness have been hypothesized as a potential explanation for gender differences in education and labor market outcomes. We examine the predictive power of a standard laboratory experimental measure of competitiveness for the later important choice of academic track of secondary school students in the Netherlands. Although boys and girls display similar levels of academic ability, boys choose substantially more prestigious academic tracks, where more prestigious tracks are more math and science intensive. Our experimental measure shows that boys are also substantially more competitive than girls. We find that competitiveness is strongly positively correlated with choosing more prestigious academic tracks even conditional on academic ability. Most importantly, we find that the gender difference in competitiveness accounts for a substantial portion (about 20 percent) of the gender difference in track choice.

2.3.2.4 Age:

In order to allow a better understanding of the circumstances surrounding the admission choice of undergraduate students in Nigerian universities, Issa and Nwalo (2004)

investigated the influence of age, gender, subject background and predisposing factors on the admission choice of undergraduates in Nigerian Library schools. The study adopted survey research design, with the Career Choice Influence Questionnaire (CCIQ), $r= 0.92$ as the major instrument of data collection. In all, 1,228 students from eight, proportionally stratified Nigerian university library schools selected by proportionate sampling were surveyed; based on the population of students per library school and for every class involved in the study. Secondary data were obtained from the students' admission records. The questionnaire was validated through expert advice and pre-test. Students from the Federal University of Technology, Minna Library School were involved in the pre-test. Chi-square statistics were used to test the study's four hypotheses at 0.05 alpha level.

The study revealed that there are slightly more male librarianship students (50.3%) than females (49.7%), indicating that the course is popular with both sexes. That 46.9% undergraduates were in the 22-26 age bracket indicated that the younger undergraduates constitute the majority. Chi-square tests revealed significant relationships between undergraduates who chose the course originally and those who did not, regarding age and career choice ($X^2=11.1$, $df=5$, $p=0.05$); gender and career choice ($X^2 =3.84$, $df=1$, $p=0.05$) subject background and career choice ($X^2=7.81$, $df = 3$ $p=0.05$) and admission predisposing factors and career choice ($X^2 =11.1$, $df=$, $p=0.05$). Thus, the variables tested influenced the career choice of undergraduates in Nigerian library schools. The study concluded that the choice of library and information science as a course of study was influenced more by the identified predisposing factors than other factors. This finding has implications for stakeholders in library education, especially the library schools, the Nigerian Library Association and secondary school authorities, who need to create awareness and provide adequate guidance to prospective undergraduates on career choice.

2.3.3 EXTRINSIC MOTIVATIONAL FACTORS

It refers to drive to action that springs from outside influences instead of from one's own feelings. It is opposed to intrinsic motivation. Extrinsic motivational factors will refer to external factors that attract an individual into a particular job. For instance; salary, social representation of the job, parental influence, peer pressure and mass recruitment.

2.3.3.1 Social representation of the job:

Baloach and Shah (2014) investigated the significance of awareness about selection and recruitment processes in students' career decision making in the University of Sindh, Jamshoro, Pakistan. Mostly information used by the students in deciding their future careers are based on the information they acquire during childhood through their parents or guardians, friends and teachers, the mass media or social interaction. Usually career choices are made without the consideration of selection and recruitment processes criterion and such career decision making concludes with despair and disappointment due to unawareness about the selection and recruitment process. Successful and effective career decision making requires the comprehensive knowledge of selection and recruitment process of desired profession. Analyzed 572 surveys received from students of 9th grade to sophomore of three different schools, out of which two were situated in urban area and one was in rural area. By applying regression analysis results indicate positive and significant relationship between awareness of selection and recruitment process and students' career decision making and career choices. Also significant impact was observed on the familiar influences, social influences on students' career decision making, choices persistence and selection of college majors.

Uku and Achu (2013) in their presentation of a template on the factors that influence the career choices of adolescents in Nigeria Universities carried out a study by considering specific issues such as; ignorance, peer group influence, role models, as well as prestige attachment as responsible for career choice selection in Nigeria. Others factors periscope as that which a student considers for a choice mentioned are situational factor, school attended, parental influence, gender and interest. Accordingly, lack of planning, inadequate career research and lack of skilled personnel was identified as problems that have stalled proper choice making academically in Nigeria. Their finding exposed that when a wrong career choice is made, the person is face with un satisfaction, unfulfilled aspirations, regrets and discomfort which will lead to poor and low productivity. And from the findings they recommended teachers who serves as role models, religious leaders should make it a duty to conscientize students on the requirement and socio-economic benefit attached in career choice, nobody should impose a career choice on the students as career choosing should come out of interest and passion as to guarantee effectiveness and efficiency. In addition other factors such as salary, educational background, job security, and peer pressure were not taking into consideration.

2.3.3.2 Salary:

Umar (2014) examined the factors influencing career choice in accounting in Yobe State University Nigeria. The authors in the field of education and behavioural science tend to attribute different factors that influence career among individuals such as; parental influence, self –desire, better pay, prestige and future prospects were found to be the major influential factors in career choices among Nigerian University students. The present study used a survey method with a population of eighty eight (88) students from the Department of accounting, Yobe State University. Data was collected with the use of a structured questionnaire and analysed by SPSS. The findings of this study indicate that self-desire and future prospects have significant influence on the choice of accounting among the study group. In addition, parents, peer group and other relative tend to influence the choice of career. On other hand, better salary, prestige and future prospects do motivate students in the choice of career in accounting. Parental influence, self – desire and other factors were examined. The result showed that although parents have influence on the choice of career of their children so also other factors such as peer group, employer and relatives. Majority of the respondents believed that self – desire is what actually influenced their choice of accounting. It is therefore understood that personal interests of the students have more weight when taking a decision on career choice in accounting. Statistically, other results revealed that, there is significant relationship between personal interest and parental influence and career choice in accounting among Nigerian university students. Again the second aspect of the study sought to uncover ‘what’ motivated the students in their choice of accounting. The major factors that motivate students in the choice of accounting were measured using better salary, prestige and future prospects in the profession. The result of data collected shows that future prospects is the driving force in the motivation of students to pursue career choice in accounting. Moreover, future prospect has 70.9% followed by prestige which has 25.5%. In conclusion, students are actually motivated by the future expectation of the accounting profession rather than immediate salary. Statistically, the result of the analysis of the motivational factors indicate that there is significant relationship between future prospects, prestige, better salary and career choice in accounting. Furthermore, the major finding of this study is that the choice of accounting as a career is influenced by many factors which are loosely classified as what and who influenced the students in their choice of accounting career. Parental influence, personal interest and other factors such as peer group and relative do directly or indirectly influence the decision to undertake career in accounting. On the other hand, students are motivated by the future prospects, prestige and better salary associated with the accounting profession. In conclusion, the study empirically discovered the following:

- There is significant relation between personal interest, parental influence and career choice in accounting;
- There is significant relationship between future prospects, prestige, better salary and career choice in accounting among Nigerian University students.
- Self – desire of students and future prospects of accounting profession are the major factors influencing the choice of accounting as a course of study.

Wilson and Donnelly (2011) carried out an assessment on the factors that influence the career choices of minority in Science Engineering Mathematics (SEM) Fields in the University of Florida. Their study examined the factors that influenced the career decisions of a group of minority SEM PhD graduates who participated in a preparation program while attending a research intensive institute for their graduate studies. Quantitative data were collected via phone and face-to-face interviews with the alumni participants. In spite of participation in the program, a number of them did not choose to directly enter an academic field. The results revealed that the factors that influenced the career choices of these students were the tenure track process, life style, and salary among others.

Rothstein and Rouse (2007) conducted a study on constrained after college: students' loans and early career occupational choices in Cambridge University. Their study made use of a natural experiment method to identify the casual effect of student debt on employment outcomes. Findings of the study revealed that debts caused graduates to choose substantially higher-salary jobs and reduce the probability that students chose low paid public interest jobs. It was also realised that debts affect students' academic decisions during college. They equally found suggestive evidence that debt reduces students' donations to the institution in the years after they graduate and increases the likelihood that a graduate will default on a pledge made during her senior year; we argue this result is more likely consistent with credit constraints than with debt aversion.

2.3.3.3 Parental Influence:

Roach (2010) explored the relationship between perceived parental influence and the career self-efficacy of college students in the college at Brockport, university state of New York, USA. In addition the author conducted a survey with undergraduate college students to better understand the role parents play in their career development. Data was collected with use of a questionnaire administered to forty (40) students in the undergraduate and forty (40) graduate programs in a small liberal arts college in the north east region of the United States. The questionnaire comprised of a twenty five items assessing the students' career self-

efficacy. Participants responded on a five likert-type scale measuring the level of confidence participants felt about these different aspects of their career. The data from questionnaire was analysed by entering it into a statistical analysis program. The first research question (describe the relationship between perceived parental influences and the reported career development of college students) was analysed by performing a Pearson's correlation analysis. A hierarchical multiple regression analysis was performed to examine the second research question (determine if specific parental behaviours differentiate between students with high and low career self-efficacy). Lastly, a multiple regression analysis was carried out to look at the third research question (examine whether the relationship between perceived parental influences and students' reported career self-efficacy varies with parental educational background). The results obtained revealed that perceived parental influences was positively correlated with reported career self efficacy. More specifically, perceived parental supportive behaviour was positively correlated with reported career self efficacy. In other words as perceived parental supportive behaviour increases the carer self efficacy of college students increases. Perceived career –specific parent behaviour was also positively correlated with reported career self-efficacy although the relationship was not as strong as with parent support and career self – efficacy. This indicates that with increased career –specific parents behaviours there is greater career self efficacy of college students. In looking more specifically at the variables, almost all of the career decision self efficacy variables were significantly associated with parental behaviours. The Pearson's correlation coefficient ranged from .17 to .55. The strongest correlation was found between parents support with self appraisal and parents support with goal setting. In other words, as parents' supportive behaviour increases, it appears that student' confidence in assessing and determining their strengths and weaknesses as well as confidence in setting career goals increases. Upon examining the demographic variables in relation to overall parental behaviour and career self-efficacy, it appears that age was significantly negatively correlated with both variables. Age was negatively correlated with parental behaviour and career self-efficacy. In other words, as students' age increases, the amount of parental behaviour and career self-efficacy decreases.

Parental influences were found to be positively correlated with students' career self-efficacy. General supportive parenting behaviours seemed more significant than career specific parenting behaviours an on specific behaviour was found to be predictive of student's career self-efficacy.

In order to investigate the effects of parental influence on adolescent's career choice on secondary schools students in Badagry Local government Area of Lagos state, Nigeria Olaosebikan et al (2014) conducted a study. The instrument used for data collection was the questionnaire administered to three hundred respondents who were randomly selected to from

ten purposely selected secondary schools. Five null hypotheses were formulated and tested using both the chi –square and analysis contingencies tables. All hypothesis were tested at the 0.05 level of significance of variable of sex, class of school and type of school as to the effects of parental influence on adolescent’s career choice on adolescents’ career choice on secondary school students in the local government area. The findings of the study showed that 48.36% of the respondents agreed to parents influencing their career choice.

On the average, 21.5% of the respondents agreed that their parents’ line of business influenced their career choice, while 78.5% disagreed. On the whole, 30% of the respondents agreed that they chose the family career because they need to sustain the family business. In addition, three (3) out of the five (5) null hypotheses tested were accepted because there were no significant differences in the variables compared. Two hypotheses were rejected as there were significant differences in the variables compared. The results of these findings seem to indicate that adolescents in secondary schools in Badagry Local Government Area of Lagos State have some form of independence in making career choices.

In a like manner, Furo (2014) sought to investigate parents’ influence, career views and choice of institution correlates on students’ choice of science education in Rivers State tertiary institutions in Nigeria. The research was conducted using a survey and a disproportionate stratified sampling technique was used to select six departments in the 2010/2011 academic session in the faculty of science in three tertiary institutions in Rivers state. Data was collected from each department 336 students were selected disproportionately with a study sample of 168 each from the three tertiary institutions. Each school was stratified into two academic levels of 200 and 300 with a study population of twenty eight (28) each and study sample of fourteen (14) respectively involving twenty eight boys and girls with study sample of fourteen each to ensure uniformity. Data was collected with the use of a questionnaire administered to these groups of students. The data were analysed using descriptive statistics such as frequency, and percentages, t-test as well as multiple regression analysis. The results showed that parents play an important role in the course of study. Career choice and institutions attended by their children.

The first hypothesis which stated that there is no significant difference between the mean responses of boys and girls on how parents influence their children’s choice of science education career was not significant. Meanwhile the second hypothesis that there is no significant relationship between parental influence and career views of students in science education was rejected. This means that the more the career views of respondents, the lesser the parental influence. The third hypothesis which stated that there is no significant difference between the mean responses of boys and girls in some River state Tertiary institutions on the

factors that influence choice of institutions was retained. This implies that the difference between the mean responses of boys and girls science education students in Rivers State tertiary institutions on factors that influence choice of institution was not significant.

On the other hand, Tillman (2015) conducted a study to investigate parental influence on the career aspirations of college students in Georgia Southern University, USA. The purpose of the study was to investigate the level of influence parents had on the career decision making process for their children who are pre-service teachers. The participants were pre-service teachers in their final year in the teacher education program and the data was collected using both survey and interview. The results obtained were compared between these two groups and it revealed that children of educators indicated a slightly greater parent influence on their career choices than the child of non-educators. Meanwhile the qualitative findings showed that some of the educator parents discouraged their children from pursuing education and therefore most of the pre-service teachers actually began college in other career fields.

2.3.3.4 Peer Pressure:

Naz et al (2014) investigated the influence of peers and friends and career decision making in the university of Makaland khybr Pakhtunkhwa, Pakistan. The data has been collected through library method. That is; the search of relevant books, journals, articles, news papers and even internet sources while field information has been obtained through questionnaire from 100 students using random sampling method. All the collected information have critically analyzed, debated and explained to produce theory for generalization while the field information has been analyzed in the form of frequencies and percentages through chi-square test. The analysis and discussion thus give rise to an argument that although family i.e. parents and other family members primarily geared and transformed the behaviour of the children in multiple ways, however; peer influence is an asset for developing career opportunities and decision making among youth. Again the information clearly affirms that in the course of life peers and friends dominate in the future decision making regarding jobs and related careers. The statistics in the form of percentages shows that 70% of participants agree that peers and friends helps in the career decision making to a greater extent and 25% believed it to some extent. Similarly the data shows that professional career is mostly decided and influenced by friends.

On the contrary, Ijeoma (2012) investigated the influence of peers and parents implication on career choices of engineering students in Alabama, united states. The study was designed to investigate the relationship between parental and peer group influence on

career choice in engineering profession among adolescents. The research design adopted was correlational because it sought to establish the relationship between the independent variable and the dependent variable. The population of the study comprises students in senior secondary school two (SS 2). Data were analyzed using the Pearson product moment correlation and regression analysis. The results showed that there was no significant relationship between parental and peer group influence on career choice in engineering among adolescents.

Alika (2010) conducted a research on parental and peer group influence as correlates of career choice in humanities among secondary school students in Edo State Nigeria. The study was designed to investigate if parents and peer groups of school students have any influence in the choice of a career among secondary school students. The relationship between the two primary factors (parental and peer group influence) and career choice was determined using Pearson product moment correlation coefficient. One research question and one hypothesis were formulated to guide the study. Data was collected with the use of three research instruments. These instruments were; the students occupational clusters preference scale (OCPS), peer pressure assessment scale (PPAS) and the parental influence assessment inventory (PIA). The population of the study comprises students in senior secondary school two (SS2). The results obtained revealed that there was no significant relationship between parental and peer group influence on career choice in humanities among secondary school students or adolescents. More over there is no significant effect due to the regression of career choice on peer group and parental influence. However, parental influence appears to have a higher influence than peer group influence on the choice of career by adolescents in the study group. The hypothesis which states that peer group and parental influence will not significantly predict career choice in humanities among secondary schools students is therefore accepted.

Uko and Achu (2013), in their template that determines the choice of course selection in the University of Calabar, Nigeria presented an exposition that disposes one especially an adolescent to make a career choice of study in Nigeria universities. They specifically considered issues such as ignorance, peer groups influence, role model as well as prestige attachment as responsible for career choice selection in Nigeria. Data was collected from first year students' library archival and information studies in Nigeria universities. The finding revealed that, other factors periscope as that which a student considers for a choice mentioned are situational factor, school attended, parental influence, gender and interest. Accordingly, lack of planning, inadequate career research and lack of skilled personnel was identified as problems that have stalled proper choice making academically in Nigeria. Undoubtedly when

a wrong career choice is made, the person is faced with dissatisfaction, unfulfilled aspirations, regrets and discomfort which will lead to poor and low productivity.

2.3.3.5 Mass Recruitment:

Mass recruitment refers to the process of involving a large number of people or adding new individuals to a population or subpopulation by growth, reproduction, immigration and stocking by analysing the requirements of a job, selecting applicants, hiring and integrating the new employee to an organisation. In the context of this research, mass recruitment will be looked upon in terms of admitting all degree holders in the selected disciplines without considering their educational qualifications obtained. In other words it is a coherent, typically large number of people crowded together with a limited criterion for selection.

According to this study, mass recruitment is a factor that influence the career choices of post graduate students into professional schools due to the fact that the competitive entrance examination into the selected disciplines is opened to all interested candidates who are holders of at least a first degree in any discipline. This explains why it is common to find a variety of all degree types in the fields or classes of guidance and counselling in ENS as well as general administration in ENAM. In other words the recruitment policy does not take into consideration the educational background of candidates in their previous universities vis-a-vis the content of the training in the present professional institutions.

2.3.3.6 Job Security:

Balyer1 and Özcan (2014) conducted a study to determine the reasons why students choose teaching profession as a career in Turkey. Data was collected among 1410 students in Istanbul University and Adayaman University College of Education in Turkey by employing a survey method. The researchers considered that there are some reasons why teachers choose teaching as a career. Meanwhile various studies reveal that while some students choose this profession with altruistic-intrinsic and extrinsic reasons, some others choose it under the influence of others. The success of educational change inevitably depends on the quality and performance of teachers. Therefore, the importance of employing high quality teachers is crucial for educational systems. Choosing talented and committed brains to teaching career depends on making it an attractive profession. The results obtained revealed that students choose teaching mostly with altruistic-intrinsic reasons. Altruistic-intrinsic reasons deal with seeing teaching as a socially worthwhile and important job. It also covers aspects of the job activity itself such as teaching children and an interest in teaching the school subject. It is implied in many researches that one of the main reasons for choosing to teach is based on

intrinsic motives. It is revealed in some studies that student teachers are motivated to join profession with mostly extrinsic reasons. Extrinsic reasons refer to economic as well as conditions of service and social status. It is considered that students are interested in teaching as a career, and generally regard teaching as a preferred and respected occupation. Students who are interested in teaching consider teaching career for its enormous contribution to society, good salaries and good working conditions. The security of employment offered by teaching and the attractive working hours and longer holidays. In this respect, while the female students chose it with altruistic-intrinsic reasons, the students from poor and crowded families and the male counterparts chose it with extrinsic reasons.

In a like manner, Shipp (1999) conducted a study to gain an insight into the factors that are most important to African college students in deciding on a career course and the attractiveness of teaching as a career choice. . The primary focus of the study was a comparison of education and non-education majors. Survey responses from 263 students were gathered. Findings indicated that non-education majors placed significantly more importance on salary, job security, and advancement in their career choices than did education majors. Regarding a career in teaching, both groups perceive salary and prestige as the least attractive aspects.

2.3.3.7 Guaranteed retirement benefits:

Guaranteed retirement benefit has been identified by the researcher as one of the possible reasons why post graduate students enter professional schools in Cameroon. This is because due to the economic situation that our country is facing, many citizens tend to forecast their future and try to prepare their old age in advance. The government does not provide very comfortable social services to those who do not have a matriculation number in the public service and likewise most private structures do not register their personal under the social insurance scheme. This situation has caused many citizens to undergo mad rush into certain professional schools just to obtain a government matriculation number due to the desire to live a comfortable life during old age has caused most citizens especially post graduate students to make certain career choices irrespective of their personal interest, personality type, educational, and aptitude just to obtain the above stated goal.

2.3.3.8 Unemployment:

Ifeoma (2013) carried out a study to examine the challenges of youth unemployment in Nigeria. in her study, she indicated that unemployment have been a major problem

bedevilling the lives of Nigerian youths, causing increased militancy, violent crimes, kidnappings, restiveness and social delinquent behaviour. Youth unemployment is devastating to both the individual and the society as a whole both psychologically and economically. Her study examines youth unemployment and looks at potential interventions such as effective career guidance, technical and vocational as well as entrepreneurship education. A number of recommendations were made which include that youths should be trained to possess skills which are congruent with real labour market demand, developing a special focus on career guidance and counselling support in schools and introduction of entrepreneurship education into the school curriculum.

2.5 THEORETICAL FRAMEWORK

A theory refers to a set of interrelated constructs, definitions and propositions that present a systematic view of phenomena by specifying relations among variables with purpose of explaining and predicting events (Kerlinger, 1977).

This study examines the motivational factors such as student's educational background / profile, personal interest, mass recruitment, social representation of the job and unemployment , just to name a few and seeks to understand the relationship between these factors and career choices of post graduate students of professional schools in Cameroon; the case of ENAM and ENS in Yaoundé. It was grounded on the assumption that there is a relationship between some selected motivational factors and the career choices of post graduate students in professional schools.

According to Gottfredson (1996) in an article entitled 'Circumscription and compromise' made mention of the fact that the main element that determines a professional choice is the social representation that individual identify concerning a job. As such making it a complex construct which can be clearly demonstrated with the aid of the theory below;

2.5.1 L.S GOTTFREDSON'S THEORY OF CIRCUMSCRIPTION, COMPROMISE AND SELF CREATION (1996)

L. S. Gottfredson published in 1996 the article, "Circumscription and Compromise: A Developmental Theory of Occupational Aspirations." The theory dealt with the process by which occupational aspirations develop during the preschool through the college years, and the process by which occupational aspirations are sacrificed when they cannot be implemented. The theory suggests that individuals will only consider occupations within an

area bounded by their acceptable levels of prestige and sex type. Gottfredson used the term circumscription in her developmental theory of occupational aspirations to describe career exploration as a process of eliminating and retaining occupational choices. The theory suggested that individuals will only consider occupations within an area bounded by their acceptable levels of prestige and sex type which was called the zone of acceptable alternatives. Gottfredson's Theory of Circumscription was related to the developmental scheme through four stages as seen below:

- **The first stage:** (3-5 years) is characterized by an orientation to size and power, where occupations are perceived as adult roles. People therefore choose occupations that will make them powerful in the society. These occupations are either chosen after admiring some models that perform that occupation or from representations that people around us have about certain occupations.
- **The second stage:** (6-8 years) is characterized by an orientation to sex roles, with occupations that are not consistent with one's sex-role preference being eliminated. When we are born, we have certain representations about occupations. Most often, especially in the rural areas, people believe that occupations such as nursing and teaching are good for woman and those such as mechanical engineering and mining are good for men, and we therefore choose occupations that will make us powerful in the society. These occupations are either chosen after admiring some models that perform that occupation or from representations that people around us have about certain occupations.
- **The third stage:** (9-13 years) is characterized by an orientation to social valuation, where an awareness of social class results in the elimination of occupations that are lower than one's tolerable-level prestige boundary or higher than one's tolerable-effort prestige boundary. One's social class also has a big role to play in the kind of occupation a child will desire. People of the high social class always want to attach themselves to prestigious occupations such as administration while those of low social class will turn to go for any profession as long as it can provide them the financial means to take care of themselves and their families.
- **The fourth stage:** (14 years and beyond) is characterized by an orientation to the internal unique self, eliminates occupations that are not compatible with one's interests and abilities. Therefore, circumscription suggests that individuals become less flexible and the zone of acceptable alternatives becomes smaller as occupations are eliminated over time.

Gottfredson also proposed the concept of compromise which deals with the implementation, rather than the development, of aspirations in career choice. When compromise is needed the field of interest is sacrificed first, followed by the prestige preference, and sex-type which is the earliest to develop is the least likely to be compromised. Sex types are represented in this work by social representations that students have about

particular jobs through stereotypes, prestigious jobs and the general impression that graduates have about jobs. Within the concept of compromise, a cognitive map of occupations introduced as a result of the images built about particular jobs. These images are then translated into aspirations as graduates will prefer jobs which they think are embedded in their psychological maps. That is why individual need to restructure the way they think, because if they think wrongly, they will also go in for jobs which in latter life, may discover that it is not what they actually wanted and therefore will lost interest in that job.

Gottfredson's theory goes in line with the context of this study because it suggests that occupational aspirations that individual prefer may be sacrificed when they cannot be implemented. According the socio-economic nature of Cameroon, students hardly find themselves in their ideal career which they aspired for in the past. They are forced by other circumstances to make a compromise on the career choices. The theory underlines two main factors which is prestige and gender but this study goes beyond to examine other variables such as mass recruitment, parental influence and educational profile of post graduate students.

2.5.2 ABRAHAM MASLOW'S THEORY OF HUMAN MOTIVATION (1943)

Abraham Maslow (1943) formulated a theory on human motivation in which he suggest five interdependent levels of basic human needs that must be satisfied in a strict sequence starting with the lowest level. Physiological needs for survival (to stay alive and reproduce) and security (to feel safe) are the most fundamental and most pressing needs. They are followed by social needs (for love and belonging) and self-esteem needs are self-actualization needs (self-fulfillment, and achievement). The basic tenet of this theory is that an individual must satisfy one type of need before striving to satisfy another type. Maslow conceptualized a hierarchy of needs starting from lower order needs to the higher order needs. He however, stresses that an individual will not aspired to satisfy higher need unless he satisfy lower need. That is to say, an individual with have satisfied his belongingness needs, the esteem needs than self actualization needs. Maslow explained that man's inability to satisfy his needs is a major cause of neurotic psychopathology.

The underlying theme is that human beings are 'wanting' beings because as they satisfy one need, the next emerges on its own that demands satisfaction. This process continues until the need for self actualization that, by its very nature, cannot be fully satisfied and thus does not generate more needs. This theory states that once a need is satisfied, it stops being a motivator of human beings. The hierarchy of needs is one of the best-known theories of motivation. Created by psychologist Abraham Maslow, the hierarchy is often displayed as a pyramid, with the most basic needs at the bottom and more complex needs at the peak.

The four lowest-level needs are what Maslow referred to as D-needs (or deficiency needs).

These needs are due to a lack of something and need to be satisfied in order to avoid unpleasant feelings and to move on to higher level needs. The uppermost needs in the hierarchy are referred to B-needs (being needs or growth needs) and involve the desire to grow as an individual and fulfill one's own potential.

The basic physiological needs are probably fairly apparent – these include the things that are vital to our survival. Some examples of the physiological needs include; Food, Water and Breathing. In addition to the basic requirements of nutrition, air and temperature regulation, the physiological needs also include such things as shelter and clothing. Maslow also included sexual reproduction in this level of the hierarchy of needs since it is essential to the survival and propagation of the species.

As we move up to the second level of Maslow's hierarchy of needs, the requirements start to become a bit more complex. At this level, the needs for security and safety become primary. People want control and order in their lives, so this need for safety and security contributes largely to behaviours at this level. Some of the basic security and safety needs include; Financial security, Health and wellness as well as Safety against accidents and injury

Finding a job, obtaining health insurance and health care, contributing money to a savings account, and moving into a safer neighbourhood are all examples of actions motivated by the security and safety needs. Together, the safety and physiological levels of the hierarchy make up what is often referred to as the basic needs.

The social needs in Maslow's hierarchy include such things as love, acceptance and belonging. At this level, the need for emotional relationships drives human behaviour. Some of the things that satisfy this need include; Friendships, Romantic attachments, Family, Social groups, Community groups as well as Churches and religious organizations. In order to avoid problems such as loneliness, depression, and anxiety, it is important for people to feel loved and accepted by other people. Personal relationships with friends, family, and lovers play an important role, as does involvement in other groups that might include religious groups, sports teams, book clubs, and other group activities.

At the fourth level in Maslow's hierarchy is the need for appreciation and respect. When the needs at the bottom three levels have been satisfied, the esteem needs begin to play a more prominent role in motivating behaviour.

In addition to the need for feelings of accomplishment and prestige, the esteem needs include such things as self-esteem and personal worth. People need to sense that they are valued and

by others and feel that they are making a contribution to the world. Participation in professional activities, academic accomplishments, athletic or team participation, and personal hobbies can all play a role in fulfilling the esteem needs. People who are able to satisfy the esteem needs by achieving good self-esteem and the recognition of others tend to feel confident in their abilities. Those who lack self-esteem and the respect of others can develop feelings of inferiority. Together, the esteem and social levels make up what is known as the psychological needs of the hierarchy.

At the very peak of Maslow's hierarchy are the self-actualization needs. "What a man can be, he must be," Maslow explained, referring to the need people have to achieve their full potential as human beings. According to Maslow's definition of self-actualization, "It may be loosely described as the full use and exploitation of talents, capabilities, potentialities, etc. Such people seem to be fulfilling themselves and to be doing the best that they are capable of doing. They are people who have developed or are developing to the full stature of which they capable."

The above mentioned theory goes in line with the topic of research since it clearly points out how human needs are stratified according to hierarchy. In a bid to satisfy these needs some individuals will accept to do any job or make a career choice just because they intend to satisfy their basic necessities of life which include food, shelter and clothing while others will engage in particular careers because they intend to satisfy their esteem needs which include prestige attached to the job or social representation of the job. This observation goes in line with the situation that occurs in our country today where by many post graduate students engage into professions with diverse motives. Once this needs have been obtained many post graduate feel they have reached the level of self actualisation.

2.6 FORMULATION OF RESEARCH HYPOTHESES

A hypothesis is a provisory answer to the research question and it could be classified under general and specific types. These hypotheses are either confirmed or rejected at the end of the study by the researcher based on the results obtained.

2.6.1 GENERAL HYPOTHESIS

The main or principal hypothesis of the study is that;

- There is a relationship between some motivational factors and career choices of post graduate students in professional institutions; the case of ENAM and ENS Yaoundé.

2.6.2 SPECIFIC HYPOTHESIS

The study is designed based on the following specific hypothesis;

Ha 1: There are some selected motivational factors that influence students' career choices into professional institutions, the case of ENAM and ENS Yaoundé.

Ha 2: There are different degrees or levels of influence of motivational factors on career choices.

Ha 3: There are other motivational factors that influence the career choice of post graduate students in ENAM and ENS Yaoundé.

2.7. DEFINITION OF VARIABLES

2.7.1 Parental influence:

Parental influence is refers to any opinion, attitude, or action (other than direct tutoring) that somehow shapes or moulds the child's attitudes Nebor (1986). Thus parental influence is the capacity, power, action or opinion of a person or things to be the compelling force that produce effect or actions and behaviour of children.

2.7.2 Mass recruitment:

Mass recruitment refers to the process of involving a large number of people or adding new individuals to a population or subpopulation by growth, reproduction, immigration and stocking by analysing the requirements of a job, selecting applicants, hiring and integrating the new employee to an organisation. In the context of this research, mass recruitment will be looked upon in terms of admitting all degree holders in the selected disciplines without considering their educational qualifications obtained. In other words it is a coherent, typically large number of people crowded together with a limited criterion for selection.

2.7.3 Social representation of the job:

According to Moscovici (1972) 'Social representation are a system of values, ideas and practices' that serve to establish a social order that enables individuals to orientate themselves and master the material and social world they live in and to enable communication among members of the community through a shared code for social exchange and for naming as well as classifying various aspects of the social world including their individual and group

history (p 13). In other words social representation is a stock of values, ideas, metaphors, beliefs, and practices that are shared among members of groups and communities.

2.7.4 Personal Interest:

Personal interest refers to the feeling of a person whose attention, concern, or curiosity is to cause to take a personal concern or share induce to participate. Other wise said, personal interest is relating to the private aspects of a person's life (English dictionary).

2.7.5 Unemployment:

Unemployment refers to a situation where by someone of working age is not able to get a job but would like to be in full time employment. It occurs when a person is constantly searching for employment but is unable to find one. It is equally the terms used to qualify people who are jobless, actively seeking work, and are available to take jobs.

2.7.6 Educational background:

Educational background refers to educational qualifications such as degrees, diplomas, certificates, professional titles and so forth that an individual has acquired whether by full time study, part-time study, or private study, either conferred in the home country or abroad whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification therefore implies the successful completion of a course of study or training programme.

2.7.7 Guaranteed retirement benefit:

According to Cambridge English dictionary, guarantee refers to a formal promise or assurance (typically in writing) that certain conditions will be fulfilled, especially that a product will be repaired or replace if not of specified quality and durability. Retirement on it part refers to the act of withdrawing, or leaving one's job, career, or occupation permanently, usually because of age. Meanwhile benefit is an advantage or profit gained from something. It could also refer to a payment or gift made by an employer, the state or an insurance company.

2.7.8 Salary:

Salary refers to an agreed upon and regular compensation for employment that may be paid in any frequency but in common practice on a monthly and not hourly, daily, weekly, or piece- work basis. (Business dictionary) in other words, it is regular payment, typically paid on a monthly or weekly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white collar worker.

2.7.9 - Job Security:

Job security refers to an assurance that an employee has about the continuity of gainful employment for his or her work life. It usually arises from the terms of the contract of employment, collective bargaining agreement, or labour legislation that prevents arbitrary terminations, layoffs, and lockouts. (Cambridge English Dictionary) As such a job with high job security is such that a person with the job would have a small chance of becoming unemployed.

2.7.10- Peer Pressure:

According to Macmillan dictionary, peer pressure refers to the influence that other people of your own age or social class have on the way you behave or dress. It could also be referred to as the feeling that you must do the same things as other people of your age and social group in order to be liked or respected by them. As such the social influence a peer group exerts on its individual members, as each member attempts to conform to the expectations of the group.

Table 1: SUMMARY TABLE OF THE VARIABLES OF THE STUDY

Topic	Research questions	Objective of the study	Hypothesis of research	Variable of study	Indicator	Modality	Items
	Principal research question	General research objective	General research hypothesis	Independent variable Dependent variable			
Motivational factors and its influence on career choices of post graduate students in some selected professional schools	Is there a relationship between motivational factors and career choices of post graduate students in professional schools, the case of ENAM and ENS Yaoundé?	To verify some motivational factors that influence career choices of post graduate students in some selected professional schools for instance ENAM and ENS Yaoundé.	There is a relationship between some motivational factors and career choices of post graduate students in professional schools; the case of ENAM and ENS Yaoundé.	Independent variable: Motivational factors Dependent variable: Career choices of post graduate students	Previous desires and future expectations of students about their career choices	1=Strongly agree 2=Agree 3=Neutral 4=Disagree 5=Stronglydisagree	MF 1- MF 10
	Specific research	Specific research	Specific research	Variables of the	Indicators	Modalities	Items

	questions (1)	objective(1)	hypothesis (1)	study			
	What are the motivational factors that influence the career choices of post graduate students in ENAM and ENS Yaoundé?	To verify if some selected motivational factors influence student's career choices into professional institutions for instance ENAM and ENS Yaoundé.	There are some selected motivational factors that influence student's career choices into professional institutions; the case of ENAM and ENS Yaoundé.	Independent variable: Motivational factors Dependent variable: Career choices	- The determinants of career choice by students such as parental influence -The factors that determine the choice of a career by students	1=Strongly agree 2=Agree 3=Neutral 4=Disagree 5=Stronglydisagree	MF1- MF 10
	Specific research question (2)	Specific research objective (2)	Specific research objective (2)	Independent variable: motivational factors Dependent variable: career choices			
	What is the level of influence of	To determine the level of influence	There are different degrees or levels of		-Personal rates attributed to the	1=Strongly agree 2=Agree	MF1to MF10

	motivational factors on career choices of post graduate students in ENAM and ENS Yaoundé?	of the selected motivational factors on career choices.	influence of motivational factors on career choices.		selected motivational factors - Opinions given according the selected motivational factors -frequency of occurrence of some selected motivational factors	3=Neutral 4=Disagree 5=Stronglydisagree	
	Specific research question (3)	Specific research objective (3)	Specific research objective (3)	Independent variable: Motivational factors Dependent variable: career choices	Indicators	Modality	Items
	Are there other motivational factors that influence the	To identify other motivational factors that influences the	There are other motivational factors that influence the career		Some students have certificate or educational qualifications that do	Open ended questions	D5

	career choices of post graduate students in ENAM and ENS Yaoundé?	career choices of post graduate students in ENAM and ENS Yaoundé.	choice of post graduate students in ENAM and ENS Yaoundé.		not match with their present career choice		
					Students have diverse personal opinions about the influence of motivational factors	Open ended questions	SI 1
					Some students have identified other professions which they considered as their ideal career	Open ended questions	SI 2

CHAPTER THREE: METHODOLOGY

3.1 INTRODUCTION

This chapter is mainly concerned with the methodology to be applied in carrying out the research and it is sub divided into eight parts namely; the type of research to be carried out, site of study, sampling technique, validation of instrument, procedure of data collection, method of data analysis to be used by the researcher and conclusion.

3.2 RESEARCH DESIGN:

A descriptive survey design was adopted in carrying out this research. It is a type of research conducted to obtain information concerning the current status of the phenomena to describe what exist with respect to variables or conditions in a situation. The methods involved range from the survey which describes status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time. The type of research adopted in the study is a purposive survey design.

3.3 AREA OF STUDY:

The study is carried in Yaoundé, which is the political capital of Cameroon and it is also the head quarters of the Mfoundi Division. In Cameroon, most professional schools of higher learning are found in the town of Yaoundé. And as such two of such schools were selected to conduct the research and they are: the National School of Administration and Magistracy (ENAM) and the Higher Teachers' Training College (ENS). Both institutions are located below the Ngoa-Ekelle neighbourhood, not far from the Yaoundé municipal lake. The two institutions are closed to each other and they fall under the Yaoundé III Sub Division.

A purposive selection criterion was adopted by the researcher to choose the institutions for the study since they fall among the professional institutions in the country whose access is obtained through competitive entrance examination and upon graduation;

candidates are guaranteed a matriculation number or insertion into the public service. In addition the two departments were selected because their entry requirement is not restricted to particular degree types. In other words, access is opened to all interested candidates irrespective of their degrees obtained in the University.

3.4 POPULATION OF STUDY:

The population of the study was first year students of general administration in class in ENAM and guidance and counselling students in the department of science of education in ENS Yaoundé (otherwise known as level four 4; guidance and counselling students). The total number of students targeted for the study were 80 in number. This is because there are thirty one (31) students in the general administration class and forty nine (49) students in the guidance and counselling class in both institutions. The table below shows the details of students enrolled in the departments under study.

Table 2: Distribution of students according to institution, series and level

Institution	Series	Level	Number of Students
National advanced school of administration and magistracy (ENAM)	General Administration (AG1)	1	31
Higher Teachers Training College (ENS)	Guidance and counselling(CO4)	1	49
TOTAL			80

Source: Field survey 2016

3.5 SAMPLING TECHNIQUE:

The study was carried out by using a multi stage procedure which comprised of a purposive and a random sampling technique. This is because the researcher selected two professional schools in Yaoundé (ENAM and ENS). These institutions are among those whose access is gained through competitive entrance examination and they equally graduate students will a government matriculation number thereby guaranteeing direct insertion into

the public service in Cameroon. The technique to sample the population was done in three stages as shown below;

In the first stage, two professional institutions were identified and selected among the many professional schools in Cameroon by the researcher.

Furthermore during the second stage, the researcher recognised that there are many disciplines within the two selected professional schools but decided to administer the questionnaires to students in the department of general administration in ENAM and guidance and counselling in ENS Yaoundé. In addition to this, the first year students in each of the identified disciplines were selected as the participants in the study.

Finally, the researcher applied a random sampling technique whereby all students in these classes were given equal opportunity to participate in the study. The selection criterion was based on the willingness and availability of students to participate in the study.

In the class of guidance and counselling, the target population size was all forty nine (49) students but the researcher ended up having thirty seven (37) respondents because all the students could not be gotten in class at the time when the questionnaire was administered. Whereas in the class of general administration, the population size is thirty one (31) but the researcher ended up having twenty two (22) respondents since some students were not willing to answer the questionnaire. Finally the total number of participants in the study was fifty nine (59) as shown on the table below;

Table 3: Summary of students who took part in the study

Institution	Option	Number of students	Male	Percentage	Female	Percentage
ENAM	AG1	22	15	68.18	7	31.81
ENS	CO4	37	8	21.62	29	78.37
TOTAL		59				

Source: Field survey 2016.

3.6 VALIDATION OF INSTRUMENT:

The instrument for data collection was designed by the researcher and submitted to the supervisor for correction. The supervisor read through the questions presented by the researcher. Based on the problematic and objectives of the study, he realised that the instrument goes in line to resolve the problem posed in the study. This made the supervisor to permit the researcher to conduct the survey with the use of this instrument. The questionnaire was equally translated in French language in order to remove possible language barrier among respondents.

According to the authorisation given, the researcher went to the field to conduct a pilot study among first year students (level four) in the geography department who were not part of the sample population. The aim of this pilot study was to remove ambiguity and biasness as well as make the instrument reliable for data collection in the field. All respondents were given an equal opportunity to answer the questions posed since the language barrier had been dealt with. During the pilot study, the respondents were given special instructions on how to fill the questionnaire. Ten students took part in the pilot study. Among these ten students, eight were Francophone's while two were Anglophones. After this pilot study, the results were analysed and it revealed that the students did not understand some questions posed by the researcher. This observation made the researcher to rephrase some questions that participants did not easily understand and conducted another pilot test with some students from the department of science of education. Based on the results obtained after analysis of the questionnaire, the students understood the content of the questions. Thereafter, the researcher came to realise that the instrument was ready for administration to the target population which were first year students of general administration in ENAM and level four guidance and counselling students in ENS Yaoundé.

3.7 DATA COLLECTION PROCEDURE

Data was collected using both structured and open ended questionnaire which were presented to participants. The respondents were required to give their opinion about certain questions using the codes or figures attached to the respective sections. The data was placed on a likert scale with five modalities. The modalities used in the answering the questions were; strongly agree, agree, neutral, disagree, and strongly disagree. These modalities had figures which correspond with them and respondents were required to answer by writing the

figures that corresponds to their opinions such as; 1, 2 3, 4, and 5 respectively. In addition, the spaces were allocated for the open ended questions where by respondents were supposed to fill in other specific personal and supplementary information.

3.8 DATA ANALYSIS:

The data was analysed with the aid of descriptive statistics such as; bar charts, frequency counts, percentages and tables. Brief comments are made under tables and figures expressed in percentages to interpret results obtained. In order to determine the level of influence of the selected motivational factors on career choices, bar charts were produced on Microsoft EXCEL computer program rated against a five different modalities.

CHAPTER FOUR:

PRESENTATION AND ANALYSIS OF RESULTS

This chapter is concerned with the presentation and analysis of data obtained from respondents on motivational factors and their influence on career choices of post graduate students in some selected professional schools in Cameroon. The data collected focused on descriptive statistical analysis. Frequency tables and percentages will be used to present demographic information concerning respondents, while bar charts will be used to show the various levels of influence of the motivational factors on career choices of post graduate students in professional institutions in Cameroon. The hypothesis will be verified with the aid of bar charts based on a five point Likert-scale rated by respondents in the study. In addition, brief comments are made under figures and tables on the data obtained from both schools for the purpose of understanding.

4.1 PRESENTATION OF RESULTS.

Table 4: Gender distribution of CO students

GENDER		TOTAL
MALE	FEMALE	
8	29	37

Source: Field survey 2016

The table above shows gender distribution of respondents in the level four (4) Guidance and Counselling class for the academic year 2015/ 2016. According to the data collected from the field, there are twenty nine females (29) and eight (8) males as shown above.

Table 5: Percentage of gender distribution of CO students

GENDER	FREQUENCY	PERCENTAGE
Male	8	21.62
Female	29	78.37
TOTAL	37	100

Source: Field survey 2016

The table above shows gender distribution of respondents in the level four (4) Guidance and Counselling class for the academic year 2015/ 2016. According to the data collected from the field, there are twenty nine females (29) and eight (8) males and the corresponding percentages are 78.37% and 21.62% respectively as shown above.

The information obtained during the process of data collection and presented on the tables above has been demonstrated on the pie chart diagram below;

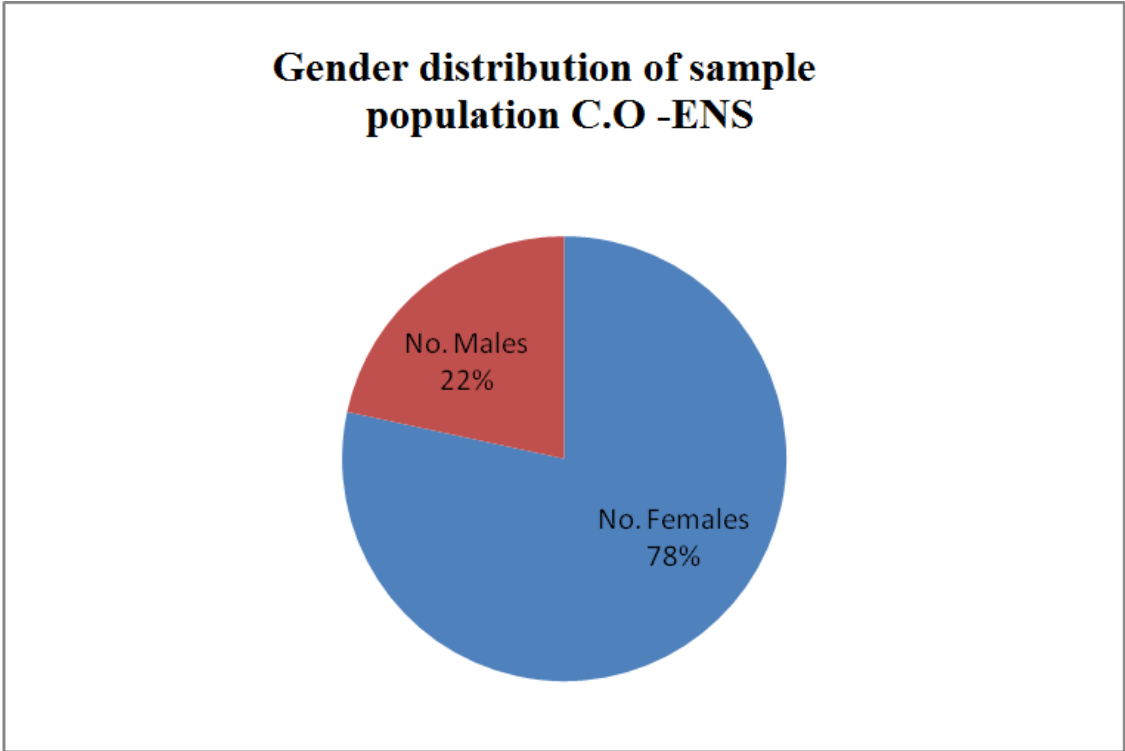


Figure 1: Gender distribution of CO ENS

Table 6: Gender distribution of AG students

GENDER		TOTAL
MALE	FEMALE	
15	7	22

Source: Field survey 2016

The table above shows gender distribution of respondents in the level one (1) General Administration class in ENAM for the academic year 2015/ 2016. According to the data collected from the field, there are seven females (7) and fifteen (15) males as shown above.

Table 7: Percentage of gender distribution of AG students

GENDER	FREQUENCY	PERCENTAGE
Male	15	68.18
Female	7	31.81
TOTAL		100

Source: Field survey 2016

The table above shows gender distribution of respondents in the level one (1) General Administration class for the academic year 2015/ 2016. According to the data collected from the field, there are twenty seven females (7) and fifteen (15) males and the corresponding percentages are 31.81% and 68.18% respectively as shown above.

The information obtained during the process of data collection and presented on the tables above has been demonstrated on the pie chart diagram below;

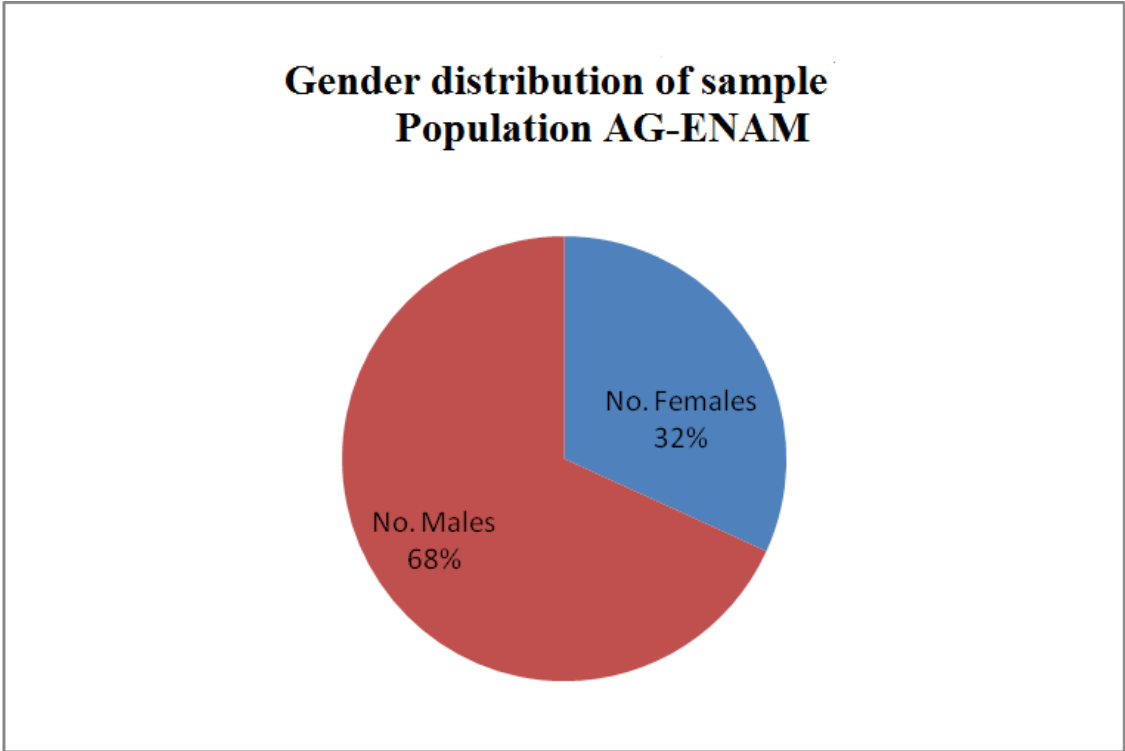


Figure 2: Gender distribution of ENAM

From the above mentioned graphical representation of data from the two selected professional schools, one can clearly see that gender strongly influence the career choices of post graduate students. This because there are more females than males in the guidance and counselling class in ENS whereas there are more males than females in the general administration class in ENAM.

As post graduate students tend to make their career choices, they are influenced by certain factors. These factors are referred to in this study as motivational factors. In an effort to determine the motivational factors that influence the career choices of post graduate student’s ten (10) variables were given to students in the two selected professional schools for them to indicate their level of agreement. The results are shown on the diagram below;

4.2 ANALYSIS OF SELECTED MOTIVATIONAL FACTORS

4.2.1 ANALYSIS OF ENS

The diagram below shows detailed analysis on the selected motivational factors on career choices in the study. The analysis is based on a five point likert scale and corresponding percentages.

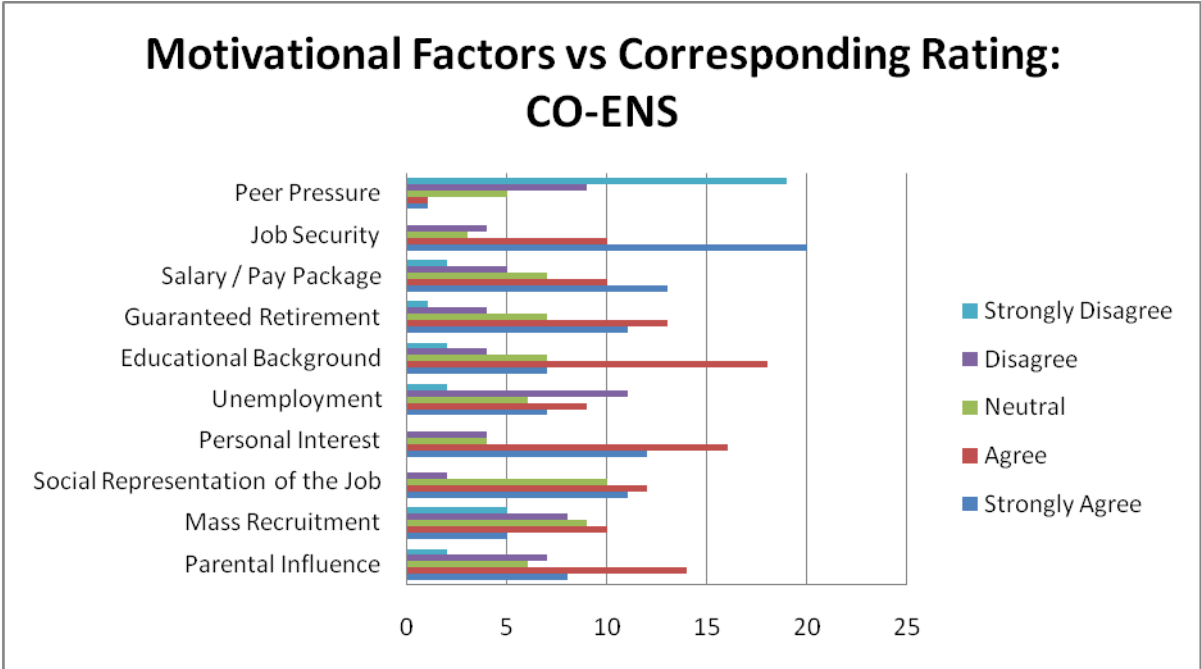


Figure 3: Motivational factors vs. corresponding rating; CO-ENS

The results obtained from the data analysis indicate that 20 (54.05%) out of the 37 participants in the study strongly agree that job security have influenced their career choices into ENS Yaounde. Meanwhile 19 (51.35%) of the participants strongly disagree that peer pressure could have influenced their career choice into guidance and counselling in ENS Yaounde. Whereas 18 (48.64%) of the participants were found to agree that educational background have influenced their career choice into guidance and counselling in ENS Yaounde. In addition, 16 (43.24%) of the participants agreed that personal interest have influenced their career choice into guidance and counselling in ENS Yaounde. However 14 (37.83%) of the participants were found to agree that their parents influenced their career choice into guidance and counselling in ENS Yaounde. Again, 13 (35.13%) of the participants equally agree that the desire to obtain a guaranteed retirement have influence their career choice into Guidance and counselling in ENS Yaounde while 12 (32.43%) of the participants were found to agree that social representation of the job have influenced their career choice into Guidance and counselling in ENS Yaounde. More over, 14 (37.83%) of the participants were found to agree that salary/ pay package have influenced their career choice into guidance and counselling in ENS Yaounde and 11 (29.72%) of the participants were found to disagree that unemployment have influenced their career choice into guidance and counselling in ENS Yaounde. Finally 10 (27.02%) of the participants were found to agree that mass recruitment have influenced their career choice in guidance and counselling in ENS Yaounde.

It is worth noting here that the sum total of percentages rated against the motivational factors are more than one hundred because participants were given an equal opportunity to rate each of the selected motivational factors. But the individual rates of the selected motivational factors are represented on separate bar charts as shown below;

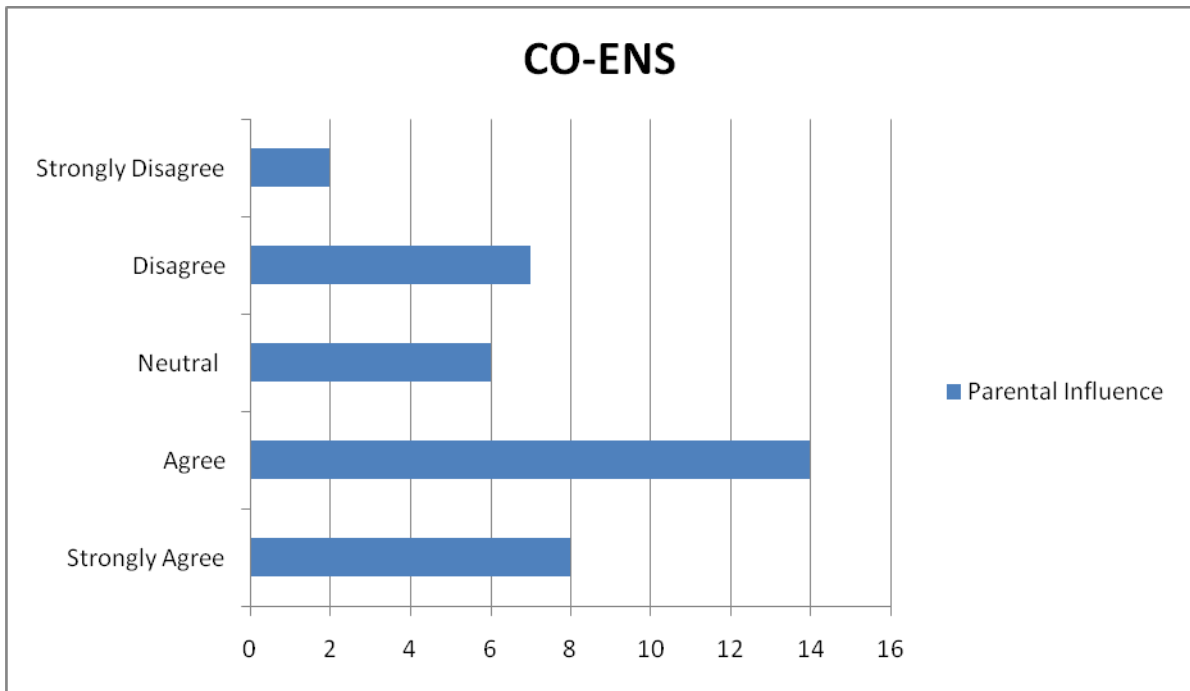


Figure 4: Parental influence vs. corresponding rating CO-ENS

The results of the analysis indicate that 14 (37.83%) out of the 37 participants in the study were found to agree that parents influenced their career choice into guidance and counselling in ENS while 8 (21.62%) of the participants were found to strongly agree that parents have influenced their career choice into guidance and counselling in ENS. On the other hand, 7(18.91%) of the participants were found to disagree that parents have influenced their career choice into guidance and counselling in ENS while 2 (5.40%) were found to strongly disagree that parents have influenced their career choice in guidance and counselling in ENS. However 6 (16.21%) of the participants indicated parental influence to have a neutral effect on their career choice into guidance and counselling in ENS .

These results contradict those obtained by Roach (2010) who explored the relationship between perceived parental influence and career self efficacy of college students at Brockport, university and found that parental influence was positively correlated with students' self efficacy. Meanwhile similar results were obtained by Olaosebikan et al (2014) who investigated the effect of parental influence on adolescent's career choices on secondary school students in Badagry local government Area of lagos state, Nigeria and found that 48.36% of the respondents agreed to parents influencing their career choice. On the average, 21.5% of the respondents agreed that their parents' line of business influenced their career choice, while 78.5% disagreed. On the whole, 30% of the respondents agreed that they chose the family career because they need to sustain the family business. In addition, the results of

these findings seem to indicate that adolescents in secondary schools in Badagry local government area of Lagos state Nigeria have some form of independence in making career choices. In a like manner Furo (2014) investigated parents' influence, career views and choice of institution correlates on students' choice of science education in Rivers State tertiary institution in Nigeria and found that parents play an important role in the course of study, Career choice and institutions attended by their children.

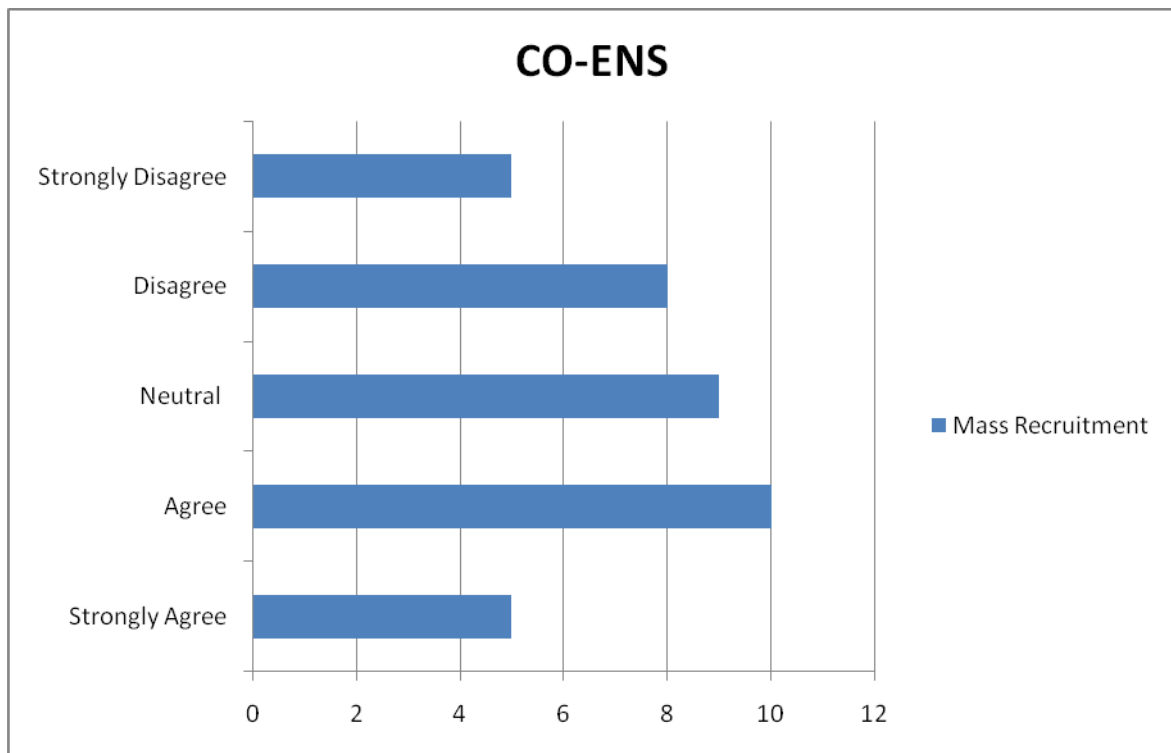


Figure 5: Mass recruitment vs. corresponding rating CO-ENS

The results of the analysis revealed that 10 (27.02%) of the participants in the study were found to agree that mass recruitment have influenced their career choice into guidance and counselling in ENS. Meanwhile 7 (18.91%) of the respondents indicated that mass recruitment have had a neutral effect on their career choices ino guidance and counsellining in ENS. On the other hand, 8 (21.62%) of the respondents were found to disagree that mass recruitment have influenced their career choice into guidance and counselling in ENS while 5 (13.51%) of the respondents were found to strongly disagree that mass recruitment have influenced their career choice into guidance and counsellin in ENS. However, 5 (13.51%) of the respondents have equally indicated that, they strongly agree that mass recruitment have influenced their career choice into guidance and counselling in ENS. Despite the above responses given, 2 (5.40%) of the respondents gave no answer to the variable that mass recruitment might have influenced their career choice into guidance and counselling in ENS.

The results obtained clearly confirm one of the observations clearly made by the resercher that most post graduate students in professional instituions do not respect their educational background or certificates obtained when making their career choices.

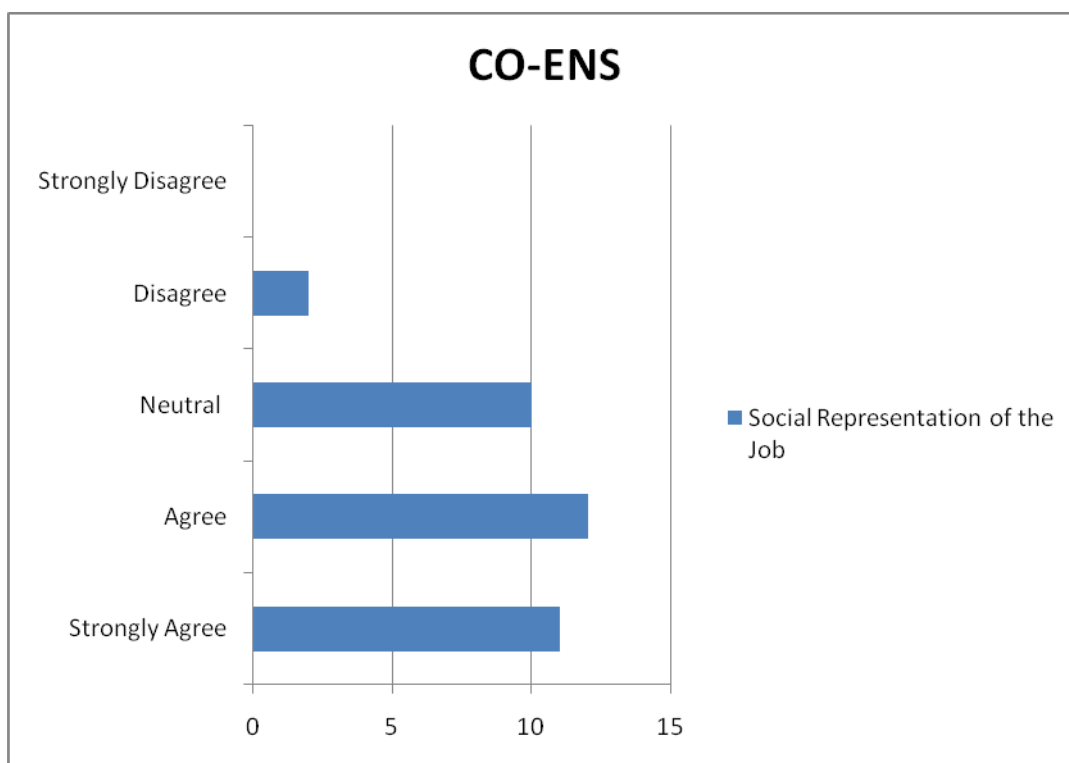


Figure 6: Social representation of the job vs. corresponding rating CO-ENS

The results of the data obtained revealed that 12(32.43%) out of the 37 respondents were found to agree that social representation of the job have influenced their career choices into guidance and counselling in ENS while 11 (29.72%) of the respondents indicated that they strongly agree that social representation of the job have influenced their career choices in guidance and counselling in ENS . However , 10 (27.02%) of the respondents found social representation of the job to have a neutral effect on their career choices into guidance and counselling in ENS. On the other hand, 2 (5.40%) of the respondents were found to disagree that social representation have influenced their career choice into guidance and counselling in ENS . None(0%) of the respondents were found to strongly disagree that social representation of the job have influenced their career into guidance and counselling in ENS. Despite the above responses given, 2 (5.40%) of the respondents gave no answer to this variable .

Similar results were obtained by Zoldoske (1996) cited by Uko and Achu (2013) who presented a templates that determines the choices of course selection in the university of Calabar Nigeria. It was discovered that most adolescents find it difficult to make career decisions that will satisfy their personal, economic, and intellectual goals because they base

their choices on extraneous influences such as status, monetary values and prestige attached to those professions. In addition, Ayuk (2012) found that some adolescents students in Nigeria studied medicine, law and engineering because of the recognition, prestige and value the society accords it. According to his finding / observation, before now in Nigeria, if you studied courses outside those mentioned above, it is considered that you are not intelligent and little or no recognition is accorded societally.

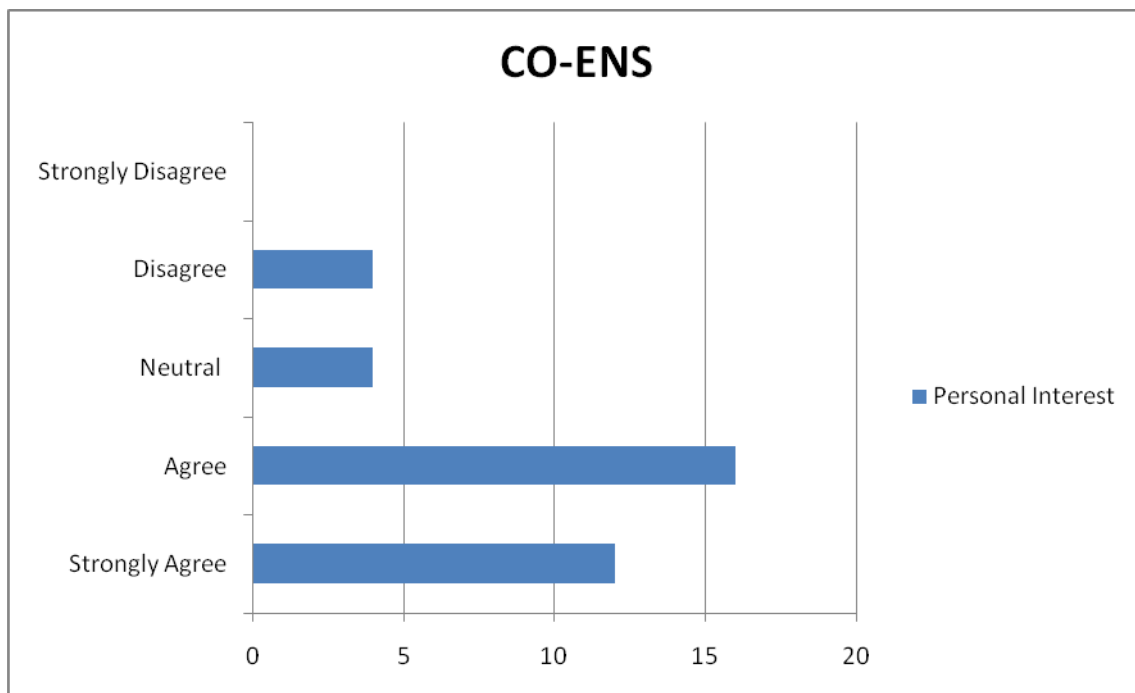


Figure 7: Personal interest vs. Corresponding rating CO-ENS

The results of the analysis exposed that 16 (43.24%) out of the 37 participants in the study were found to agree that personal interest have influenced their career choice into guidance and counselling in ENS while 11 (29.72%) of the the participants indicated that they strongly agree that personal interest have influenced their careerc choice into guidance and counselling in ENS. On the other hand, 4 (10.81%) of the paraticipants declclared that personal interest have a neutral effect on their career choice into guidance and counselling in ENS as well as four other students were found to disagree that personal interest have influenced their career choice into guidance and counselining in ENS. None (0%) of the

students were found to strongly disagree that personal interest have influenced their career choice into guidance and counselling in ENS.

These results are similar to those obtained by Leung et al (2007) who investigated the factors influencing the career choices of medical students in Colombia and found that personl interest and previous school experiences were the most influential factors on career choice.

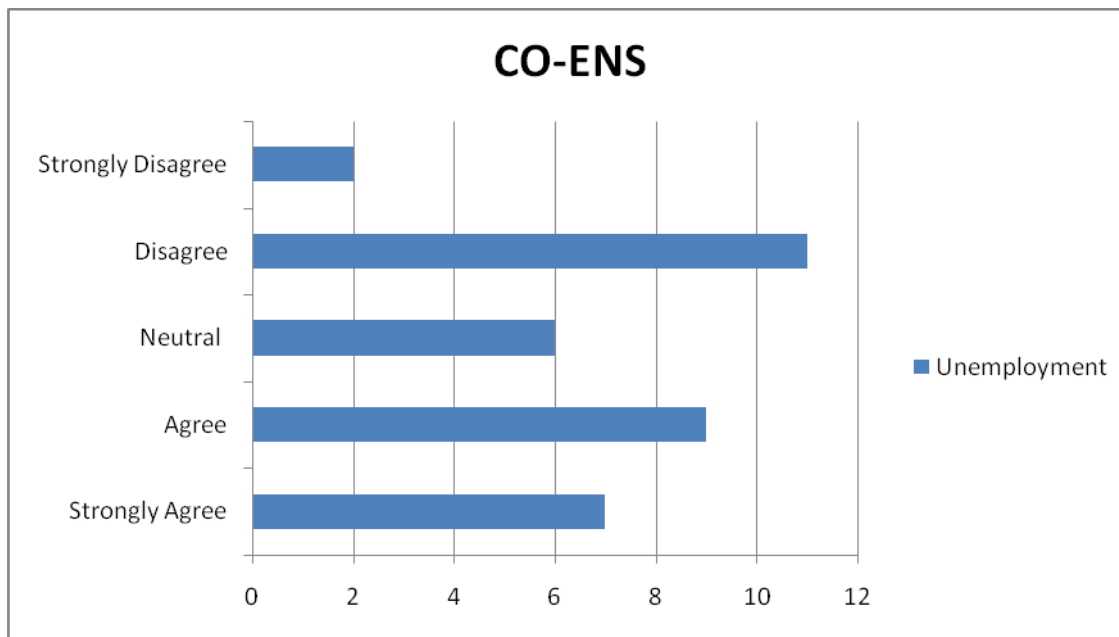


Figure 8: Unemployment vs. Corresponding rating CO-ENS

The results obtained from the analysis indicate that 11 (29.72%) out of the 37 students interviewed were found to diagree that unemployment have influenced their career choice into ENS. On the other hand, 9 (24.32%) of the students interviewed were found to agree that unemployment have influenced their career choice into ENS while 7 (18.91%) of the students interviewed were revealed that they strongly agree that unemployment have influenced their career choice into ENS. Meanwhile 6 (16.21%) of the students declared that unemployment have a neutral effect on their career choice into ENS. Finally 2 (5.40%) of the students interviewed declared that they strongly disagree that unemployment have influenced their career choice into guidance and counselling in ENS.

These results are contrary to those obtained by Ifeoma (2013) in Nigeria who examined the challenges of unemployment among youth in Nigeria and found that there is high rate of unemployment in the country. The studies further attributes deviant behaviour such

as armed robbery, Kidnapping, and prostitution among Nigerian youths to unemployment in the country.

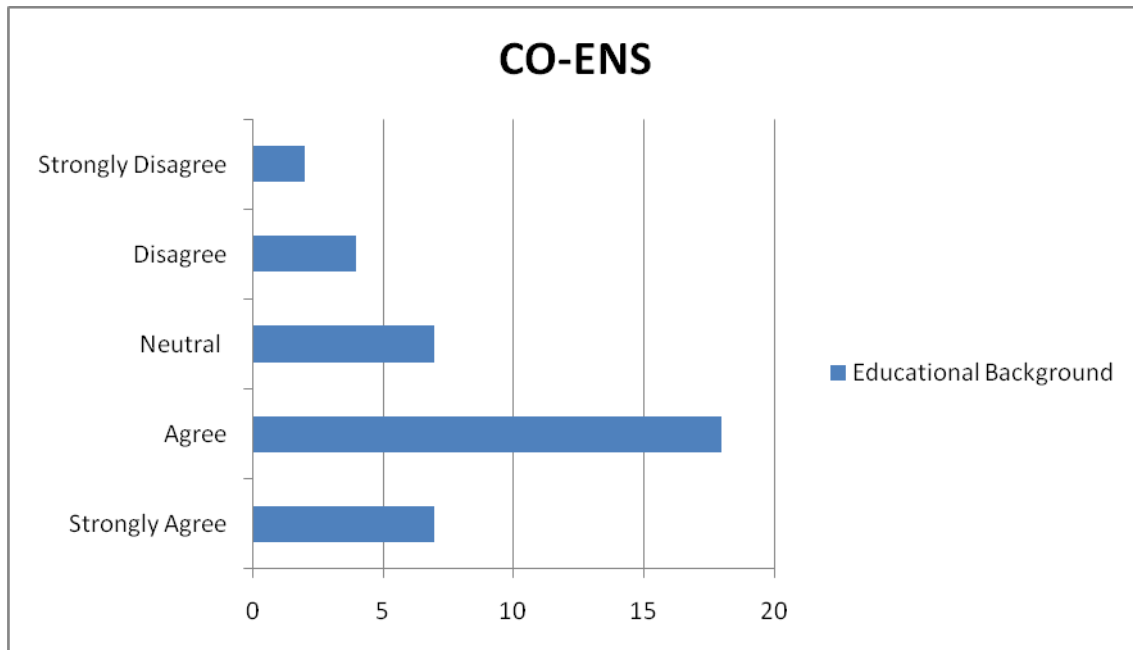


Figure 9: Educational background vs. corresponding rating CO-ENS

The results obtained revealed that 19 (51.35%) out of the 37 studentents interviewed were found to agree that educational background have influenced their career choice into ENS, while 6 (16.21%) of the students were found to strongly agree that their educational background have influenced their career choice into ENS. Meanwhile 6 (16.21%) other students found their educatinal background to have a neutral effect on their career choice into ENS. On the other hand, 4 (10.81%) of the students were found to disagree that their educatonal background have influened their career choice into ENS while 2 (5.40%) of the students indicated that they strongly disagree that their ducatioal background have influenced their career choice into ENS.

These results are contrary to obtained by Dustmann (2004) conducted a study on educational background, secondary school track choice, and wages in the Department of Economics, University College in London and found educational background of parents was one of the main factors that influenced the career choice of students in the university college. Moreover the results obtained equally contradict the information gathered by the researcher concerning the various certificates obtained by post graduate students in the field of guidance and counselling.

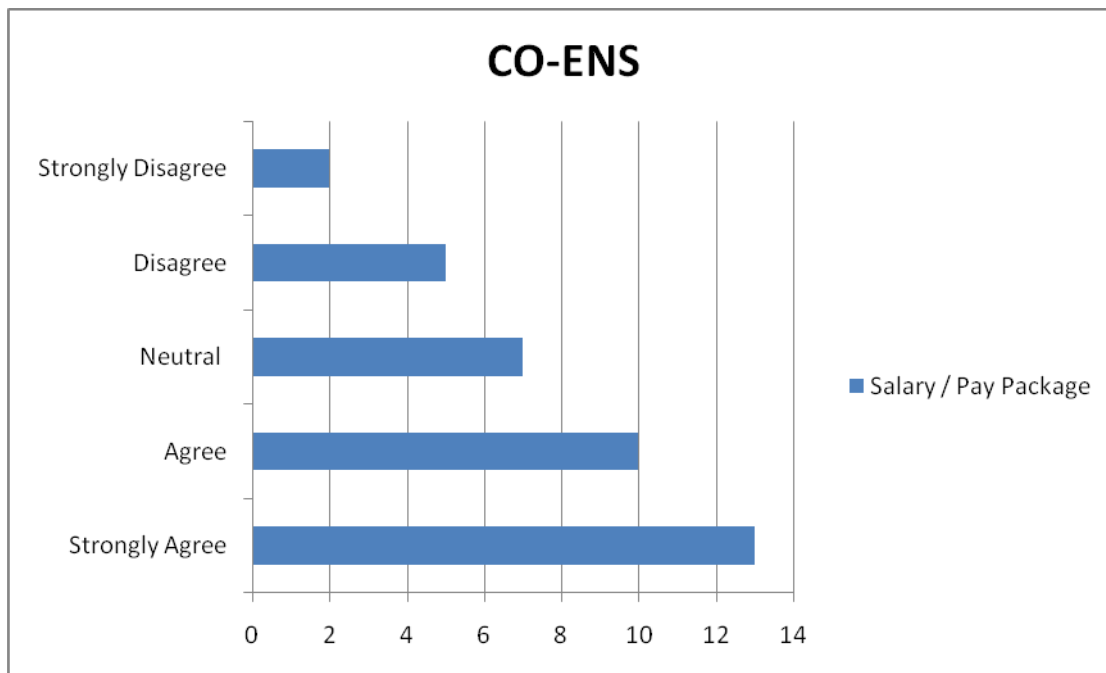


Figure 10: Salary /pay package vs. corresponding rating CO-ENS

The results obtained from the analysis exposed that 14 (37.83%) out of the 37 students interviewed were found to strongly agree that salary/ pay package have influenced their career choice into ENS, while 10 (27.02%) of the students interviewed revealed they agree that salary/ pay package have influenced their career choice into ENS. Meanwhile 6 (16.21%) of the students interviewed indicated that salary/ pay package have influenced their career into ENS . On the other hand, 5 (13.51%) of the students were found to disagree that salary/pay package have influenced their career choice into ENS and 2 (5.40%) of the students were found to strongly disagree that salary/ pay package have influenced their career choice into ENS.

Similar results were obtained by other researchers in different countries. Umar (2014) examined the factors influencing the career choice in accounting in Yobe State University, Nigeria and found that better salary, prestige and future prospects do motivate students in the choice of career in accounting. In addition, Wilson and Donnelly (2011) who carried out an assessment on the factors that influence the career choices of minority in Science Engineering Mathematics (SEM) Fields in the University of Florida. The results obtained revealed that the factors that influenced the career choices of these students were the tenure track process, life style, and salary among others.

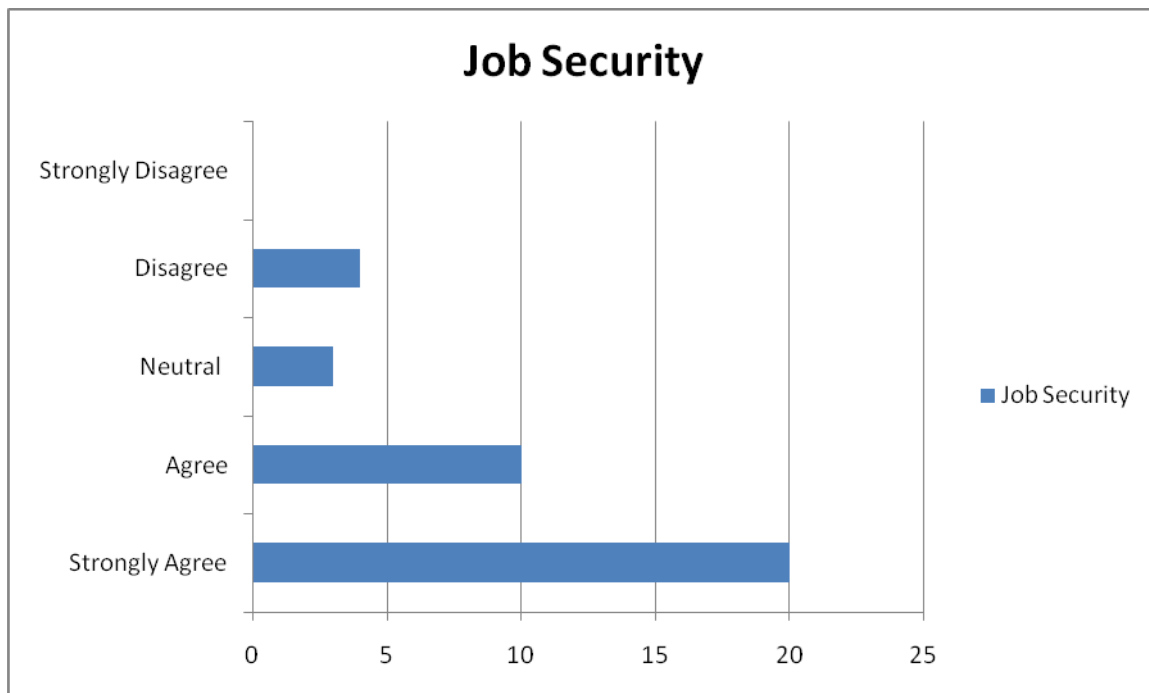


Figure 11: Job Security vs. corresponding rating CO-ENS

According to the analysis of the results obtained, 20 (54.05%) out of the 37 students interviewed were found to strongly agree that job security have influenced their career choices into ENS, while 10 (27.02%) of the students interviewed agreed that job security have influence their career choice into ENS. On the other hand, 4 (10.81%) of the students were found to disagree that job security have influenced their career choice into ENS. Mean while 3 (8.10%) of the students interviewed declared that job security have a neutral effect on their career choice into ENS. None of the students were found to strongly disagree that job security have influenced their career choice into ENS.

The results are similar to those obtained by Balyer1 and Özcan (2014) who conducted a study to determine the reasons why students choose teaching profession as a career in Turkey and found that teaching for mostly altruistic-intrinsic and extrinsic reasons. The altruistic-intrinsic reason sees teaching as a socially worthwhile and important job whereas the extrinsic reasons refer to economic conditions of services, social status and job security. The security of employment offered by teaching and the attractive working hours and longer holidays. In this respect, while the female students chose it with altruistic-intrinsic reasons, the students from poor and crowded families and the male counterparts chose it with extrinsic reasons.

In a like manner, Shipp (1999) conducted a study to gain an insight into the factors that are most important to African college students in deciding on a career course and the

attractiveness of teaching as a career choice. The primary focus of the study was a comparison of education and non-education majors. Survey responses from 263 students were gathered. Findings indicated that non-education majors placed significantly more importance on salary, job security, and advancement in their career choices than did education majors. Regarding a career in teaching, both groups perceive salary and prestige as the least attractive aspects.



Figure 12: Guaranteed retirement vs. corresponding ratings CO-ENS

The results obtained from the analysis revealed that 14 (37.83%) out of the 37 students interviewed were found to agree that guarantee retirement have influenced their career choice into ENS while 11 (29.72%) of the students declared that they strongly agree that guarantee retirement have influenced their career choice into ENS. 4 (10.81%) of the students were found to disagree that guaranteed retirement have influence their career choice into ENS while 1 (2.70%) of the students interviewed was found to strongly disagree that guaranteed retirement have influenced her career choice into ENS. Finally 7 (18.91%) of the students interviewed declared that guaranteed retirement have a neutral effect on their career choice into ENS.

The results obtained brings out clear picture of the situation in our cameroonian society today. This is because the government does not allocate social services to for her citizens when they grow old if they are not holders of a matriculation number in the public service, likewise some private employees don not equally prepare the retirement of their

workers. As a consequence of the above stated points many post graduates engage in themselves or make career choices just because they desire to guarantee their retirement benefits.

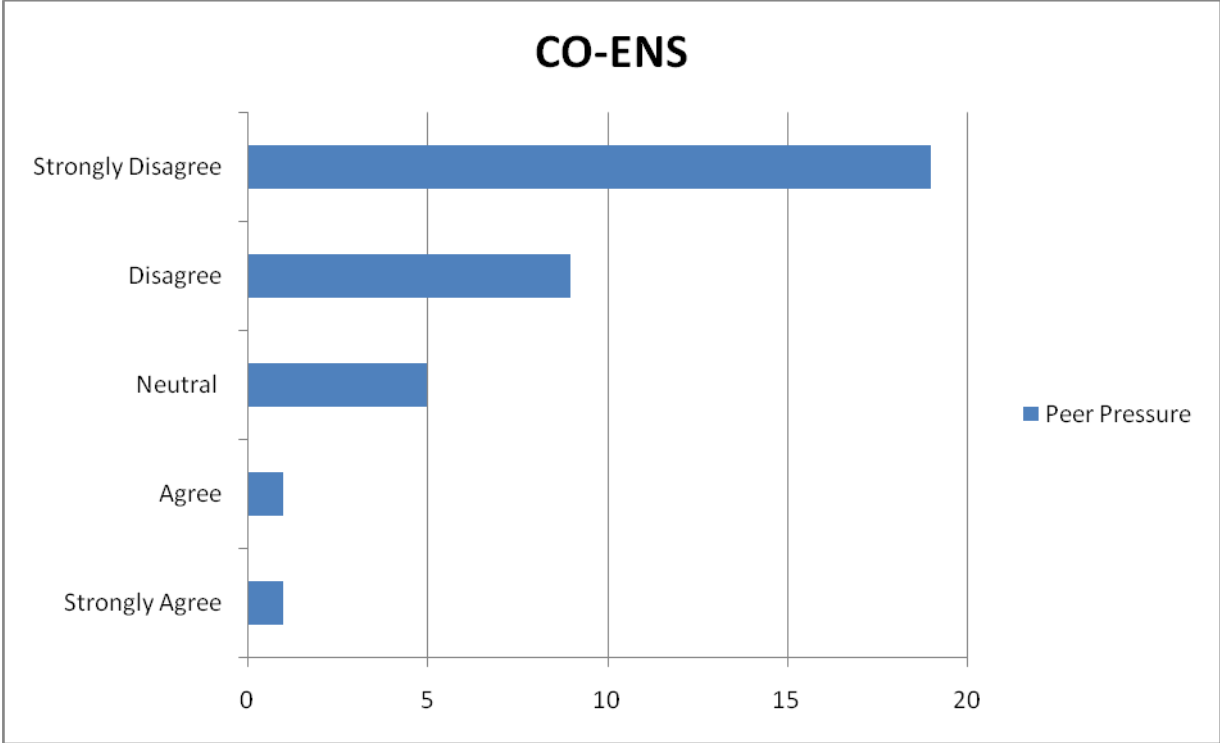


Figure 13: Peer pressure vs. Corresponding rating.

The results of the analysis revealed that 19 (51.35%) out of the 37 students interviewed were found to strongly disagree that peer pressure have influenced their career choice into ENS Yaoundé while 9 (24.32%) of the students were found to disagree that peer pressure have influenced their career choice into ENS, whereas 5 (13.51%) of the students interviewed indicated that peer pressure had a neutral effect on their career choice into ENS. On the other hand, 1 (2.70%) of the student was found to strongly agree that peer pressure have influenced her career choice into ENS as well as 1 (2.70%) of the student was found to agree that peer pressure have influenced her career into ENS.

These results are contrary to Naz et al (2014) who found peer influence as an asset for developing career opprotunities and decision making among youths in Makaland university, Pakistan. In addition their results obtained showed that 70% of participants agree that peers and friends helps in the career decision making to a greater extent and 25% believed it to some extent. Similarly the data shows that professional career is mostly decided and influenced by friends.

Meanwhile Similar results were obtained by Alike (2010) who conducted a research among secondary school students in EDO STATE Nigeria and found that there was no significant relationship between parental and peer group influence on career choice in humanities among secondary school students or adolescents. More over there is no significant effect due to the regression of career choice on peer group and parental influence. In addition, Ijeoma (2012) found that there was no significant relationship between parental and peer group influence on career choices in engineering among adolescents in the engineering school in Alabama, united states.

4.2.2. ANALYSIS OF ENAM

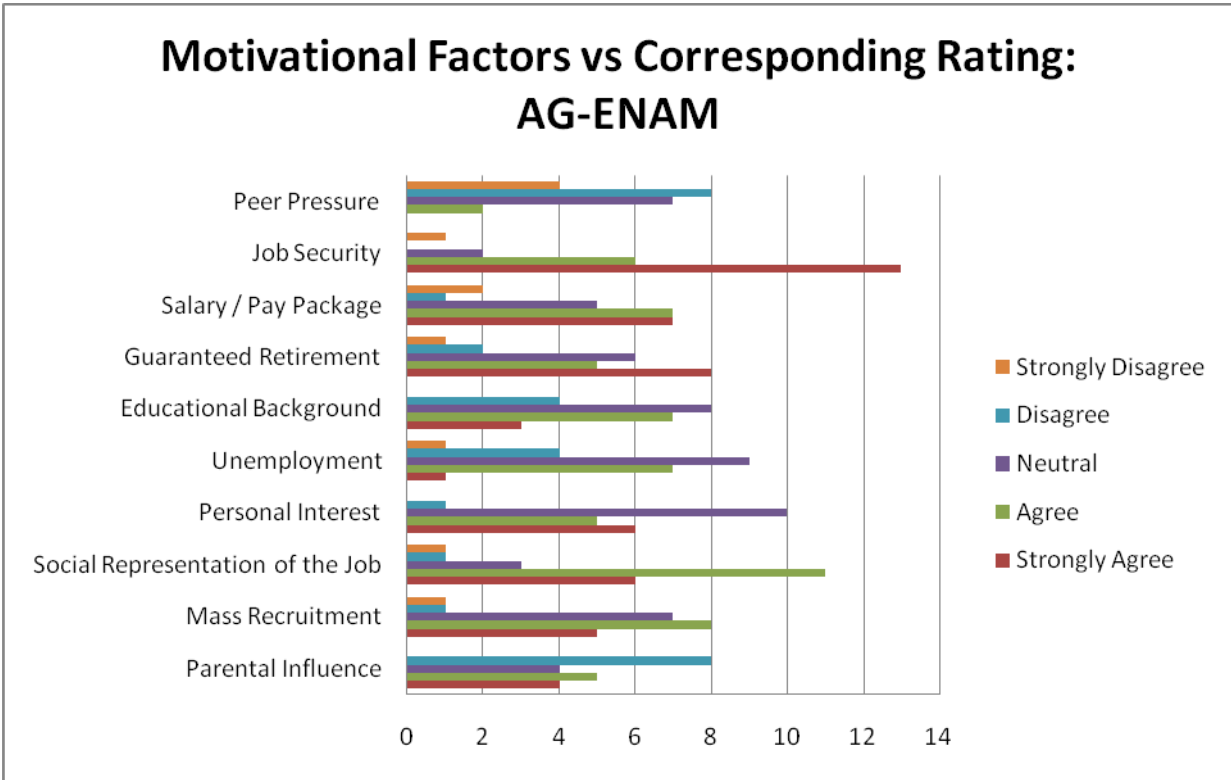


Figure 14: Motivational factors vs. corresponding rating AG-ENAM

The results obtained from the analysis of data revealed that 13 (59.09%) out of the participants in the study were found to strongly agree that job security have influenced their creer choice into ENAM, while 11 (50%) of the participants were found to agree that social representation of the job have influenced their career choice into ENAM. Whereas 10 (45.45%) of the participants found personal interest to have a neutral effect on their creer

choice into ENAM as well as 9 (40.90%) of the participants equally found unemployment to have a neutral effect on their career choice into ENAM. On the other hand, 8 (36.36%) of the participants were found to disagree that mass recruitment, educational background, and parents and peer pressure have influenced their career choice into ENAM. Similarly, 8 (36.36%) of the participants were equally found to strongly agree that guaranteed retirement have influenced their career choice into ENAM while 7 (31.81%) of the participants were found to strongly agree that salary / pay package have influenced their career choice into ENAM.

It is worth noting here that the sum total of percentatges rated against the motivational factors are more than one hundred because participants were given an equal opprtunity to rate each of the selected motivational factors. But the individual rates of the selected motivational factors are represented on separate bar charts as shown below;

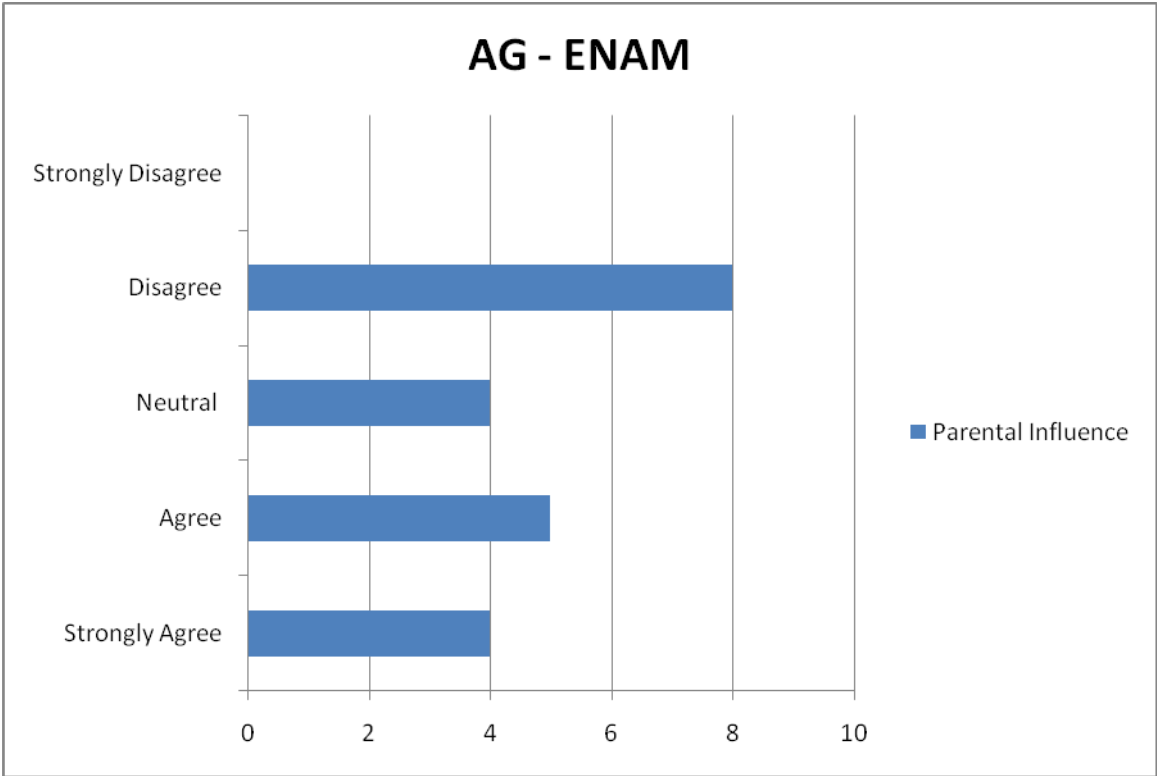


Figure 15: Parental influence vs. corresponding rating AG-ENAM

The results of the analysis indicate that 8 (36.36%) out of the 22 students interviewed disagreed that parents influenced their career choice into ENAM while 5 (22.72%) of the students declared that parental influence had a negative influence on their career choice into

ENAM. Meanwhile 4 (18.18%) revealed that parental influence had a neutral effect on their career choice into ENAM and 4 (18.18%) of the students strongly agree that parents influenced their career choice into ENAM. None of the students was found to strongly disagree that parents influenced their career choices into ENAM.

These results contradict those obtained by Roach (2010) who explored the relationship between perceived parental influence and career self efficacy of college students at Brockport, university and found that parental influence was positively correlated with students’ self efficacy. Meanwhile similar results were obtained by Olaosebikan et al (2014) who investigated the effect of parental influence on adolescent’s career choices on secondary school students in Badagry local government Area of lagos state, Nigeria and found that 48.36% of the respondents agreed to parents influencing their career choice. On the average, 21.5% of the respondents agreed that their parents’ line of business influenced their career choice, while 78.5% disagreed. On the whole, 30% of the respondents agreed that they chose the family career because they need to sustain the family business. In addition, the results of these findings seem to indicate that adolescents in secondary schools in Badagry local government area of Lagos state Nigeria have some form of independence in making career choices. In a like manner Furo (2014) investigated parents’ influence, career views and choice of institution correlates on students’ choice of science education in Rivers State tertiary institution in Nigeria and found that parents play an important role in the course of study, Career choice and institutions attended by their children.

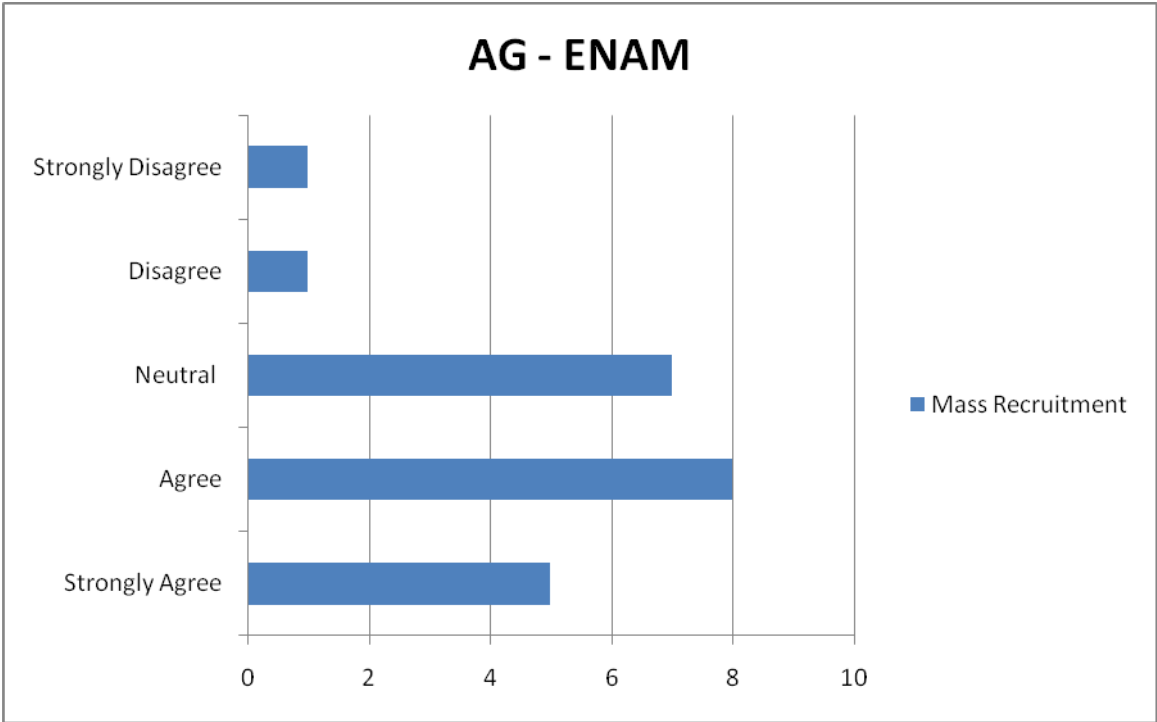


Figure 16: Mass recruitment vs. corresponding rating AG-ENAM

The results obtained from the study exposed that, 8 (36.36) out of the 22 participants in the study agree that mass recruitment have influenced their career choice into ENAM while 5 (22.72%) of the participants were found to strongly agree that mass recruitment have influenced their career choices into ENAM whereas, 7 (31.81%) declared that mass recruitment had a neutral effect on their career choice into ENAM. On the other hand, 1 (4.54%) participant was found to strongly disagree that mass recruitment have influenced his career choice into ENAM while 1 (4.54%) participant disagreed that mass recruitment have influence his career choice into ENAM.

The results obtained clearly confirm one of the observations clearly made by the resercher that most post graduate students in professional instituions do not respect their educational background or certificates obtained when making their career choices.

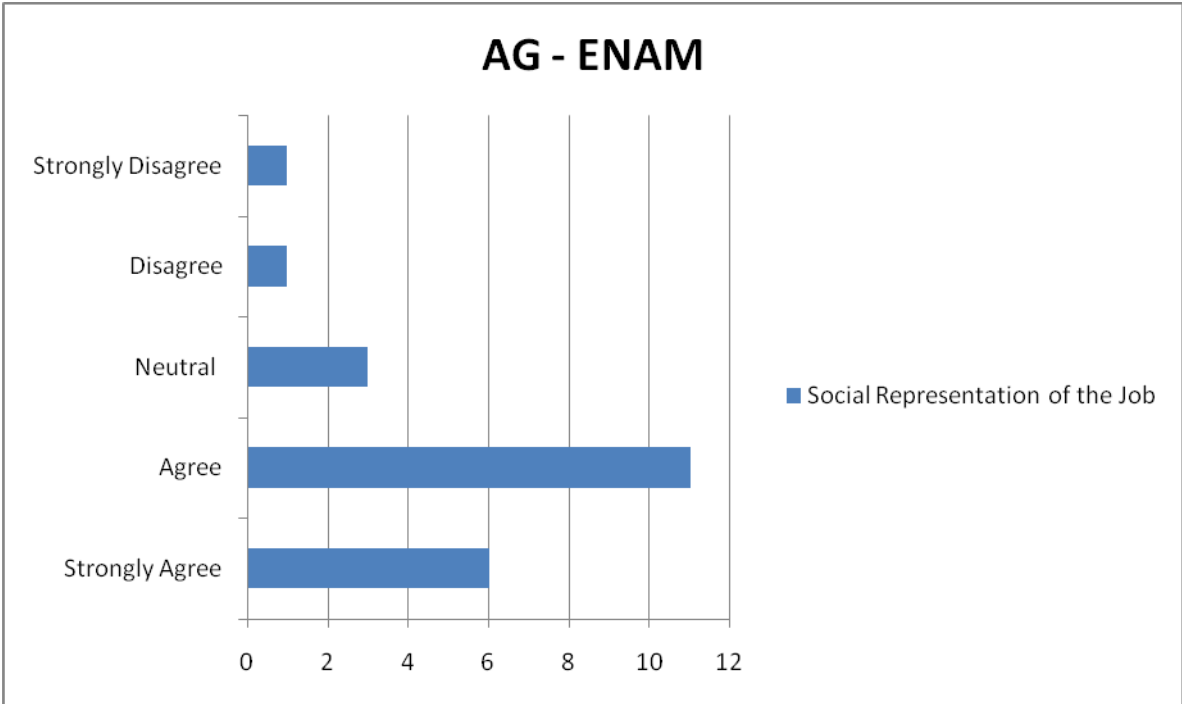


Figure 17: Social Representation of the job vs. corresponding rating AG ENAM

The results obtained from the anaysis revealed that 11 (50%) out of the 22 respondents in the study agree that social representation of the job have influenced their career choices into ENAM. In addition, 6 (27.27%) of the respondents were found to strongly agree that social representation of the job have influenced their career choices into ENAM. Meanwhile 3 (13.63%) of the respondents declared that social representation of the job have a neutral

effect on their career choices into ENAM. On the other hand, 1 (4.54%) of the respondents was found to strongly disagree that social representation of the job have influenced his career choice into ENAM as well as 1 (4.54%) of the respondents equally disagreed that social representation of the job have influence his career choice into ENAM.

Similar results were obtained by Zoldoske (1996) cited by Uko and Achu (2013) who presented a templates that determines the choices of course selection in the university of Calabar Nigeria. It was discovered that most adolescents find it difficult to make career decisions that will satisfy their personal, economic, and intellectual goals because they base their choices on extraneous influences such as status, monetary values and prestige attached to those professions. In addition, Ayuk (2012) found that some adolsecents students in Nigeria studied medicine, law and engineering because of the recognition, prestige and valaue the society accords it. According to his finding / observation, before now in Nigeria, if you studied courses outside those mensioned above, it is considered that you are not intelligent and little or no recognition is accorded societally.

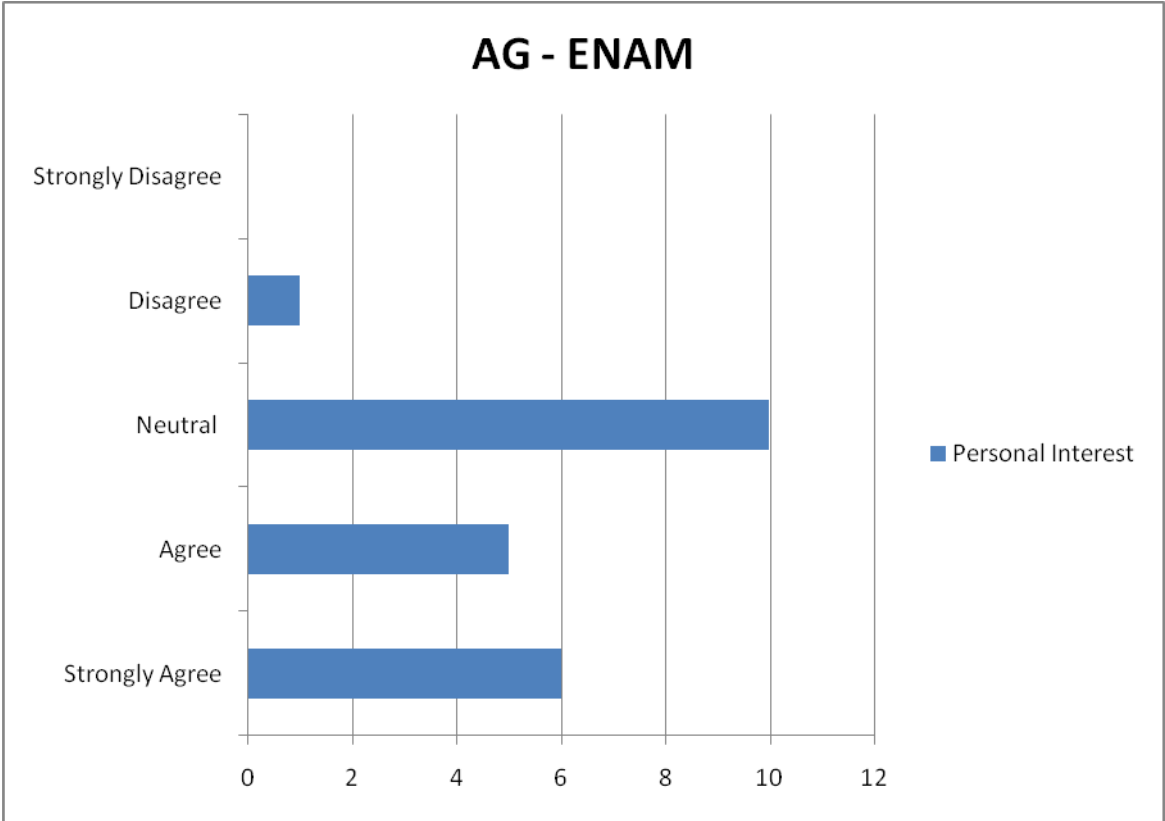


Figure 18: Personal interest vs. corresponding rating AG-ENAM

The results of the findings indicate that 10 (45.45%) out of the 22 students interviewed found personal interest to have a neutral effect on their career choices into ENAM. However, 6 (27.27%) of the students strongly agree that personal interest have influenced their career choice into ENAM. As well as 5 (22.72%) of the students were found to agree that personal interest have influenced their career choices into ENAM. On the other hand, 1 (4.54%) students disagree that personal interest have influenced his career choice into ENAM. None (0%) of the was found to strongly disagree that personal interest have influenced his career choice into ENAM. These results goes in line with the observation made by the researcher in the context and justification.

These results contradict those obtained by Leung et al (2007) who investigated the factors influencing the career choices of medical students in Colombia and found that personal interest and previous school experiences were the most influential factors on career choice.

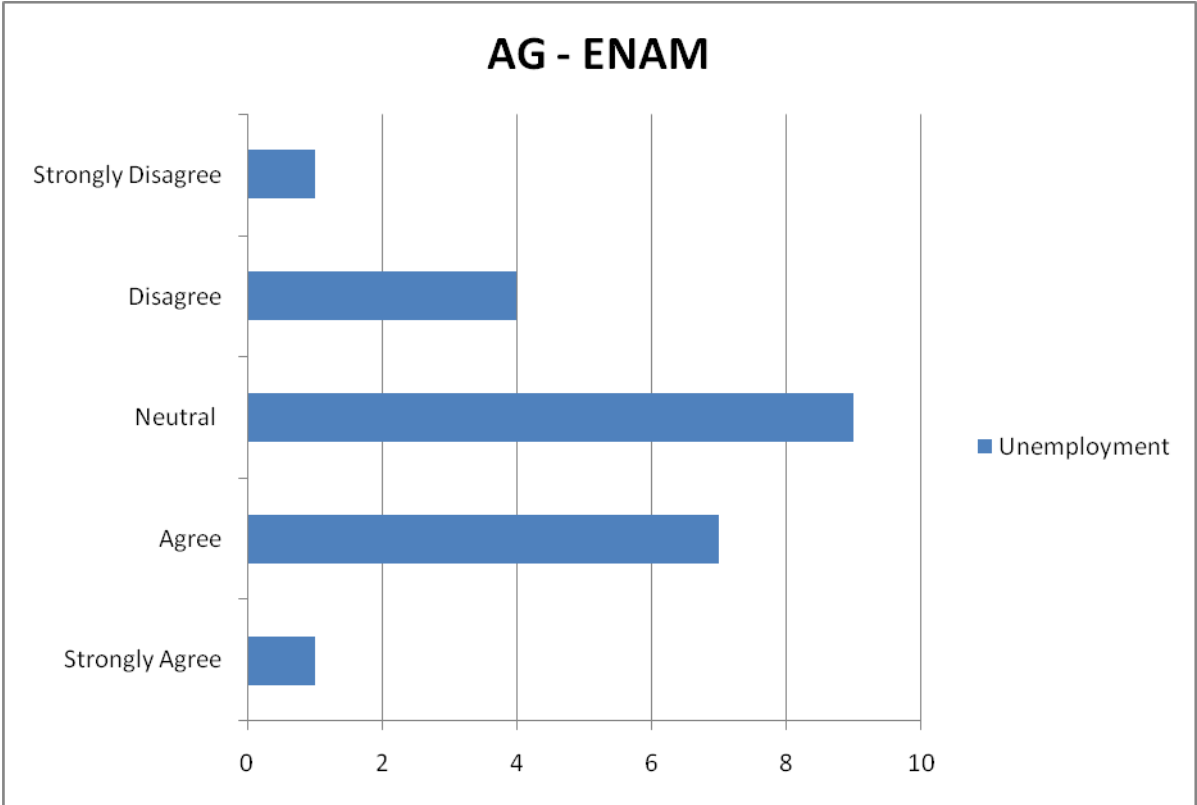


Figure 19: Unemployment vs. corresponding rating AG ENAM

According to the results obtained from the analysis, 9 (40.90%) out of the 22 students interviewed found unemployment to have a neutral effect on their career choice into ENAM. Meanwhile 7 (31.81%) of the students were found to agree that unemployment have

influenced their career choice into ENAM while 1(4.54%) of the students was found to strongly agree that unemployment have influenced his career choice into ENAM. On the contrary, 4 (18.18%) of the students interviewed were found to disagree that unemployment have influence their career choice into ENAM while 1 (4.54%) of the students interviewed was found to strongly disagree that unemployment have influenced his career ino ENAM.

These results are contrary to those obtained by Ifeoma (2013) in Nigeria who examined the challenges of unemployment among youth in Nigeria and found that there is high rate of unemployment in the country. The studies further attributes deviant behaviour such as armed robbery, Kidnapping, and prostitution among Nigerian youths to unemployment in the country.

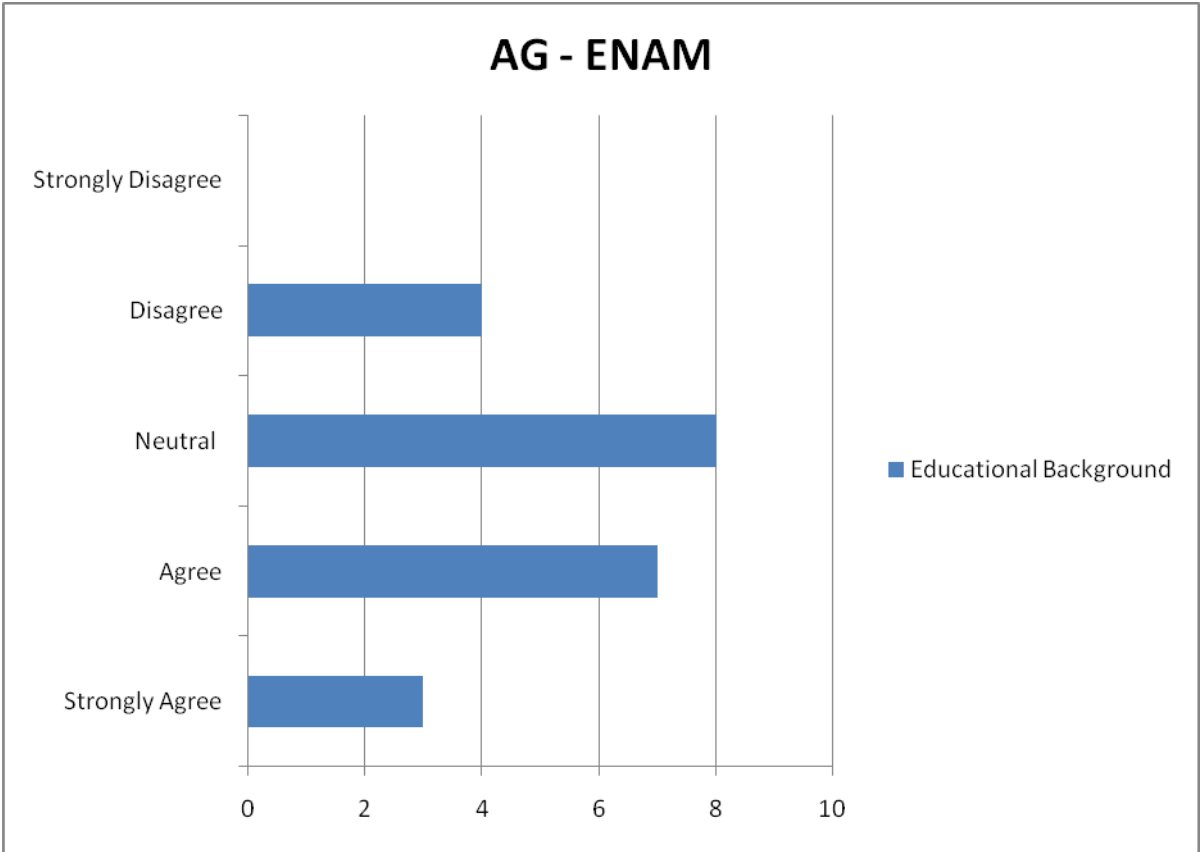


Figure 20: Educational background vs. corresponding rating AG-ENAM

The results of the analysis revealed that, 8 (36.4%) out of the 22 students interviewed found educational background to have a neutral effect on their career choice while 7 (31.8%) of the respondents agree that educational background had influenced their choice of career.

On the other hand, 4 (18.2%) of the respondents disagree with the fact that educational background had been one the factors that influenced their choice of career. However 3(13.6%) strongly agree that educational background had influenced their choice of career. None of the students (0%) was found to strongly disagree that educational background is one of the factors that have influence their choice of career into ENAM.

These results are contrary to obtained by Dustmann (2004) conducted a study on educational background, secondary school track choice, and wages in the Department of Economics, University College in London and found educational background of parents was one of the main factors that influenced the career choice of students in the university college. Moreover the results obtained equally contradict the information gathered by the researcher concerning the various certificates obtained by post graduate students in the field of guidance and counselling.

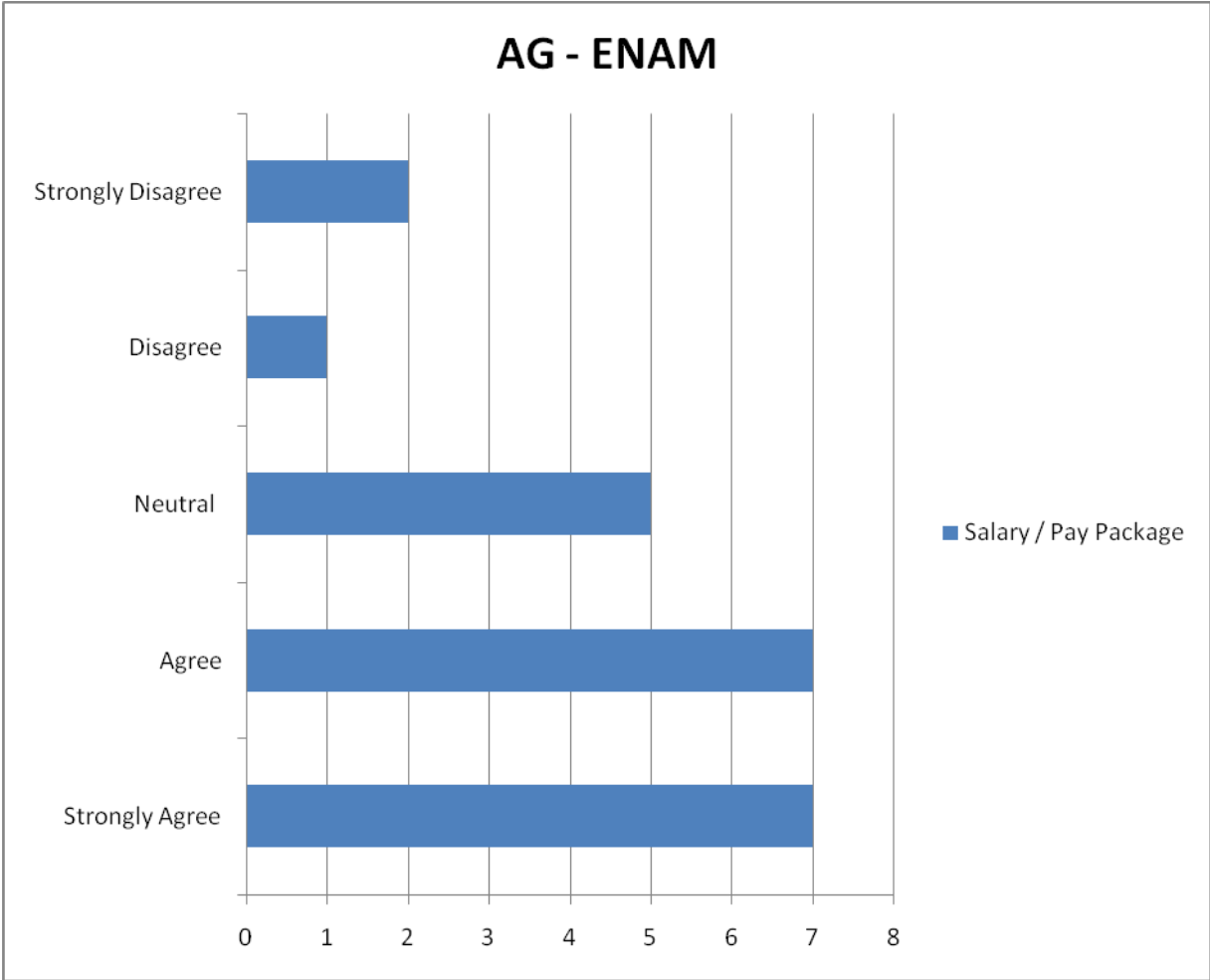


Figure 21: Salary/pay package vs. corresponding rating AG-ENAM

The results obtained exposed that, 7 (31.81%) out of the 22 participants in the study strongly agree that salary / pay package have influenced their career choice into ENAM while 7 (31.81%) of the participants were found to agree that salary/ pay package have influenced their career choices into ENAM. However, 5 (22.72%) found salary /pay package to have a neutral effect on their career choices into ENAM. On the other hand, 2 (9.09%) of the participants were found to strongly disagree that salary / pay package have influenced their career choices into ENAM while 1 (4.54%) was found to disagree that salary/ pay package have influence his career choice into ENAM.

These results are contrary to those obtained by Rothstein and Rouse (2007) who conducted a study on constrained after college: students' loans and early career occupational choices in Cambridge University and found that debts caused graduates to choose substantially higher-salary jobs and reduce the probability that students chose low paid public interest jobs. In addition, their study also revealed that, debts affect students' academic decisions during college and they equally found suggestive evidence that debt reduces students' donations to the institution in the years after they graduate and increases the likelihood that a graduate will default on a pledge made during her senior year. They argued their results obtained are more likely consistent with credit constraints than with debt aversion. On the other hand, Umar (2014) examined the factors influencing career in accounting in Yobe state Nigeria and found that, better salary, prestige and future prospects do motivate students in the choice of career in accounting. The major factors that motivate students in the choice of accounting were measured using better salary, prestige and future prospects in the profession. The result of data collected shows that future prospects is the driving force in the motivation of students to pursue career choice in accounting. Moreover, future prospect has 70.9% followed by prestige which has 25.5%. To conclude, there is significant relationship between future prospects, prestige, better salary and career choice in accounting among Nigerian University students.

In a like manner, Wilson and Donnelly (2011) who carried out an assessment on the factors that influence the career choices of minority in Science Engineering Mathematics (SEM) Fields in the University of Florida. The results obtained revealed that the factors that influenced the career choices of these students were the tenure track process, life style, and salary among others.

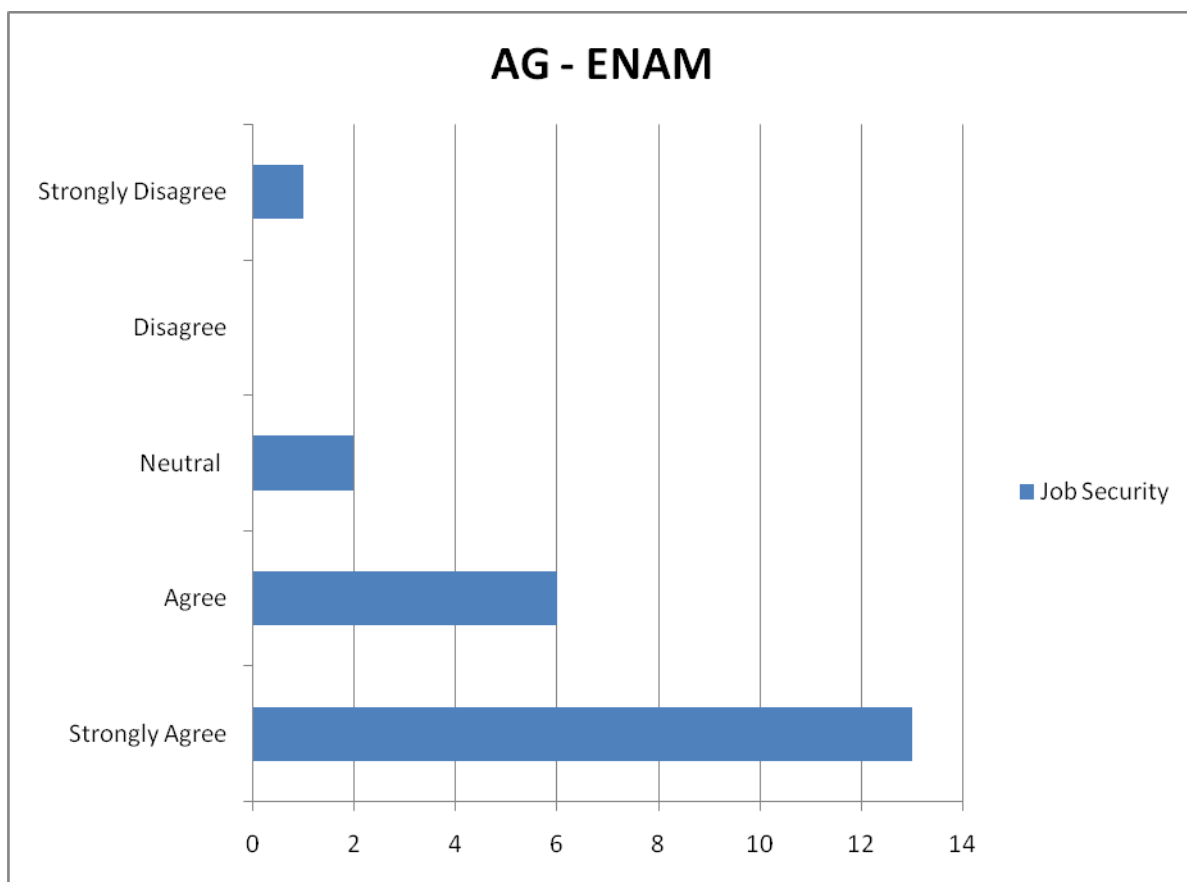


Figure 22: Job security vs. corresponding rating AG-ENAM

The results obtained from the analysis revealed that 13 (59.09%) out of the 22 respondents strongly agree that job security have influenced their career choices into ENAM while 6 (27.27%) of the respondents agreed that job security have influence their career choices into ENAM. On the contrary, 2 (9.09%) of the respondents found job security to have a neutral effect on their career choices into ENAM while 1 (4.54%) was found to strongly disagree that job security have influence on the career choice into ENAM. None (0%) of the respondents disagreed that job security have influence their career choices into ENAM.

Similar results were obtained by Shipp (1999) who conducted a study to gain an insight into the factors that are most important t African college students in deciding on a career course and found that that non-education majors placed significantly more importance on salary, job security, and advancement in their career choices than did education majors.

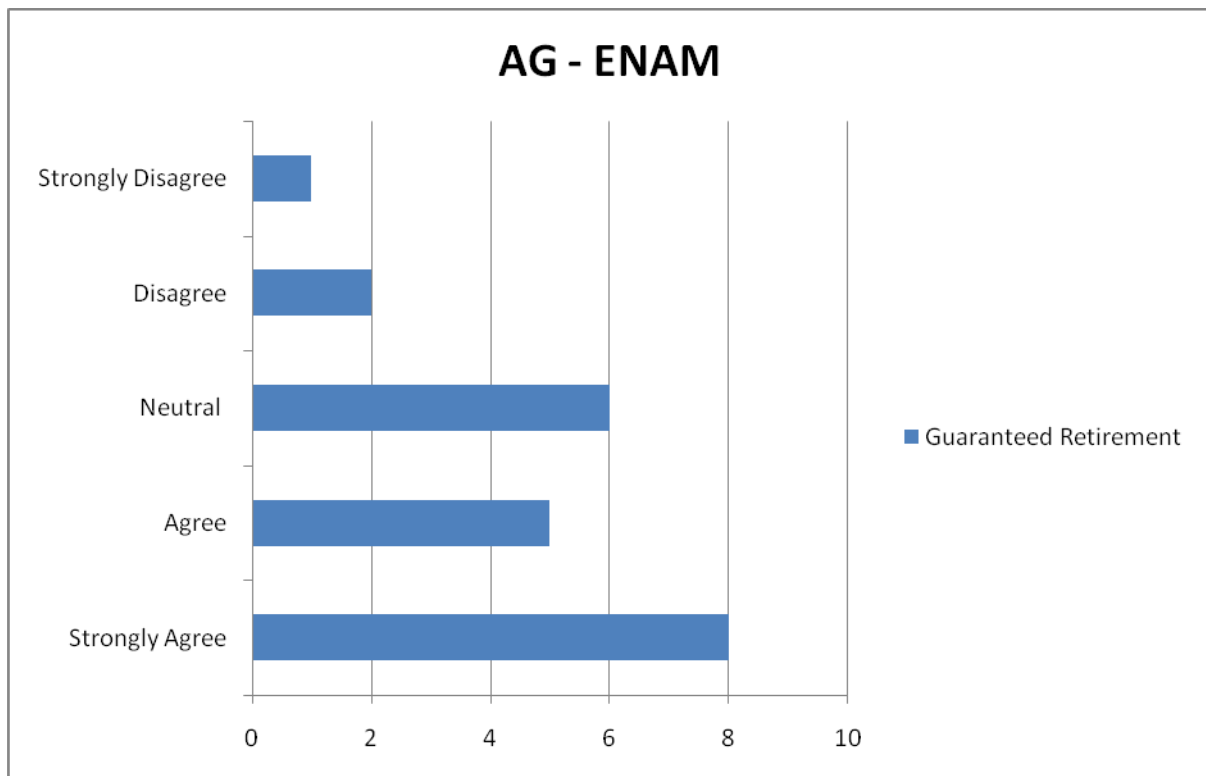


Figure 23: Guaranteed retirement vs. corresponding rating AG-ENAM

According to the results obtained from the analysis, 8 (36.4%) out of the 22 participants in the study were found to strongly agree that the desire to guarantee a retirement is the most influential motivational factor on their career choice into ENAM. Meanwhile 6 (27.27%) of the participants found guaranteed retirement to have a neutral effect on their career choices into ENAM however 5 (22.72%) of the participants were found to agree that guaranteed retirement benefit influence their career choices into ENAM. On the contrary, 2 (9.09%) of the participants disagreed that guaranteed retirement influenced their career choice into ENAM while 1 (4.54%) out of the 22 participants was found to strongly disagree that guaranteed retirement have influenced his career choice into ENAM.

The results demonstrates the situation experienced in our country today due to the fact that, the government does not allocate social services to for her citizens when they grow old if they are not holders of a matriculation number in the public service, likewise some private employees don not equally prepare the retirement of their workers. As a consequence of the above stated points many post graduates engage in themselves or make career choices just because they desire to guarantee their retirement benefits.

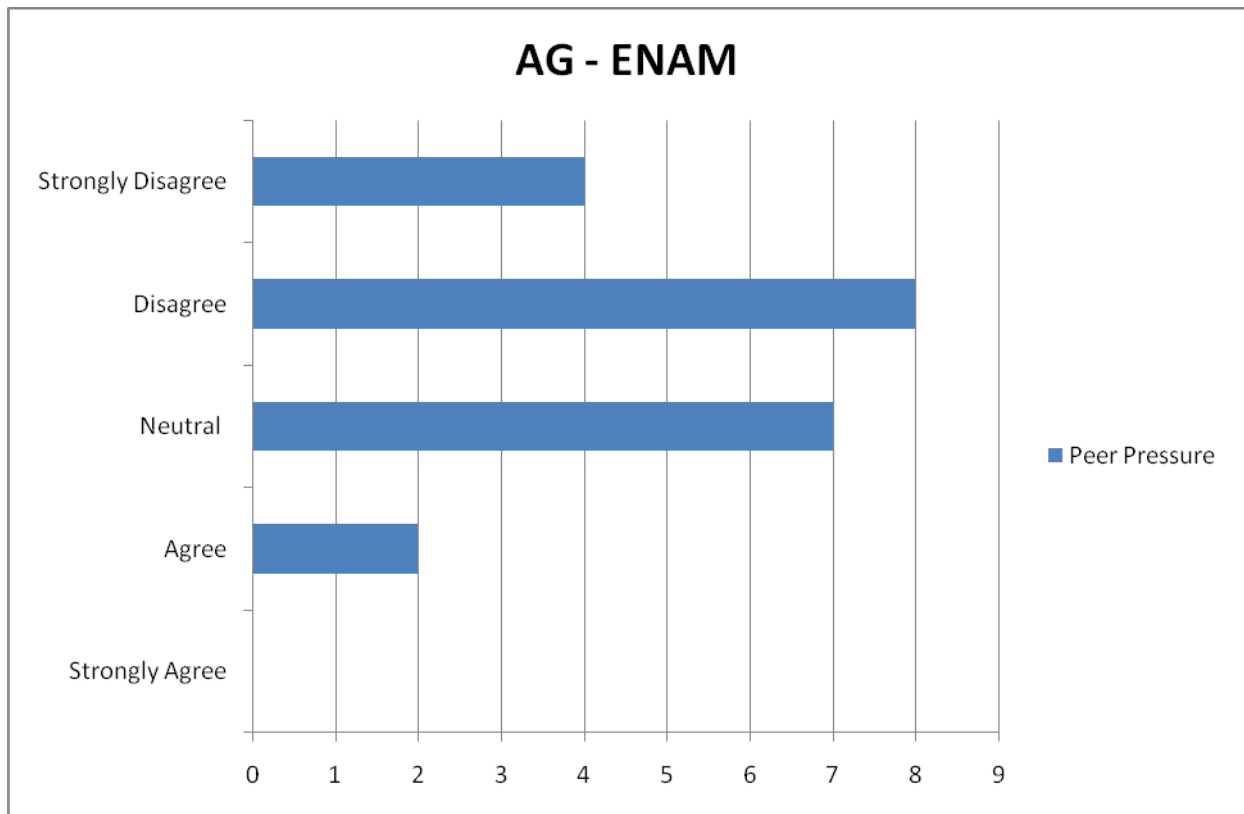


Figure 24: Peer pressure vs. corresponding rating AG-ENAM

Results obtained from the analysis revealed that, 8 (36.4%) out of the 22 students interviewed disagreed that peer pressure could influence their career choices into ENAM while 7 (31.8%) of the students found peer pressure to have a neutral effect on their career choices whereas 4 (18.18%) of the students strongly disagreed that peer pressure influenced their career choices into ENAM. On the other hand, 2 (9.09%) of the students interviewed agree that peer pressure influenced their career choices into ENAM while none of the students (0%) was found to strongly agree that peer pressure have influence their career choice into ENAM.

Similar results were obtained by Alike (2010) who conducted a research among secondary school students in EDO STATE Nigeria and found that there was no significant relationship between parental and peer group influence on career choice in humanities among secondary school students or adolescents. More over there is no significant effect due to the regression of career choice on peer group and parental influence. In addition, Ijeoma (2012) found that there was no significant relationship between parental and peer group influence on

career choices in engineering among adolescents in the engineering school in Alabama, united states.

These results are contrary to Naz et al (2014) who found peer influence as an asset for developing career opportunities and decision making among youths in Makaland university, Pakistan. In addition their results obtained showed that 70% of participants agree that peers and friends helps in the career decision making to a greater extent and 25% believed it to some extent. Similarly the data shows that professional career is mostly decided and influenced by friends.

From the results presented above, one can clearly see that various motivational factors influence the career choice of post graduate students in some selected professional schools; the case of ENAM and ENS Yaounde. This is because the findings obtained from the analysis revealed that students in ENS were found to be influenced by job security while those in ENAM found social representation of the as the most influential factor on their career choices for instance. However, mass recruitment influenced the students of both schools and this explains why some of them do not match their career choices with their educational background.

4.3 VERIFICATION OF HYPOTHESIS

H01- There are no motivational factors that influence the career choices of post graduate students in professional schools; the case of ENAM and ENS

Ha1- There are some selected motivational factors that influence students' career choices into professional schools, the case of ENAM and ENS Yaoundé



Figure 25: Showing comparative motivational factors Vs corresponding rating

- The first hypothesis of the study which stated that; there are some selected motivational factors that influence the career choices of post graduate students into professional institutions, the case of ENAM and ENS Yaoundé as could be illustrated in the figure above starting with job security which had the highest score or frequency for the given sample of 59 participants in the study, was retained.
- In both cases, **job security** was identified as the most influential motivational factor on career choice with the highest frequency (34) obtained among all the 59 participants in the study. This is followed by **salary or pay package** with a frequency of 20. However **guarantee retirement** was identified as the third influential motivational factor having a score of 19. In addition, **personal interest** follows thereby obtaining a score of 18 while **social representation of the job** scored of 17. More over **parental influence** was found to score 12, followed by **mass recruitment and educational background** with a frequency of 10 and **unemployment** which obtained a score of 8. Finally **peer pressure** was identified as the least influential motivational factor on career choice of post graduate students since it had an absolute frequency of 3.

H02- There is no difference in the levels/degrees of influence of motivational factors on career choices

Ha2- There are different degrees/levels of influence of motivational factors on career choices.

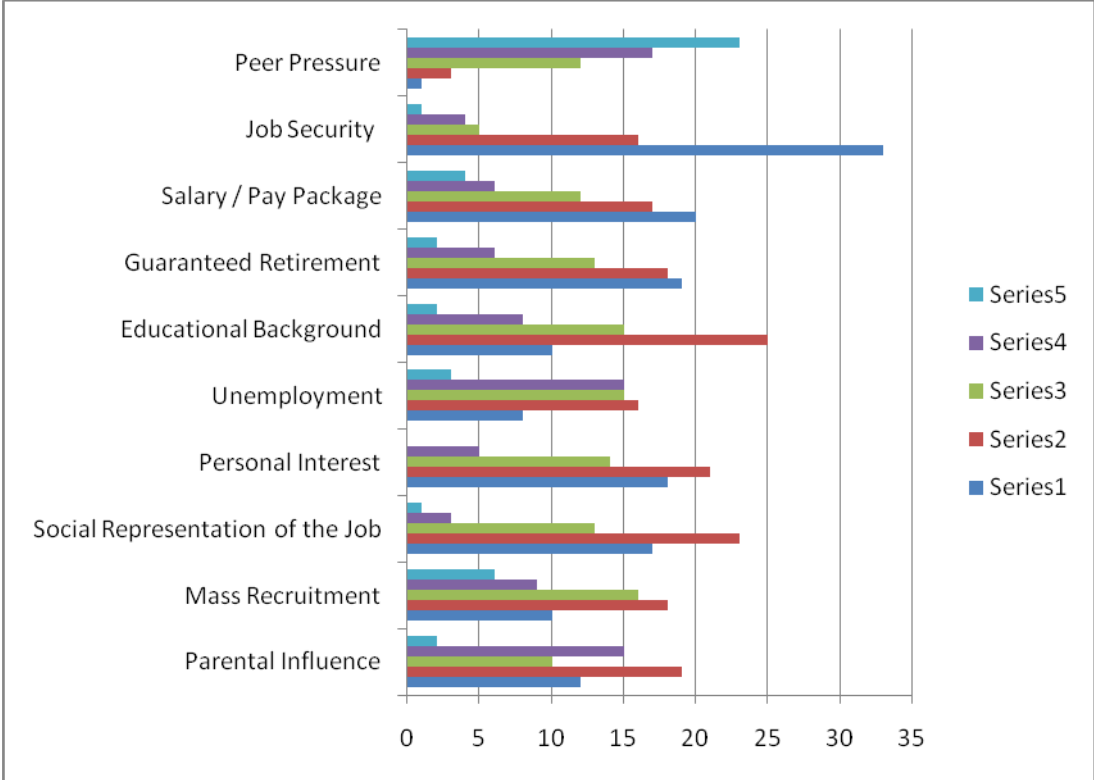


Figure 26: Showing comparative analysis between ENAM and ENS

The second hypothesis of the study which stated that; there are different degrees or levels of influence of motivational factors on career choice was confirmed because once the selected motivational factors were placed on a five point Likert scale and submitted to the students in order to permit them rate their opinions, the results obtained exposed that they vary not uniformly or consistently but from individual to individual. This is because some of the participants in the study were found to strongly agree, while others agree to the motivational factors as shown on the figure above.

H03- There are no other motivational factors that influence the career choices of post graduate students in ENAM and ENS Yaoundé.

Ha3- There are other motivational factors that influence the career choice of post graduate students in ENAM and ENS Yaoundé.

In order to verify if there are other motivational factors that influenced the career choice of post graduate students in the selected professional schools, item was posed on the questionnaire which permitted the student supplementary information on the other factors that

influenced their career choices which were not identified by the researcher. As such, the findings exposed that some students were influenced by their age, limited job opportunities in their ideal career for instance law, curiosity, quest for power and authority, to be among the citizens in decision making in the country, and failure to obtain admission into other competitive entrance examination such as IRIC. However some students are motivated to do guidance and counselling because they did not succeed in the competitive entrance examination into ENAM.

It is worth noting that this piece of work is aimed at verifying the motivational factors, their level of influence on the career choices of post graduates into the selected professional institutions and not a comparative study between the two selected professional institutions.

CHAPTER FIVE:

INTERPRETATION OF RESULTS AND PROFESSIONAL IMPLICATIONS

5.1 INTRODUCTION

This chapter is concerned with the discussion of results obtained from the data analysis. It also gives relevant recommendations based on the results and concludes the study.

5.2 DISCUSSION OF FINDINGS

According to the results obtained from the study, one can confidently say that, motivational factors influence the career choices of post graduate students into profession institutions for instance ENAM and ENS Yaoundé. This is because students in both institutions were found to strongly agree that job security was the most influential factor on their career choice. In both cases, **job security** was identified as the most influential motivational factor on career choice with the highest frequency of 34, giving a percentage of 57.62% obtained among all the 59 participants in the study. This is followed by **salary or pay package** with a frequency of 20 (33.89%). However **guarantee retirement** was identified as the third influential motivational factor having a score of 19 (32.20%). In addition, **personal interest** follows thereby obtaining a score of 18 (30.50%) while **social representation of the job** scored of 17 (28.81%). More over **parental influence** was found to score 12 (20.33%), followed by **mass recruitment and educational background** with a frequency of 10(16.94%) and **unemployment** which obtained a score of 8 (13.55%). Finally **peer pressure** 3(5.08%) was identified as the least influential motivational factor on career choice of post graduate students.

The results are similar to those obtained by other researchers for instance, Shipp (1999) who conducted a study to gain an insight into the factors that are most important to African college students in deciding on a career course and found that non-education majors placed significantly more importance on salary, job security, and advancement in their choices than did education majors. In addition, similar results were obtained by Zoldoske (1996) cited by Uko and Achu (2013) who presented a templates that determines the choices of course selection in the university of Calabar Nigeria. It was discovered that most adolescents find it difficult to make career decisions that will satisfy their personal, economic, and intellectual goals because they base their choices on extraneous influences such as status, monetary values and prestige attached to those professions. In addition, Ayuk (2012) found

that some adolescents students in Nigeria studied medicine, law and engineering because of the recognition, prestige and value the society accords it. According to his finding/observation, before now in Nigeria, if someone studied courses outside those mentioned above, it is considered that the person is not intelligent and little or no recognition is accorded to him/her societally.

On the other hand, these results contradict those obtained by Leung et al (2007) who investigated the factors influencing the career choices of medical students in Colombia and found that personal interest and previous school experiences were the most influential factors on career choice. However with reference to guarantee retirement, the results obtained demonstrated that the situational picture of what exists in our country today since the government does not allocate social services to her citizens when they grow old if they are not holders of a matriculation number or integrated in the public service, likewise some private employers do not equally prepare the retirement of their workers. As a consequence of the above stated points many post graduates engage themselves in/or make career choices just because they desire to guarantee their retirement benefits.

Finally with reference to the results obtained after analysis of the variable mass recruitment, it would be reasonable for one to confirm one of the observations made by the researcher that most post graduates in professional institutions do not respect their educational background when making career choices due to the fact that the competitive entrance examination into the selected disciplines are opened to all candidates irrespective of their certificates or qualifications obtained in the previous years.

5.3 THEORETICAL IMPLICATIONS

According to the findings of the study, it would be logical for one to state that motivational factors influence the career choices of post graduate students in professional institutions in Cameroon and the results of the data analysis revealed that the most influential motivational factors on career choices of post graduate students in the selected professional schools are; Job security, Salary/pay package, Guarantee retirement, Personal interest, Social representation of the job, Parental influence, Mass recruitment and Unemployment respectively. This goes in line with the assertion that when individuals are young, they circumscribe some professions which they aspire to carry out in future. But later on in life as they grow up, compromises are been made due to some environmental, cultural, economic and societal events or situations that may arise to them (Gottfredson, 1996). In a like manner people tend to make these compromises due to the fact that they desire to satisfy their basic

necessities of life (Maslow, 1943). This clearly highlights the exact situation experienced in our country by most youths or post graduates. Public opinion indicates that when making a career choice the above mentioned motivational factors are taken into consideration in the same order.

From the above theoretical implications one can recommend that;

- The government should include guidance and counselling in the educational curriculum from primary school up to university level.
- In addition, the government should create openings based on the various disciplines/programmes offered in universities as well as professionalise the university studies in Cameroon. This will go a long way to reduce the frustration of students after obtaining their first degrees there by reducing the mad rush into competitive entrance examinations.
- The current study will equally provide a solid foundation for researchers seeking to understand motivational factors that influence the career choices of post graduate students in professional schools to clearly identify the factors. And consequently NGOs interested in this domain could work on the results obtained.
- Furthermore, since the findings of the study exposes the various motives that post graduates in Cameroon have when making their career choices into professional schools, the government should design appropriate integration policy in the various disciplines that students enrol into.
- Moreover, considering the fact that these professional institutions recruit students with different educational background in some selected fields, there should be preliminary classes offered to all students to ensure that they are all on the same level before effective classes begin. As such one will be sure that upon graduation all these students are competent and apt to deliver the required services to the public.
- Finally, the results obtained from the data analysis should enable professional schools to lay down well defined recruitment criteria into the selected disciplines. This will go a long way to reduce the incoherence that exists between educational profile and career choices as well as ‘mad rush’ into particular professional institutions with diverse motives.

5.4 CONCLUSION

This piece of work entitled ‘motivational factors and career choices of post graduate students in professional schools; the case of ENAM and ENS Yaoundé’ was grounded on the observation that most post graduates make career choices that do not match with their educational background and after obtaining the desired matriculation number or integration into the public service they tend to switch ministries or become ‘ghost workers’. The main objective of the study was to verify if some selected motivational factors influence the career choices of post graduates into professional institutions in Cameroon; the case of ENAM and ENS Yaoundé. In this light, three specific hypotheses were formulated and verified in order to guide the study. The results obtained indicated that some motivational factors influence the career choices of post graduates in professional institutions in Cameroon; the case of ENAM and ENS Yaoundé but the levels of influence are not constant because they vary from one individual to another. Apart from the selected motivational factors, the study equally exposed other motivational factors that influenced the career choices of post graduate students. These include age, gender, limited job openings in the ideal careers of the participants in the and the desire to be among the leading personalities in decision making in the country.

5.5 FURTHER WORKS:

- It is worth noting that this same topic could be researched by using data from other professional schools in the country for example, CUSS, ESTIC and POLYTECHNIQUE by using other methods of research. This is because the study has been limited to two professional schools in the country and as such the results obtained cannot be generalised.

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APPENDICES

APPENDIX 1:

Table 1: Showing the various qualification obtained and gender of first year guidance and counselling students in ENS Yaoundé.

Institution	Series	Gender	Highest qualification
ENS	CO	F	B. Ed psychology
ENS	CO	F	B.sc Biology
ENS	CO	M	B.sc Law
ENS	CO	F	M.sc Business law
ENS	CO	F	B.sc Private law
ENS	CO	F	M.sc Sociology
ENS	CO	F	Na
ENS	CO	F	B.sc Law
ENS	CO	M	B. Ed Psychology
ENS	CO	F	B.sc Law
ENS	CO	F	B. sc Law
ENS	CO	M	M.sc Economics
ENS	CO	F	B. sc Law
ENS	CO	F	B. sc Public law
ENS	CO	F	B. Ed Psychology
ENS	CO	M	B.sc Law
ENS	CO	F	B. Ed Psychology
ENS	CO	M	NA
ENS	CO	M	B.sc Law
ENS	CO	F	B.sc Law
ENS	CO	F	B.sc Economics
ENS	CO	F	B. Ed Psychology
ENS	CO	F	B. Ed Psychology
ENS	CO	F	BA. Linguistic
ENS	CO	F	B.sc Management

ENS	CO	F	NA
ENS	CO	F	B. sc International law
ENS	CO	F	B.sc Economics
ENS	CO	F	B.sc Law
ENS	CO	F	B.sc Political science
ENS	CO	F	B. Ed Psychology
ENS	CO	M	B.sc Economics
ENS	CO	M	B.sc Political science
ENS	CO	F	B.sc Management
ENS	CO	F	M.sc Law
ENS	CO	F	B.sc Private Law
Total number of students	37		

Source: Field survey 2016

Table 2: Showing the various qualifications obtained and gender of first year general administration students in ENAM Yaoundé.

Institution	Series	Gender	Highest qualification
ENAM	General Administration	Male	B.sc Law
ENAM	General Administration	Male	M.sc Public Law
ENAM	General Administration	Male	M.sc Management
ENAM	General Administration	Female	B.sc Law
ENAM	General Administration	Male	B.sc Sociology
ENAM	General Administration	Male	M.sc Economics
ENAM	General Administration	Male	NA
ENAM	General Administration	Male	M.sc Economics
ENAM	General Administration	Male	M.sc Management
ENAM	General Administration	Female	B.sc Law
ENAM	General Administration	Male	B.sc Chemistry
ENAM	General Administration	Male	B.sc Law
ENAM	General Administration	Male	B.sc Management
ENAM	General Administration	Male	M.sc Business law
ENAM	General Administration	Female	B.sc Economics

ENAM	General Administration	Male	B.sc Law
ENAM	General Administration	Female	B.sc Law
ENAM	General Administration	Female	NA
ENAM	General Administration	Male	B.sc Economics
ENAM	General Administration	Female	B.sc Economics
ENAM	General Administration	Male	B.sc Accounting
ENAM	General Administration	Male	B.sc Geology
ENAM	General Administration	Female	B.A History
To number of students	22		

Source: Field survey 2016.

APPENDIX 2:

QUESTIONNAIRE

Topic of Research: ‘Motivational factors and their influence on career choices of post graduate students in some selected professional schools’ in Cameroon.

Dear respondent this research is purely for academic purpose. Therefore, every response given will be treated with absolute confidentiality.

Enter your chosen answer in the response column based on the codes provided below.

SECTION 1: DEMOGRAPHY INFORMATION			
Question code	Variable	Codification	Response
DI 1	Age		
DI 2	Gender	0 = female 1 = male	
DI 3	Marital Status	1= single 2 = married 3 = divorced/separated 4 = widowed	
DI 5	Type of certificate obtained and field of study		

SECTION 2: MOTIVATIONAL FACTORS			
MF 1	Parental influence	1= Strongly agree 2= Agree 3 = Neutral 4 = Disagree 5 = Strongly disagree	
MF 2	Mass recruitment		
MF 3	Social representation of the job		
MF 4	Personal Interest		
MF 5	Unemployment		
MF 6	Educational background		
MF 7	Guaranteed retirement benefit		
MF 8	Salary /Pay package		
MF 9	Job security		
MF 10	Peer pressure		
SECTION 3: SUPPLEMENTARY INFORMATION			
SI 1	Other factors that influenced your career choice		
SI 2	What was your ideal career/profession?		

TRANSLATED COPY OF THE QUESTIONNAIRE:

SECTION 1: DEMOGRAPHY INFORMATION			
Question code	Variable	Codification	Response
DI 1	Age		
DI 2	Gendre	0 = feminine 1 = masculin	
DI 3	Statu matrimonial	1= cilibatairre 2 = marriere 3 = divorce 4 =veuve	
DI 5	Type de diplome		

	obtenu		
SECTION 2: MOTIVATIONAL FACTORS			
MF 1	L'influence parentale	1= Strongly agree 2= Agree 3 = Neutral 4 = Disagree 5 = Strongly disagree	
MF 2	Recrutement de mass		
MF 3	Respresentation social du travail		
MF 4	Interet personnel		
MF 5	Chomage		
MF 6	Votre background scolaire		
MF 7	Retraite assuree		
MF 8	Salaire		
MF 9	Securite de l'emploi		
MF 10	L'influence des pairs		
SECTION 3: SUPPLEMENTARY INFORMATION			
SI 1	Autre facteurs ayant influencer votre choix de cariere		
SI 2	Quelle est votre profession ideal?		