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DEPARTEMENT DE Sciences de l'education

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REPUBLIC OF CAMEROUN

*Peace – Work – Fatherland*

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UNIVERSITY OF YAOUNDE I  
HIGHER TEACHER TRAINING COLLEGE  
DEPARTMENT OF Science of education

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## **Parenting styles and students' career choices: the case of some secondary schools in Yaoundé IV administrative sub-division**

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

Par :

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# CERTIFICATION

We hereby certify that this dissertation entitled “Parenting styles and students’ career choices: the case of some secondary schools in Yaounde VI administrative sub-division” was carried out by ITOE EMILIA ASALORI. It has been corrected in accordance with the comments of the jury to our satisfaction. We therefore recommend that this dissertation be bound and copies deposited in the Department of Sciences of Education of ENS Yaounde.

## Signatories

President of jury

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Examiner

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PROF PIERRE FONKOUA

Date \_\_\_\_ / \_\_\_\_/2016

To my beloved husband GALEGA Roland

and

Children: Shelton, Jason and Cheryl Galega

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## **LIST OF ABBREVIATIONS**

C.P.O.S.P : Centre de Psychologie, Orientation et Sélection Professionnelle.

MINEDUC: Ministry of National Education.

MINRES: Ministry of Scientific Research

UNESCO : United nations Educational Scientific and Cultural Organization

I.C.T : Information and Communication Technology

ENS : Higher Teachers' Training College

INJS : National institute of Youths and Sports

ENAM : National Institute of Administration and Magistracy

DV : Dependent Variable

IV : Independent Variable

df : Degree of Freedom

SCCT : social cognitive career theory

ANOVA : analysis of variances

SPSS: Statistical Package for Social Sciences

G.B.H.S : Government Bilingual high school

RH : Research hypothesis

GH : General hypothesis

## ABSTRACT

This study was designed to find out the extent to which parenting styles have an impact on students' career choices in secondary schools in Yaoundé VI. Our purpose was to investigate the factors parenting styles that significantly correlate with students' career choices. The following question guided our investigation: To what extent do parenting styles impact students' career choices? The answer to this question is our general hypothesis which declares that parenting styles significantly have an impact on students' career choices. The operationalization of this general hypothesis has generated four research hypotheses:

RH1: Authoritative parenting style significantly correlates with students' career choices,

RH2: Authoritarian parenting style significantly correlate with students' career choices

RH3: Permissive parenting style significantly influence students' career choices

RH4: Neglectful parenting styles significantly influence students' career choices

The collection of data was done through a questionnaire administered to a sample of 350 students randomly selected from 3 secondary schools in Yaoundé VI sub-division. The data were analyzed using descriptive tools the Pearson correlation coefficient and Stepwise multiple regression with the following results obtained:

RH1: Authoritative parenting style significantly and positively correlate with students' career choices,  $r(348) = 0.150$ ;  $p < 0.01$

RH2: Authoritarian parenting style significantly and positively correlate with students' career choices,  $r(348) = 0.283$   $p < .001$

RH3: Permissive parenting style significantly and positively influence students' career choices,  $r(348) = 0.196$ ,  $p < .001$

RH4: Neglectful parenting styles significantly and positively influence students' career choices,  $r(348) = 0.277$ ,  $p < .001$

The results were interpreted using the career construction theory of Super (1990) and the social cognitive career theory (SCCT) of Hackett and Lent (1992) which made us to understand that the content that constitutes vocational self-concepts originates in the home as children learn to view themselves and the world through their parents' eyes. Children look to their parents as guides when they begin to explore how they will prioritize social roles. The findings of this study led us to make recommendations that the state or education stakeholders should take into account the influence the parents play in their children career choices and equip them to efficiently play their role in the life of children.

## RESUME

Cette étude porte sur les styles parentaux et le choix de carrière chez les élèves de l'arrondissement de Yaoundé IV. Notre but est de mettre en évidence les déterminants des styles parentaux qui auraient une influence sur le choix de carrière chez les élèves. La question suivante a guidé notre investigation : Dans quelle mesure les styles parentaux ont-ils une influence sur le choix de carrière chez les élèves? Pour répondre à cette question, nous avons formulé l'hypothèse générale comme suit : les styles parentaux ont une influence significative sur le choix de carrière chez les élèves. Son opérationnalisation a généré les quatre hypothèses de recherche suivantes :

HR1: Le style parental démocratique corrèle significativement avec le choix de carrière des élèves

HR2: Le style parental autoritaire corrèle significativement avec le choix de carrière des élèves

HR3: Le style parental permissif influence significativement le choix de carrière chez les élèves

HR4: Le style parental négligé influence significativement le choix de carrière chez les élèves

La collecte des données s'est faite grâce à un questionnaire administré auprès d'un échantillon de 350 élèves de trois établissements d'enseignement scolaire de Yaoundé VI. Les données ont été analysées au moyen de l'utilisation d'outils descriptives, de la corrélation de Pearson et de la régression multiple ; et les résultats suivants ont été obtenus :

RH1: Le style parental démocratique corrèle significativement avec le choix de carrière chez les élèves,  $r(348) = 0.150$ ;  $p < 0.01$

HR2: Le style parental autoritaire corrèle significativement avec le choix de carrière chez les élèves,  $r(348) = 0.283$   $p < .001$

HR3: Le style parental permissif corrèle significativement avec le choix de carrière chez les élèves,  $r(348) = 0.196$ ,  $p < .001$

HR4: Le style parental négligé corrèle significativement avec le choix de carrière chez les élèves,  $r(348) = 0.277$ ,  $p < .001$

Les résultats ont été interprétés à l'aide de la théorie de construction de carrière de Super (1990) et de la théorie de social cognitive de carrière de Hackett and Lent (1992) qui nous a permis de comprendre que le contenu qui constitue les connaissances vocationnelles proviennent de la famille pendant que les enfants apprennent à se voir eux-mêmes et le monde au travers du regard de leurs parents. Les parents considèrent comme des guides lorsqu'ils commencent à explorer comment prioriser les rôles sociaux. Nous avons au terme de cette étude fait des recommandations selon laquelle l'Etat ou les décideurs de l'éducation doivent prendre en compte l'influence que les parents jouent dans les choix de carrière de leurs enfants et les équiper à jouer efficacement leur rôle dans la vie de leurs progénitures.

## GENERAL INTRODUCTION

In the last decade, the Cameroon government has promoted economic and social changes in many areas, including education. According to (Fonkeng, 2007), the socioeconomic transformations have been largely due to the utilization of structural changes in socioeconomic applications with the international financial support and monitoring of the leading international institution such as the World Bank, and the International Monetary Fund. The Cameroon government has achieved changes in not only the socioeconomic sector but also within the educational system, to prepare his youth for a smooth socio-economic integration.

Career preparation is an important precursor for successful career development and choices and is closely related to adjustment and well-being (Skorikov, 2007). Career aspirations or choices refer to an individual's expressed career related goals or intentions (Silvia, 2001). Making educational and career decisions based on a clear, organized, and realistic self-concept informed by structures and opportunities in the world of work can be a complex process that is difficult to manage for young students. The later are confused when it comes to making career choices. Roe, an early theorist, proposed that early childhood experiences play an indirect role in shaping later career behavior. She suggested that parent-child relationships influence personality orientations and the development of psychological needs; vocational interests and choices are some of the ways in which individuals try to satisfy those needs.

Although parenting style has been shown to influence psychosocial development, its role in career decision-making has not been explored with vigor (Arbona, 2000). Lease and Dahlbeck (2009) hypothesized that parenting style may impact decision-making skills such that parents who provide emotional support and grant autonomy appropriately (authoritative parents) may facilitate exploration and independent decision-making. Choosing a career path is a huge part of a young man or woman's life. The career path students choose will affect how they will live the rest of their life.

In a period of constant changes in Cameroon due to the globalization that highlights the need for a dynamic education, as well as criticism about preparation of high school students for new demand of work, I proposed to investigate the parenting styles factors that could impact students' career decision-making or choices. Specifically, I will examine how students perceive the

parenting styles factors that contribute to their decision regarding educational and career choices. I focus on how students of different backgrounds make decisions about their educational and career plans, and explore how the parenting styles factors: authoritarian parenting style, authoritative parenting style, the permissive parenting style and the neglectful parenting style is associated with family socioeconomic background and an individual factor such as gender to influence students' career choices.

Several factors underline the decision to study this topic. First, in the growing public debate of whether schools adequately prepare their students to make their decisions about what they would do after high school graduation, there is a need to understand students' struggles, viewpoints, and perceptions. Second, there is a need to understand the relationship to their parents regarding future career. Because students and parents are key actors in the process of educational change, understanding the factors that could have impact on their decision-making would be helpful for determining the development of educational policies that will meet the needs of students. Finally, this understanding will help educators, policymakers, family, and community members understand the nature of high school students' decision-making processes and their relationship to future employment.

The main objective of this research is to study the influence of parenting styles on students' career choices in secondary schools in Yaounde VI administrative sub-division. To achieve this, we used the career construction theory of ( Super 1990) and the social cognitive career theory (SCCT) of Hackett and( Lent1992). Based on previous empirical research, we generated a main research hypothesis and four research hypotheses. The general research hypothesis was formulated as follow: parenting styles significantly correlate with students' career choices in secondary school in Yaoundé. This study is divided into six chapters.

Chapter one presents the research problem, the research objectives, questions and hypotheses. It also includes the significance of research, delimitation of study and the definition of key concepts. Chapter two deals with the review of literature related to the problem under investigation and elaborates on the theoretical framework we used in this study. Chapter three is concerned with the methodology used in the research work. It presents the research design, population and sample of study, sampling techniques, instruments and data collection plan, data analysis method and a recapitulative table including variable and indicators of study. In chapter



four we organise the data and present our results and describe them. Chapter five deals with interpretation of results and discussion of findings.

# **CHAPTER ONE**

## **INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.0. Introduction**

Education is the process of building up the intellect of persons of all ages through teaching, either formal or informal, to enable them to realize their full potential in life. In modern times, one of the clear manifestations of realizing life's potential is integrating a specific profession of one's choice. This study looks at students' career choices and the related factors. This chapter aims at examining the background of the study, the statement of the research problem and its significance.

### **1.1. Background of the study**

#### **1.1.1. Historical Background**

Efforts to help people identify appropriate careers can be traced to the fifteenth century (Zytowski, 1972). Since that time, and throughout the twentieth century, career has been a key notion in western societies and the globalized world at large (Collin & Young, 2000). According to the later authors, although 'career' is often used as a short-hand term for work histories and patterns, it has also served more significant purposes. Many in our complex and highly differentiated society use it to attribute coherence, continuity, and social meaning to their lives. By tying people to labour markets and employment in ways that are both personally meaningful and beneficial to work organizations and society, career is also part of the rhetoric that supports the ideologies of society and thereby contributes to its stability. Thus the future of career has implications not only for individuals, including their personal identity and meaning, but also for groups and institutions, and for society itself.

Whatever the specific context in, or function for which, career is used, to date it has involved a representation or construction of actions and events, and in some instances, the self, across the time. Janus-like, career relates the past and present to the future, including our planning for and anticipation of the future, and also addresses how the future motivates action and the construction of meaning in the present. It makes the construction of the future possible. Thus vocational

theorists and practitioners have emerged to help people through the process of career decision-making.

Making a career decision is often defined as an important and complex task that many individuals must face during their lifetime (Amir & Gati, 2006). This process is particularly difficult for young people as long as they are experiencing a critical decision for establishing their future career path. In the past few decades, a great deal of research attention has been paid to career decision-making problems (Gati, Krausz, & Osipow, 1996) because making a career-related decision is extremely important for many young people, and it is one of the most significant aspects contributing to an individual's development and personal happiness (Campagna & Curtis, 2007).

According to Creed, Patton, & Prideaux (2006), career decision making is not a process that happens in one instant but begins in elementary school years when the child starts to develop interests and understands how his or her interests relate to the professional world and working life. This development continues throughout the child's life (Hartung, Porfeli, & Vondracek, 2005). However, not all young people can make career decisions easily, and many can experience indecisiveness and difficulty in decision making before setting up a career path (Fouad, 1994).

Difficulties experienced in career decision making include all the problems that the individual has to overcome throughout the decision-making process (Gati, Asulin-Peretz, & Fisher, 2012). Career indecision, in this context, related to the difficulties that prevent individuals from making career decisions, is one of the most studied topics in occupational psychology (Santos, 2001). It is also thought to be one of the most common problems mentioned by students who apply for counseling services and psychological consultation department for help (Kelly & Pulver, 2003).

Temporary or developmental indecision indicates a normative phase of professional development that in a general sense is relatively easily overcome by many individuals (Saka & Gati, 2007). On the other hand, career indecisiveness indicates more intense, more severe, and chronic difficulties that stem from emotional and personality-related difficulties (Saka & Gati, 2007). Therefore, emotional and personality-related career decision-making difficulties are considered as difficulties that are more severe than those related to knowledge and perceived as having

important outcomes for the processes of career decision making and psychological counseling (Saka & Gati, 2007).

Making educational and career decisions based on a clear, organized, and realistic self-concept informed by structures and opportunities in the world of work can be a complex process that is difficult to manage. Numerous factors may hinder career development. Fortunately, adolescents are not alone in their career decision-making. In the secondary school system, parents are invited alongside of guidance counsellors to participate in formal educational and career planning for their child. Given that most adolescents still live at home, they may have significant informal influences from their family-of-origin as well. The present study focuses on the influence of parenting styles on students' career decision-making difficulties.

Empirical work has identified specific aspects of parenting that influence adolescent career development. For instance, Fouad et al. (2010) confirmed that families influence career and work choices through the provision of information, emotional support and financial support, and by promoting career expectations that are consistent with the individual's gender, religion, or culture. These activities are consistent with findings from qualitative studies examining parental intentions (Young & Friesen, 1992). Additionally, the anticipation of parental support for specific careers was related to middle school students' self-efficacy for those specific careers (Turner & Lapan, 2002) and the degree to which students valued these careers. In math and science domains, encouragement from parents influenced learning experiences which in turn influenced self-efficacy beliefs and outcome expectations (Ferry, Fouad, & Smith, 2000). Although one may consider the influence of parental characteristics such as socioeconomic status, education, occupation, and sex role orientation on the transmission of work values from parent to child. Mannheim and Seger (1993) found no relationship between these demographic variables in mothers and the work values of their male or female children.

Keller and Whiston (2008) suggest that relational factors between parents and their child are influential in the development of adolescents' interests, values, and vocational identity. Young et al. (1999) examined these relational interactions and found that career conversations between parents and adolescents were more effective when there was open communication, shared goals, identified methods for achieving goals, leadership from parents, and individuation between the adolescent and the parent.

### **1.1.2. Conceptual background**

Within the career-development literature, the career decision-making process of students has received much theoretical and empirical attention (Phillips & Jome, 2005). Among the most prominent topics are models that describe the career decision-making process. Almost every model proposes that the career decision-making process occurs in a series of predefined phases, although they might name different steps for the process. This is also true for some of the most recent models of career decision making.

The Cognitive Information Processing Approach (Sampson, Reardon, Peterson & Lenz, 2004) proposes that career decision making occurs in a cycle of five distinguishable phases that are presented in the CASVE Cycle of career decision making (named after the first letter of each phase): (a) communication (identifying a career problem), (b) analysis (interrelating problem components), (c) synthesis (creating likely alternatives), (d) valuing (prioritizing alternatives), and (e) execution (forming strategies to implement the choice). The process finally ends again in the communication phase to determine whether the career decision-making problem has been solved.

The Prescreening, In-Depth Exploration, and Choice model by Gati and colleagues (Gati & Asher, 2001) distinguishes between the three phases of (a) prescreening where potential alternatives are reduced to a manageable set of promising alternatives based on the individual's preferences, (b) in-depth exploration of the promising alternatives, and (c) choice of the most suitable alternative. The career decision-making model proposed by Germeijs and Verschueren (2006) distinguishes six basic tasks in the process: (a) orientation to choice, (b) self-exploration, (c) broad exploration of the environment, (d) in-depth exploration of the environment, (e) choosing an alternative, and (f) committing to a particular career alternative. Another recent model was proposed by van Esbroeck, Tibos, and Zaman (2005). In their dynamic model of career choice development, they proposed six career choice development activities: (a) sensitisation (becoming aware of required career choice activities), (b) exploration of the self, (c) environmental exploration, (d) exploration of the relationship between the self and the environment, (e) specification (deepening knowledge of career options and specifying choices), and (f) decision for an alternative. Empirical research with these models basically confirms their validity and utility for career development (Germeijs & Verschueren, 2006).

Whereas the above-presented models show considerable overlap in their proposed phases, they also differ in the exact number of phases, their specific contents, and names. Basically, we regard our model not as a new concept for career decision making but as a model that integrates the most basic phases of several prominent models in career decision making. An empirical evaluation of this model could thus also provide useful reference for several other career decision-making models.

Therefore, it seems important to distinguish between students who never actually became concerned with career decision making in the first place and students who were concerned with the process but have few ideas because they were not yet able to expand their career options (e.g., because of lack of self- or environmental knowledge). On the other hand, it also seems important to distinguish between students who feel that they have finished the process and made their final choice from students who made a choice but are still in need of final confirmation. This study attempts to examine the claims of (Osipow 1990) and others who point out the difficulty of demonstrating links between parenting styles and vocational choices.

Furthermore, it has been shown that parental warmth and control represent two dimensions of parental behavior that influence development. Baumrind (1991) described four parenting styles that correspond to high and low scores on an index of parental warmth and an index of parental control. Parental warmth is the degree of acceptance and responsiveness parents display; parental control is the degree to which parents manage their child's behavior – from being very strict to setting few rules or demands. Thus, the four parenting styles are: authoritarian (high control and low warmth), authoritative (high control and high warmth), indulgent permissive (low control and high warmth), and neglectful permissive (low control and low warmth). Authoritative parents are warm, but firm. They provide emotional support, have high standards, grant autonomy appropriately, maintain limits and controls, and provide clear bi-directional communication. Authoritarian parents also have high standards, but are more directive and less emotionally supportive. They are strict disciplinarians and do not debate family rules. Indulgent permissive parents are warm, supportive, trusting, and democratic, but undemanding. They do not like to say “no” to the child or disappoint them; hence, they often give in to the child's demands. Neglectful permissive parents are not warm and do not place any demands on the child – they are disengaged from the responsibilities of child rearing.

There is consistent evidence that the authoritative parenting style is related to positive developmental outcomes in children such as competence, achievement, social development, self-esteem, and mental health. For example, in a sample of over 4000 ethnically diverse adolescents, the authoritative parenting style corresponded to higher mean scores on measures of academic competence, self-reliance, and work orientation, and lower mean scores on measures of delinquency and school misconduct as compared to adolescents from authoritarian, indulgent permissive, or neglectful permissive homes (Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Further results demonstrate that adolescents reared in authoritarian homes had the lowest self-reported drug use and the least amount of somatic complaints but also endorsed the least amount of self-reliance and social competence. Adolescents from neglectful permissive homes had the lowest GPA, lowest academic competence, greatest amount of delinquent behaviors and school misconduct, and the greatest number of somatic complaints and psychological symptoms. Finally, adolescents raised by indulgent permissive parents had the highest perceived social competence, but also the highest self-reported drug use. Results point to the clear positive impact of authoritative parenting, the clear negative impact of neglectful permissive parenting, and the mixed outcomes for adolescents from authoritarian and indulgent permissive homes (Lamborn et al., 1991). Therefore, investigating the relationship between parenting styles and students' career choices would be revealing in the context of Cameroon.

### **1.1.3. Contextual background**

In the last decade, the Cameroon government has promoted economic and social changes in many areas, including education. Cameroon's economy has developed considerably. According to (Fonkeng, 2007), The socioeconomic transformations have been largely due to the utilization of structural changes in socioeconomic applications with the international financial support and monitoring of the leading international institution such as the World Bank, and the International Monetary Fund. The Cameroon government has achieved changes in not only the socioeconomic sector but also within the educational system.

Since the independence in 1960, Cameroon has undergone a number of educational reforms with the major being the National Forum on Education in 1995 that led to the 1998 Laws on Education (Fonkeng, 2007). According to this author, a new mission is assigned to the Cameroon

educational system that is to produce a new type of man for Cameroon. This type of individual envisaged to emerge from this mission was one educated to fit as a patriotic citizen, enlightened, bilingual (French and English), rooted in his culture but at the same time open to the world, creative, enterprising, tolerant, loving his identity, responsible, integrated, respectful of the ideals of peace, solidarity and justice and endowed with knowledge, know-how and good living.

The forum insisted in the importance to link up education with immediate environment (relevance). Education needs to train the learner for easy integration into active life at the different levels of the school system by striking a balance between school and work, training and self-employment, and entrepreneurship. To help students make informed career choices, the educational system has given the responsibility to guidance counsellors who have the expertise in school psychology and vocational issues. The later work alongside the teachers, the administration and the parents to guide students in educational and career decision-making.

However, the education system in Cameroon has disparities in terms of technical and vocational (so called post secondary education) and academic training (so called general higher education). Although increasing in the quantity of students served and programs offered, the education system has been criticized about its quality and performance of public schools and the education to prepare youth for the workforce. The public has complained that the education system does not prepare high school students and youth with the necessary skills to help them make effective educational and career choices to facilitate the transitions to the workforce and higher education. In the era with rapid change of technology, globalization and international markets, it is an imperative for Cameroon to develop its educational system in order to meet the demand of society for a creative, adaptable and multi-tasking labor force.

## **1.2. Statement of research problem**

Career preparation in adolescence is an important precursor for successful career development across the life-span and is closely related to adolescent adjustment and well-being (Skorikov, 2007). During adolescence, developing a vocational identity is a central developmental task. One's vocational identity or occupational self-concept is typically reflected in a person's expressed career aspirations. Career aspirations or choices refer to an individual's expressed career related goals or intentions and also include motivational components which are not present



in mere interests (Silvia, 2001). Career choice is a complex decision for most of students, since it determines the kind of profession which they would embark in later in life and therefore determines the kind of live an individual will live.

Research indicated that adolescents' career aspirations are among the most useful predictors of eventual occupational choices made in adulthood (Schoon & Parsons, 2002). It is in line with these findings that the State and stakeholders of education are investing huge sums of money to recruit, train, and employed guidance counsellors in most secondary schools nationwide, to accompany students in their vocational choices. Taking into consideration this ongoing investment, the expectation would be to observe students do informed choices en relation to their future career, but the later still face lot of difficulties in choocing a career, although guidance counsellors devote enormous hours to help these students to mach their abilities, personality, interests, skills, aptitudes, professional aspirations, school performance and educational background with their career interest.

As students try to make career choices, they are influenced by psycho-social factors such as professional aspirations; the social representation of the job; guidance and counseling services and the family background. Another factor that plays a big role in a student's decision of what field to study is the people or role models in his or her life. Among, these factors, the parent and child relation have been well neglected in most investigations. Roe, an early theorist, proposed that early childhood experiences play an indirect role in shaping later career behavior. She suggested that parent-child relationships influence personality orientations and the development of psychological needs; vocational interests and choices are some of the ways in which individuals try to satisfy those needs (Osipow, 1990.).

In some cases, according to Young & Friesen (1992), children inherit their father's occupations (i.e., farmer's sons). In others, the children choose an occupation within the range acceptable to parental values, expectations and social class. Similarly, parents strongly influence their children in the choice of a career. Thus, parenting styles appear as significant factors that influence students' career choices.

Parenting styles are broad patterns of childrearing practices, values, and behaviors. Four types of parenting styles are indulgent, authoritarian, authoritative, and neglectful (Darling, 2000). Studies have associated these styles with different levels of self-confidence, persistence, social competence, academic success, and psychosocial development. Parenting styles provide a family climate which result in career exploration on the part of children.

Although parenting style has been shown to influence psychosocial development, its role in career decision-making has not been explored with vigor and (Arbona, 2000). Lease and Dahlbeck (2009) hypothesized that parenting style may impact decision-making skills such that parents who provide emotional support and grant autonomy appropriately (authoritative parents) may facilitate exploration and independent decision-making.

Choosing a career path is a huge part of a young man or woman's life. The career path students choose will affect how they will live the rest of their life. A lot of students go through college without knowing what career path they want. Our claim is that parenting styles significantly influence students' career choices. But in the context of Cameroon, there is a lack of studies to attest the true of this claim.

In a period of constant changes in Cameroon due to the globalization that highlights the need for a dynamic education, as well as criticism about preparation of high school students for new demand of work, I proposed to investigate the parenting styles factors that could have impact on the students' career decision-making or choices. Specifically, I will examine how the students perceive the parenting styles factors that contribute to their decision regarding the students' career choices. I explored how the parenting styles factors: authoritarian parenting style, authoritative parenting style, the permissive parenting style and the negligent parenting style in associated with family socioeconomic background and an individual factor like gender to influence the students' career choices.

### **1.3. Objectives of the study**

This study has a main objective as well as specific objectives to guide the focus of our investigation.

### **1.3.1. Main objective**

The main objective of this study is to examine to what extent do parenting styles have an impact on the career choices of students in secondary school in Yaoundé.

### **1.3.2. Specific objective**

The operationalization of this main objective has yielded the following specific objectives:

- To verify the relationship between authoritarian parenting style and students' career choices
- To verify the relationship between permissive parenting styles and students' career choices.
- To verify the relationship between authoritative parenting styles and students' career choices.
- To verify the relationship between neglectful parenting styles and students' career choices.

## **1.4. Research questions**

In order to guide the step of our research focus, the following research questions (main question and specific questions) was formulated.

### **1.4.1. Main research question**

Our main research question is as follow: To what extent do parenting styles impact students' career choices in secondary schools in Yaoundé?

### **1.4.2. Specific research questions**

Our main research question was operationalized into the four following specific research questions:

- Is there a significant relationship between authoritative parenting style and students' career choices?
- To what level does authoritarian parenting style significantly impact students' career choices?

- Is there a significant relationship between permissive parenting style and students' career choices?
- To what level does neglectful parenting style significantly influence students' career choices?

### **1.5. Justification of the study**

Several factors underline the decision to study this topic. First, in the growing public debate of whether schools adequately prepare their students to make their decisions about what they would do after high school graduation, there is a need to understand the students' struggles, viewpoints, and perceptions. Second, there is a need to understand the relationship to their parents regarding future career. Because students and parents are key actors in the process of educational change, understanding the factors that could have impact on their decision-making would be helpful for determining the development of educational policies that will meet the needs of students. Finally, this understanding will help educators, policymakers, family, and community members understand the nature of high school students' decision-making processes and their relationship to future employment.

### **1.6. Delimitation of the study**

This study has delimitation from the thematic and geographical point of view. From the thematic point of view, the current study will focus only on the different types of parenting styles and how it influences the career choices of students. This implies that the study will not dwell on related aspects such as the effects of parenting styles on child development such as nutrition, health and education. The parenting styles will be limited to authoritative, authoritarian and permissive.

From the point of view of geography, this study is limited to the city of Yaounde. Specifically, it will involve the students Government Bilingual high school Etoug-ebe, Government Bilingual high school Mendong and Holy Infant High School Melen. Both male and female students, as well as teachers who are parents will be involved in the study.

## **1.7. The significance of the study**

### **1.7.1. Theoretical significance**

The findings of this study will add to the current body of knowledge on the impact of parenting styles on the career choices of students. According to the results of our review of the current state of knowledge on this subject, most of the studies have been conducted in the United States, Asia and Europe, with very little done in Africa and Cameroon. The implication for this is that current theoretical explanation on this subject is shaped by empirical studies from other parts of the world excluding Cameroon. This can actually be misleading given that our context may be different. This study will contribute to closing the current knowledge gap existing in Africa and Cameroon. The findings may also propel reflections on the possibility of refining or extending the current theoretical frameworks that explains this phenomenon to incorporate empirical evidence from Cameroon and Africa.

### **1.7.2. Pedagogic significance**

This study will be relevant to stakeholders in the pedagogic sector such as teachers of science of education, counselors, social workers and parents in that it can orientate the formulation of best practices regarding parenting styles and the career choices of students. Policy makers can also find the findings of this study relevant in informing their decision-making practices related to parenting styles and career choices of students.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.0. Introduction

Career choices are often made in tandem with decisions regarding other arenas of life, including schooling and family. Career choices, as we have noted, not only involve decision making about what sort of occupation in which to work but also involve accompanying decisions about education and training. All of these decisions may be shaped by one's personal view, teachers, counsellors, friends and parent. Parental influence plays a key role on students' career choices in the secondary school. In the previous chapter, we saw the background of career choices and his link to parenting styles. This chapter aims at examining the conceptual and theoretical considerations career choice and decision-making, through a review of literature and relevant theories.

### 2.1. Defination of key terms

#### 2.1.1. Career choices

A career is the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. While employees in some cultures and economies stay with one job during their career, there is an increasing trend to employees changing jobs more frequently.

According to the American Psychology Association dictionary of psychology (VandenBos, 2015), Career choice is the selection of a vocation, usually on the basis of such factors as parental guidance, vocational guidance, identification with admired figures, trial or parttime jobs, training opportunities, personal interests, and ability tests.

#### 2.1.2. Parenting styles

Parenting can be described as, “*a complex activity that includes many specific behaviors that work individually and together to influence child outcomes*” (Darling, 2000, p. 2). Parenting

styles have been described as the strategies that parents use in raising their children, which include warmth, affection, involvement, punitiveness, and control. Perhaps one of the largest influences on parenting styles and parent-child relationships has been the seminal work conducted by Baumrind (1991). Through Baumrind's research, three different styles of parenting have been found – authoritative, authoritarian and permissive. According to Darling (2000) added a fourth parenting style – neglectful or uninvolved.

***Authoritative parenting*** : This style of parenting can be distinguished in many respects beyond their scores on measures of parental warmth, firmness, or restrictiveness. For example, in addition to being both warm and firm, authoritative parents set standards for the child's conduct but form expectations that are consistent with the child's developing needs and capabilities. They place a high value on the development of autonomy and self-direction but assume the ultimate responsibility for their child's behavior. Authoritative parents deal with their child in a rational, issue-oriented manner, frequently engaging in discussion and explanation with their children over matters of discipline.

***Authoritarian parenting*** : In contrast, authoritarian parents place a high value on obedience and conformity, favoring more punitive, absolute, and forceful disciplinary measures. Verbal give-and-take is not common in authoritarian households, because the underlying belief of authoritarian parents is that the child should accept without question the rules and standards established by the parents. They tend not to encourage independent behavior and, instead, place a good deal of importance on restricting the child's autonomy.

***Permissive parenting*** : Permissive parents behave in an accepting, benign, and somewhat more passive way in matters of discipline. They place relatively few demands on the child's behavior, giving the child a high degree of freedom to act as he or she wishes. Indulgent parents are more likely to believe that control is an infringement on the child's freedom that may interfere with the child's healthy development. Instead of actively shaping their child's behavior, indulgent parents are more likely to view themselves as resources that the child may or may not use.

***Neglectful parenting*** : Finally, neglectful parents try to do whatever is necessary to minimize the time and energy that they must devote to interacting with their child. In extreme cases, neglectful parents may be indifferent. They know little about their child's activities and whereabouts, show

little interest in their child's experiences at school or with friends, rarely converse with their child, and rarely consider their child's opinion when making decisions. Rather than raising their child according to a set of beliefs about what is good for the child's development (as do the other three parent types), indifferent parents are "parent centered" – they structure their home life primarily around their own needs and interests.

## **2.2. Conceptual framework**

### **2.2.1. Historical perspectives of career development**

According to (Yahaya & Bomda, 2014), the development of counseling in Cameroon could be traced back to 1945. (Satia,2000) also held that the efforts deployed so far to develop the counseling movement as an agent of change can be broken down into three distinct, albeit interrelated areas The era of searching from 1945-1968, the era of identity from 1968-1982, and the era of new directions from 1982- present date.

#### **2.2.1.1. The period of searching**

Cameroon, having being under the trusteeship of Great Britain and France, around the year 1945, the French administration was concerned with the crucial problem of selection of man power to work in their factories. An in-service unit of counseling was therefore created within the Public Works Department with the headquarters in Douala. Understandable, this service was essentially charged with the selection of executive staff, students and apprentices to undergo technical training. In 1949 this unit was transformed into the Centre for Psychological Counseling and Vocational Choices (Centre de Psychologie, Orientation et Selection Professionnelle – CPOSP). The change was not only in title but in substance for CPOSP was placed not within the Department of public works but under the General Inspectorate of Labor. CPOSP's field of action enlarged and it was mandated to carry out studies of a general nature on the scientific organization of labor to select professional staff for different services in the territory, to advise and supervise labor training and security and on the rehabilitation of disabled soldiers and handicapped civilians and delinquents.

In 1958, CPOSP was scrapped and replaced, at least in name, by the service for Psychological Counseling and Vocational Choice (SCPCV) and attached to the Secretary General of the Local



Governor. The change was purely nominal for the duties of the SCPCV were those hitherto undertaken by CPOSP. SCPCV was replaced with the Service of Vocational Guidance and Labor Problems (Service d'Orientation Professionnelle et d'étude Psychologique des Problemes du Travail et d'emploi). Although the service was placed under the Secretariat of State for Labor, it was significant for two basic reasons. For the first time official link was established between the secretariat of state for Labor and Ministry of National Education MINEDUC in matters of guidance and counseling. Secondly, official recognition was given to the need for career counseling, in view of the increasing number of educational establishments and the increasing student population.

The responsibilities of this Service now included among others; carrying out psychological studies adapted to the orientation and vocational selection of individuals for the public and private sectors to undertake studies and provide training relative to the social, economic, and psychological conditions of labor and employment; to provide psycho-technical tests within competitive examinations organized by the MINEDUC for different levels of education such as primary, secondary, and technical schools belonging to the state, private organization individuals and to aid other ministries in ensuring that appropriate manpower was recruited for their services. In summary these early years of the counseling movement “the Era of Searching” was characterized by the attempt to achieve change with a strong bias to the selection or recruitment of appropriate manpower. Furthermore, it was meant to increase the awareness of the citizens towards this activity.

### **2.2.1.2. The period of identity**

The identity that was mutely provided to career counseling in 1963 was reinforced and enlarged during the life of the second Five-Year Federal Development Plan (1966-1977). It was envisaged that beginning with the second Five-Year Plan, counseling will play a role in the promotion of students from lower to higher levels of the school system. To meet this objective, career and educational problems were separated from those of labor and employment, while labor and employment remained within the competence of the Ministry of Labor. A guidance bureau was created within the Planning Service of the MINEDUC. The bureau was given the assignment of providing parents and students with all necessary information relative to studies, to orientate students to follow the path corresponding to their aptitudes both physically and intellectually in

line with their personal interest and economic needs and to initiate and maintain school files, and university counseling under Cameroon conditions.

The shortage of the Cameroonians in this field pushed the government to solicit and receive technical assistance from the UNESCO and the French Government and also established the framework of executing these tasks. School files were established and tests administered to some students mainly in few schools in Yaounde and Douala areas. However, the necessary conceptual framework had been established. Consequently, a service for Educational Counseling was created within the said division for Planning, Orientation and School equipment. However, owing to the limited financial and human resources, the service could not cover much of the territory.

### **2.2.1.3. The period of directions**

Career and educational counseling had received recognition as an agent of change or an intervention tool, but its impact on the society remained minimal for many reasons. Among them are: the shortage of trained and qualified staff, the lack of national training institutions for counseling, the high cost of country training abroad, the non-representation of the counseling services on a permanent basis in the provinces, let alone in schools, and the inadequacy of some practicing counselors. Some of the counselors had received on-the job training. However, the rapid innovations and advancement of science and technology as well as the increased emphasis on psychology of education present specialized needs which cannot be addressed without sufficient preparation and training. For these and other reasons, action for the training of counselors was established within the Department of Sciences of Education in the higher Teachers Training College Yaounde in 1982. Admission into the two year program was through competitive examinations.

The examinations were opened to Cameroonian and foreigners, within the ages of 20-32 and holders of a Bachelor's degree or its equivalent in any discipline. Competition for the admission was very keen. The background of those admitted varied greatly as the students could include teachers, Lawyers, economists, sociologist as well as those trained in the natural sciences. In view of the varying background of students, emphasis was placed on student economy, particularly in terms of specialized studies or research projects. This resulted in a considerable pressure on students to be the agent of their own learning.

By 1993 there were 64 trained counselors in the field; 58 in MINEDUC, 5 in MINRES and some in the Ministry of Labor and Social Insurance. In 1994, the sphere of activities was substantially enlarged as provincial services for planification, career and educational counseling were created. At the provincial, the service is responsible for among others, the vocational guidance of students and the preparation of commissions charged with pre-university orientation.

The Education Law of 1998 which laid down guidelines for education in Cameroon stipulates in section 29 that "*educational counseling and psychological activities shall be carried out during the child's period of schooling at all levels of education*". Taking into account the shortage of Cameroonians in this field, the government through the creation of Higher Teachers' Training College Maroua in 2008, added a section for the training of guidance counselors under the Department of Sciences of Education to meet the need of students in the country. Recently, the government has created a section for the training of guidance counselors in Higher Teacher Training College Bambili, under the University of Bamenda. Counselors are also being trained at the National Institute of Youths and Sports (INJS) and in the Higher Teachers Training College for Technical Education (ENSET) Douala. All these will add to the already existing number of counselors to bring an enormous change in the area of counseling in Cameroon.

According to Denga (1989), the aim of guidance and counseling is to develop an individual's unique potentials for self-actualization. It becomes necessary for counselors to be involved in activities that will enable individuals to become competent and effective citizens. Hence, guidance and counseling services use appraisal procedures which enable students to gain a better understanding of themselves, to make meaningful career and vocational decisions. Reardon (1996), observed that a society cannot effectively progress when a greater percentage of its citizens are not capable of setting better objectives and partly resolving their problems. In this light, everybody, young or old needs guidance in order to be able to discover him/herself and formulate a better attitude towards life. Guidance and counseling is therefore very important in every society. This situation has gained grounds in the Cameroonian educational System. Students seem lost and unable to get on with their vocational or career choices since they evolve in their educational life without a fixed professional project, hence, resulting in students finally choosing careers which are not in line with their educational background. Such students need guidance and counseling to put them on the right track. This has however been remedied to some

extent by the Cameroonian government with the creation of the Ministry of Technical and Vocational training.

In October 2000, a decree organizes the activities of counselors and their missions in state universities provide amongst others that; guidance counselors working in state universities shall be part of the observatory committee for the functioning of the training system in these public institutions and shall be called upon to play the role of facilitators as concerns the choices of training to be made by the students, depending on the opportunities offered and the intake capacities of the different establishments as well as the respective aspirations of each students. They shall be responsible for:

- 1) Informing students and the public on the levels, fields of study, and places of the university training opportunities offered in relation to the needs of the socio professional milieu;
- 2) Participating with the aim of attaining the above mentioned objectives in the examination of pre-registration and registration files in the faculties and professional schools;
- 3) Assisting students in making their choices of training taking into account their respective aspirations and interest, the academic requirements of each training and current socio-economic realities, as well as the trends of the job market.

Guidance and counseling services are effective when they help individuals make choices in the field of vocation and education, beneficial to themselves and the society. Asongwe (2003), saw guidance and counseling as professional aid to individuals and small groups in dealing with common recurrent personal, educational and vocational problems. He emphasized the vital role of guidance and counseling services in schools. It is worth mentioning that, the problem of students not matching their career choice to their educational background is due to the ineffectiveness of guidance and counseling services in the Cameroonian educational system, the complete lack of guidance counselors in some of our schools, even in schools where there are counselors, the school administration does not permit them to work effectively by leaving counseling out of the time table, under rating the guidance services and giving the wrong impression to students about counselors. This ineffectiveness could also be due to the

misconception of the counselor's role by the school administration, teachers, parents and even the students.

### **2.2.2. Career development**

Career development is a socially constructed process involving complex interactions among different structures, forces, and systems all constituting spheres of influence (Olaniyi Bojuwoye & Sihle Mbanjwa, 2006). It is, therefore, safe to assume that the development of the youth needs to take into account these parameters for them to make well-informed choices related to career.

#### **2.2.2.1. The Nature of Career Development**

Theoretical basis for understanding career development reveals that career choice is not a stand-alone decision occurring at a particular point in the life of an individual. Rather career choice is a process that starts early in life and spans over a period of time. Many career development theorists hold the view that career awareness and choice process start at an early age (Ferron, 1994). Olaniyi Bojuwoye & Sihle Mbanjwa (2006) also notes that career development starts at early age (as early as childhood, elementary or primary school age) when children begin to eliminate career options that do not fall within their social preference group as defined by factors such as gender and social class.

Super (1990) also made it clear that career development starts early in life. Super, like other life stage theorists, divides life into stages with each stage having specific career developmental tasks and skills to be accomplished. As individuals negotiate these developmental tasks they develop and implement their career identities. For instance, the age period of 14 to 24 years (high school and university age) is identified as career exploration stage critical for future career planning when an individual undertakes the tasks of crystallizing and specifying career preferences, clarifying types of career one would enjoy and specifying choice from among career options available (Akhurst & Mkhize, 2006). As individual transverse personal career paths, or developmental stages, the importance of adequate career education, or information about careers is also emphasized. According to Greenhaus, Callanan, and Goodshalk (2002) career development is a process by which individuals develop, implement and monitor career goals and strategies and that, since this is an ongoing problem solving and decision-making process, it is

essential to gather information about the self and the environment in order to develop career goals, implement action plans and receive feedback. Niles and Harris-Bowlbey (2002) also contend that in order to facilitate systematic career exploration and actual realistic career choices it is important to have adequate career information, in terms of information about the world of work and appropriate awareness of one's own abilities, values, interests, other personality traits and information regarding socio-economic structures and other environmental forces influencing career choices.

#### **2.2.2.2. Environment as Important Variable in Career Choices**

In general theoretical basis for career development indicates many influences on career decision makings, especially as dictated by the social and economic environments. It is contended that the process of career development is characterized by complex interactions of biological, psychological and social factors to underscore the importance of context in the individuals' behaviors relevant to career decision making (Chen, 2003). Indeed a broad scope of career development comprises complex and dynamic interactions between the individual and the environment. In this regard, the constructivist school of thinking has emerged as a foundation of theoretical models in career development and counseling. The significance of the context in individual's career development life is addressed by contextual explanation of career and other constructivist approaches and perspectives in career psychology (Savickas, 1997). The constructivist perspective views career as socially constructed process reflecting both individual actions and the person's interactions with others. Context is essential for meaning making since it provides background information for explaining experiences, behaviors and actions. After-all human understanding is subject to influences from conditions and situations surrounding the very perceptions and experiences of individuals (Young, Valach, & Collin, 1996). Moreover, since individual development cannot be separated from social issues and other environmental factors, career development, therefore, is contextually interactive.

#### **2.2.2.3. Specific Influences on Career Choices**

Although Super and other developmental theories of career are widely used in career counselling, it has become increasingly apparent that these theories cannot adequately address contextual issues facing many young Africans (Watson & de Jager, 2003). It is argued further that this is

because the developmental and structural theories do not appear adequate enough to explain the roles and influences of social environment and its context on career choices. It is therefore appropriate at this juncture to review relevant literature with a view to ascertaining contextual influences on career choices.

Generally literature reveals many complex variables impacting on career choices. Some of these factors include parental and familial influences, interpersonal relationships, cultural beliefs and values, economic environments, political atmosphere, historical trends, employment markets, geographical locations and others. As Savickas (1997) note, all factors within the context of the individual combine to form spheres of influence on the individual's cognition, emotions, decisions and actions.

#### **2.2.2.4. Personal and Career Information**

Information and education about employment markets including job opportunities, their geographical spread, or locations, their entry requirements, as well as personal and social information about economic environments, all constitute major factors which have serious impact on career choices. According to Weishew and Penk (1993), information (whether personal or career) is a major factor affecting student behaviors relevant to career decisions, as it is not possible to choose what you don't know. The apparent lack of career education and counseling services in most schools in Africa (Akhurst & Mkhize, 2006) can only mean that youths were not well equipped with adequate information and appropriate skills for career decision-making. Realistic career choice is not possible without construction of career-choice identity. That is, when identity is viewed in terms of the degree to which a person has a clear picture of his/her interests, talents and life goals, realistic career-choice is possible in the light of adequate self-knowledge, career knowledge and knowledge of environment. These various forms of knowledge can be facilitated by carefully planned career education curriculum and counseling services (Akhurst & Mkhize, 2006). However, in an environment with limited exposure to the world of work, with no knowledge about job search strategies, with inadequate information about tertiary or further education (that is, information about their types, academic or educational programs they offer, range of careers they prepare students for and entry requirements), and with no published research providing sufficient knowledge-base informing changing employment market

and counseling practices (Stead & Watson, 2006), such environment is bound to adversely affect career decision-making.

#### **2.2.2.5. School Influences**

Apart from personal and career information, as being critical to career decision-making, Weishew and Penk (1993) also observed that the school where one is educated is an important influence on career choices. Among school variables Weishew and Penk found to associate with student behaviors relevant to career decision-making are curricular subjects, quality of teaching, teachers' concern for and positive teacher attitudes towards students, academic performance, student participation in school activities, school practices and policies as well as availability of programs of support for student learning. Stead & Watson (2006) note that an important school variable is availability of guidance programs, counseling services, or other support programs. Shertzer and Stone (1987) found students to perceive school guidance program as capable of adding something of value to their school and that the image of a school counselor held by many students is that of an academic adviser, who is expected to know something about courses, curricular and educational and vocational opportunities. Weishew and Penk (1993) argue further that school guidance programs have the potentials to influence family and student variables, such as parental involvement and student educational expectations. These variables are related to academic performance and behavior relevant to career decision-making as consequences of mediating effect of self-esteem.

While students recognized the importance of counseling services in their educational and career decision making, they are found to unlikely subscribe to handing over their personal problems to their counselors. Students do not view a counselor as an effective source of help except in the area of educational and vocational decision making (Shertzer & Stone, 1987). Incidentally career and personal problems, more often than not, intertwine and this tends to also compound situation for students to further annihilate them from counselors. Among reasons given for this tendency is that students are reluctant to admit to their problems and also that counselors often fail to convey to students feelings of acceptance and understanding (Shetzer & Stone, 1987). Many African students often find it difficult to seek help for culturally related (or defined) problems because of lack of understanding by their counselors. Moreover students are often reluctant to make use of their institution's counseling services to facilitate their career decisions because help seeking



behavior is often perceived as a threat to one's self-esteem as the consequences of asking for help, especially on personal problems, may lead to embarrassment, to one appearing "stupid", or not to have grown up.

#### **2.2.2.6. Barriers to Career Choices**

Study findings by ( Akhurst & Mkhize , 2006) have indicated that secondary school population, in Africa, suffer serious career planning problems. Major problem militating against career choices by high school learners is indicated to be lack of career education. Stead & Watson (2006) noted that individuals experiencing barriers to career choices usually belong to the categories of people with limited exposure to the world of work, little access to career education services, and no knowledge of educational opportunities and narrow range of social contacts. A major challenge to career decision making is identified to be finance. According to Ngesi (2003) poor financial base of students from poor homes deter choices of appropriate educational programs and hence careers. There is the tendency for many poor students to avoid careers which to them appear to require long period of training their finance cannot support. Akhurst and Mkhize (2006) also observe that customs and attitudes of students which differ from those of their teachers and school counselors often constitute serious challenges to career decision making. It is argued that when services delivery is not made to match the contexts of students this often works to deter appropriate career decisions.

Career development and whatever impact on it, as well as the meaning people make of their career choice experiences (whether positively or negatively), are all functions of interactions between themselves and the structures, forces and systems (family, school, peer- group, socio-economic conditions, political situation, cultural beliefs and values, etc.) in their environment.

#### **2.2.3. Parenting styles**

Parenting is the process or the state of being a parent (Brooks, 1991). According to Brooks, parenting is the process of nurturing the child through its development. This process includes nourishing, protecting, and guiding the child. Parenting is a continuous series of interactions between parent and child. It influences parent, child, as well as the relationship between parent and child. Darling and Steinberg (1993) viewed parenting style as a pattern of attitudes that

parents express towards their children. Parenting style as a context of socialization creates an emotional atmosphere in which the parental behaviors are generated. According to them, parental behaviors include goal-directed behaviors like discipline, as well as non-goal-directed behaviors such as gestures, tone of voice, or facial expression.

A theoretical model of parenting style was developed by Diana Baumrind, one of the leading developmentalists in this field. Baumrind (1991) conducted research using Caucasian parents and their young children enrolled in nursery schools in Berkeley and Oakland, California. As a result, Baumrind finally found three qualitatively different patterns of parenting, and she labeled them as authoritative, authoritarian, and permissive. In addition, she described how each parenting style affects children's development.

### **2.2.3.1. Authoritative parenting styles**

The concept of authoritative parenting was originally identified by Baumrind (1991). Several investigators defined authoritative parenting in similar ways. According to Baumrind (1989), authoritative parenting refers to a type of parenting characterized by high levels of demandingness and high levels of responsiveness. Here, the constructs of the demandingness realm are “*direct confrontation, monitors, intrusive-directiveness, and a pattern of firm, consistent discipline with high maturity demands*” (Baumrind, 1989, p. 361). It is important to note that the firm control shown in authoritative parenting is qualitatively different from firm control in authoritarian parenting. Authoritative parenting has a democratic style of firm control, which is based on inductive discipline and the use of reasoning and explanation (Chao, 1994). Responsiveness is defined as a combination of constructs such as affective warmth, cognitive responsiveness, attachment, acceptance, sensitive attunement, involvement, and reciprocity. Baumrind (1989) strongly argues that both demandingness and responsiveness are essential in producing “*optimal*” competence of adolescents in various social contexts. In addition, the levels of demandingness and responsiveness must be high as well as balanced for authoritative parenting.

Darling and Steinberg (1993) defined authoritative parenting as a type of parenting characterized by high degrees of acceptance, behavioral control, and psychological autonomy-granting. They

assert that psychological autonomy-granting is significant to facilitate healthy development during adolescence.

Overall, a major theme underlying various definitions is that authoritative parenting is a type of parenting that is composed of at least two distinguishable facets in high degrees: warmth and control. Regardless of its multiple definitions, it has been consistently reported that authoritative parenting promotes adolescent psychological development and mental well-being. They demonstrate higher levels of self-reliance, morality, and academic competence than those from nonauthoritative homes (Darling and Steinberg, 1993). More direct evidence concerning the relationship between parenting styles and three aspects of adolescent self-perception is discussed in the following.

Authoritative parenting is characterized by high demandingness and high responsiveness in parenting. Authoritatively reared adolescents have advantages over others in terms of self-reliance, academic competence, and morality. Positive impacts of parental authoritativeness on adolescent self-perception are clearly reported across all ethnic groups.

### **2.2.3.2. Authoritarian Parenting**

Authoritarian parenting is the state of being highly demanding but less responsive to their offspring (Baumrind, 1991). Particularly, the firm control by authoritarian parents is characterized by lack of freedom, parental strictness, and parental expectation of children's absolute obedience. Thereby, it can be evidently distinguished by a democratic type of firm control in authoritative parenting.

Regardless of ethnicity, authoritarian parenting generally produces to a mixture of positive and negative outcomes in adolescent development. On the positive side, youngsters of authoritarian parents display less school misconduct, less drug use, more positive school orientation, avoidance of deviant behavior, and high on obedience and conformity to the standards of adults. On the negative side, they suffer from low achievement, poor self-perception along with high levels of internalized, psychological, and somatic distress.

The mixture of positive and negative outcomes is due to the combination of high demandingness and low responsiveness in authoritarian parenting. For the best adjustment, there must be high

levels of balanced demandingness and responsiveness (Baumrind, 1991). Darling and Steinberg (1993) support this viewpoint that either demandingness or responsiveness has its own contributions to certain aspects of adolescent development. Therefore, when one or either are deficient, adverse effects appear concurrently as a result. According to him, in the case of authoritarian parenting, high demandingness results in infrequent involvement in deviant activities along with high levels of conformity and obedience to the rules. However, lack of responsiveness in authoritarian upbringing generates negative outcomes in the psychosocial development, especially self-perception.

In sum, authoritarian parenting is characterized by being highly demanding but not adequately responsive of child-rearing practices. Most parents are typically classified as authoritarian. Authoritarian parenting undermines the development of self-perception among adolescents.

### **2.2.3.3. Permissive Parenting**

Permissive parenting is characterized by the state of being responsive but not demanding. Permissive parents tend to be less controlling, warm, and autonomy granting to their offspring (Baumrind, 1991). It is consistently found that permissive parenting leads to poor functioning among adolescents regardless of ethnicity (Lambom, Dombusch, & Steinberg, 1996). For example, adolescents who identified their parents as permissive show poor achievement, low academic competence, high involvement in delinquency, and low psychological functioning (Baumrind, 1991; Lambom et al., 1996).

Permissive parenting can be split into two forms, such as permissive or indulgent style and disengaged or neglectful style (Lambom et al., 1996). Permissive or indulgent parenting refers to a state of being responsive but not demanding. Disengaged or neglectful parenting has the quality of having neither responsiveness nor demandingness. As permissiveness is divided into indulgent and neglectful, the patterns of adolescent outcomes are more complex. Indulgent parenting results in both positive and negative effects, while neglectful parenting produces only negative outcomes in adolescent development.

Specifically, youngsters of indulgent parents show comparatively high degrees of self-perception and social competence but low levels of psychological distress over those of authoritarian and neglectful parents. Their relatively sound self-perception and high levels of psychosocial well-

being could be caused by the unique contribution of parental responsiveness in the indulgent style (Lambom et al., 1993). However, adolescents of indulgent parents suffer from severe detrimental outcomes related to high frequency of deviant behavior and great somatic distress. They demonstrate significantly increased times of school misconduct for one-year longitudinal period (Darling and Steinberg, 1993).

Adolescents from neglectful families always show the poorest developmental outcomes across all ethnic groups. They consistently demonstrate a distinct contrast to the youth from authoritative households. The discrepancies of outcomes between adolescents from neglectful and authoritative homes broaden over time (Darling and Steinberg, 1993).

Generally, permissive parents, including both indulgent and neglectful, are marked by failure in setting the standards of mature behavior or lack of abilities to provide firm guidelines to their youngsters. As a result, youngsters of both indulgent and neglectful parents evidently display increased numbers of deviance.

Overall, permissive parenting has an adverse impact on the development of self-perception during adolescence, especially self-reliance, perception of academic competence, and morality. However, when the degree of how it influences negatively on adolescent self-perception is concerned, inconsistent evidence exists in the literature. Some studies show permissively raised adolescents have the lowest levels of self-perception, but others show their slight advantages over youngsters from authoritarian families.

In application to the fourfold frame of parenting style, permissive parenting has two subgroups like indulgent and neglectful styles. According to Lambom et al. (1996) study, adolescents from indulgent homes exhibited slightly higher levels of self-reliance and academic competence than those from authoritarian homes. However, adolescents of neglectful parents demonstrated the lowest scores in all dimensions of development.

In the realm of self- perception only, this pattern such as permissive parenting or indulgent parenting over authoritarian parenting could be explained by the existence of parental responsiveness in permissive parenting which plays a significant role in development of healthy self-perception (Lambom et al., 1996).

In summary, permissive parents are responsive but uncontrolling. There is inconsistent evidence of negative influences of permissive parenting in comparison with authoritarian parenting. Some studies indicate the worst impacts of permissiveness on adolescent self-perception, while others indicate that permissiveness is somewhat better than authoritarianism, due to the fact that high levels of parental responsiveness in permissiveness may contribute to the solid self-perception.

#### **2.2.3.4. Neglecting Parenting Style**

The final parenting style, which was developed later in Baumrind's career, was known as neglecting. These parents were low in responsiveness and low in demandingness to their children as described by Baumrind. These parents were under involved with their children and responded minimally to the child's needs and behaviors (Baumrind, 1991). There was limited literature on this style of parenting. However, Darling and Steinberg (1993) described this style of parenting as those who were simply unavailable to their children. They failed to be involved, controlling, or supportive of self-regulation.

This typology of parenting styles addressed three important elements of parenting: parental responsiveness, autonomy granting and parental demandingness. According to Baumrind (1991), parental responsiveness, also referred to as parental warmth or supportiveness, referred to "*the extent to which parents intentionally fostered individuality, self regulation, and self assertion by being attuned, supportive, and acquiescent to children's special needs and demands*" (p. 62). Parental demandingness, also referred to as behavioral control, referred to the demands parents placed on children to become integrated into the family, through supervision, disciplinary efforts, and willingness to confront the child who disobeyed (Baumrind, 1991).

Parenting styles focused primarily on two behaviors that were of significance. These behaviors were child-centered and child-directive. Child-centered behaviors were the ones that met a child's emotional needs, or actually gave something positive. Child directive behaviors demanded a response from the child, or imposed a restriction on his/her behavior (Jenner, 1999). From that perspective, it appeared that authoritative parents used more child-centered approaches, while authoritarian parents used more child-directive behaviors. However, Jenner, unlike Baumrind, felt that parents utilized child-centered and child-directive behaviors interchangeably when parenting their children and felt that no one parental style was a constant.

Baumrind's four-part classification system had value in that it connected specific parenting styles to differential outcomes in such areas as school performance, delinquency, and drug and alcohol use (Baumrind, 1991). In addition, these styles correlated to self-esteem, self-concept, cultural practices, and academic achievement (Steinberg, 2001). Baumrind's groundbreaking studies were paramount to the understanding and development of parenting theories, practices and knowledge base. Her research indicated that parental support, monitoring, and avoidance of harsh punishment was associated with positive outcomes in a child's functioning. These children achieved higher grades, exhibited fewer behavior problems, were less prone to substance abuse, had better mental health, were more socially competent and had a more positive self-image (Baumrind, 1991).

### **2.3. Review of related literature**

In the 1960s Diana Baumrind developed a widely recognized conceptual model dealing with parenting prototypes, including the concepts of authoritative, authoritarian, permissive, and rejecting/neglecting styles of parenting (Rohner, 2002). These prototypes described specific parent behaviors and went further to describe how they impacted children's social, emotional and cognitive development and functioning (Baumrind, 1991). Furthermore, these styles came out of two dimensions of parenting: responsiveness and demandingness. These four styles of parenting were low, moderate or high in regards to responsiveness and demandingness. Number of studies has attempted to relate its various outcomes such as achievement, career development, to cite a few. In this study, we relate parenting style to students' career choices.

#### **2.3.1. Authoritative parenting style and Students' career choices**

Authoritative parenting combined high levels of warmth with moderate levels of control. In this style of parenting, the parent operated on the belief that both the child and the parent have certain rights and that the needs of both were important. The parents were sure that they were in control and didn't need to assert physical force to keep the child on the right track. An authoritative parent was more likely to control the child by setting rules and explaining why these rules were important and must be followed.

Several researchers point out that beneficial effects of authoritative parenting on adolescents' academic competence and other achievement-related outcomes have been produced only when

two major aspects of this parenting, like high responsiveness and high demandingness, exist together. Lamborn et al. (1996) recently conducted research examining three types of parenting styles and adolescent adjustment. They recruited approximately 3,600 adolescents in the California area. Participants were heterogeneous in their socioeconomic status, ethnicity, and residential area. The investigators used the family decision making process for the classification of three prototypes of parenting. For example, they interpreted joint decision making as authoritative parenting, unilateral parental decision making as authoritarian parenting, and unilateral adolescent decision making as permissive parenting.

Steinberg (2001) reviewed authoritative parenting styles of diverse samples and reported that children from homes where authoritative parenting was the norm achieved more in school and tended to score higher on measures of self reliance and self esteem. Furthermore, he asserted that the verbal give and take between parents and their children fostered cognitive and social skills. Baumrind (1991) concluded in one of their earlier studies that children and adolescents who were treated authoritatively became more socially responsible, independent, and instrumentally competent. Dominguez and Carlton (1997), in their study of 184 college students, noted that an authoritative parenting style facilitated self-actualization. Christian and Snowden (1999) indicated that 46 parents of gifted children who utilized authoritative parenting style fostered creativity and those children had low levels of frustration. Boveja (1998) found that children who perceived their parent(s) to be the most authoritative tended to engage in effective study and learning strategies. A longitudinal study of 120 adolescents reported that authoritative parenting was highly correlated with adolescents' academic success and psychosocial maturity (Steinberg, 2001). However, their sample only included a small percentage of African Americans and Latinos, therefore their findings could not be generalized to this group. Furthermore, I found no research addressing this issue specifically with school aged children.

Several researchers believed that moderate control, combined with warmth, allowed for incremental and appropriate granting of psychological autonomy to children and adolescents so they became more competent. We assume that by relating authoritative parenting style with students' career choices, we'll surely have reached similar results.



### **2.3.2. Authoritarian parenting style and Students' career choices**

Authoritarian parenting is the state of being highly demanding but less responsive to their offspring (Baumrind, 1991). Particularly, the firm control by authoritarian parents is characterized by lack of freedom, parental strictness, and parental expectation of children's absolute obedience. Thereby, it can be evidently distinguished by a democratic type of firm control in authoritative parenting.

A research by Park & Bauer (2002) presents supporting findings in Korean-American population. In their research, Korean-American adolescents reported that their parents have disciplined them in authoritarian ways. For example, they stated that their parents were strict disciplinarians and applied pressure to the adolescents for submission to their guidelines or advice. However, a remarkably high percentage of the sample, 97 %, perceived their parents as loving, even though they identified their parents as authoritarian. In addition, they interpreted their parents' expectation of children's unquestionable obedience and respect to parents as certain parts of Korean culture. In this study, although most Korean-American youngsters perceived their parents as authoritarian, they simultaneously understood that their parents' authoritarianism was based on the parents' love. As a result, they indicated a positive relationship with their parents in this research.

The mixture of positive and negative outcomes is due to the combination of high demandingness and low responsiveness in authoritarian parenting. For the best adjustment, there must be high levels of balanced demandingness and responsiveness (Baumrind, 1991). Steinberg (2001) supports this viewpoint that either demandingness or responsiveness has its own contributions to certain aspects of adolescent development. Therefore, when one or either are deficient, adverse effects appear concurrently as a result. According to him, in the case of authoritarian parenting, high demandingness results in infrequent involvement in deviant activities along with high levels of conformity and obedience to the rules. However, lack of responsiveness in authoritarian upbringing generates negative outcomes in the psychosocial development, especially self-perception.

There is cumulative evidence that authoritarian parenting affects how adolescents perceive themselves in negative ways. With respect to self-reliance and academic competence, adolescents

of authoritarian parents do not have any benefits over youngsters of neglectful parents, due to the lack of parental responsiveness in both authoritarian and neglectful styles (Lambom et al., 1996). One-year longitudinal research by Steinberg and his colleagues (1993) shows the short-term longitudinal impact of parenting on adolescent self-reliance and academic competence as parts of their research outcomes. According to results, scores on self-reliance responded by adolescents from authoritarian families did not significantly change over a one-year interval, in comparison with improved scores of authoritatively reared youth, maintained scores of indulgently reared youth, and diminished scores of neglectfully raised youth. Regarding adolescent self-perception of academic competence, interestingly adolescents from all types of parenting improved the levels of their academic competence over time.

The authoritarian parents were low in responsiveness and high on demandingness according to Baumrind. According to Pruitt (1998), the authoritarian parent controlled the child's behavior and attitudes. This style stressed the importance of obedience to authority. The authoritarian parents were demanding though unresponsive to the child and tended to use punitive and harsh punishment, physical enforcement, reprimands, and prohibitive interventions. Authoritarian-oriented beliefs and attitudes were firmly grounded in traditional child rearing. This type of parent relied on punishment, which is often physical in nature. Baumrind asserted that these parents typically relied on coercive techniques to gain children's compliance, and their power was based on position in the family (Baumrind, 1991). Authoritarian parents placed high demands on the behavior and performance of their children and enforced these expectations by strict, sometimes harsh, discipline. They were controlling and made all the decisions and arrangements for their children. Miller (1990) described authoritarian parenting as high on limits and low on love and felt that this style of parenting robbed children of human spirit and inhibited normal social, emotional and academic development.

African American parents' style of parenting promoted respect for the authority figures and emphasized a work ethic, achievement, and a sense of duty and obligation to kin. However, it also valued freedom of expression and encompassed a strong religious background (Baumrind, 1991). Researchers have also found that African American and Latino parents were stricter than European Americans in their parenting styles, requiring higher levels for accepting responsibility, for self help and care, and for coping with racism and negative stereotyping (Hamner & Turner.,

1990). We expect that in relating authoritarian parenting style with students' career choices, we may surely have reached the same results.

### **2.3.3. Permissive parenting style and Students' career choices**

Permissive parenting is characterized by the state of being responsive but not demanding. Permissive parents tend to be less controlling, warm, and autonomy granting to their offspring (Baumrind, 1991). It is consistently found that permissive parenting leads to poor functioning among adolescents regardless of ethnicity (Lamborn et al., 1996). For example, adolescents who identified their parents as permissive show poor achievement, low academic competence, high involvement in delinquency, and low psychological functioning (Lamborn et al., 1996).

There is supporting evidence in research that permissive parenting is not common in Asian-American families. As mentioned previously, family decision making is a useful predictor of parenting style during adolescence, because it postulates certain aspects of family interactions (Lamborn et al., 1996). In particular, unilateral adolescent decision making is closely related to the permissive parenting. Research findings indicate that Asian-Americans were less likely to use the unilateral adolescent decision making, but they responded their frequent utilization of joint decision making in their family contexts. It suggests that most Asian-American parents are not viewed as permissive, rather as authoritative because of their operation of joint decision making process. It has been also suggested that Asian-American parents are reluctant to grant adolescents' autonomy in decision making compared with their Caucasian counterparts.

Permissive parents exerted few demands and restrictions on their children and rarely administered consequences. These parents tried to provide a non-punitive, accepting, and affirmative environment in which children regulated their own behavior as much as possible (Baumrind, 1991). This style of parenting discouraged children from taking responsibility for their actions. Furthermore, parents enabled their children by being overprotective. By intervening to prevent children from experiencing appropriate consequences for misbehavior, permissive parents reinforced dependent behavior (Lynch, Hurfgord, & Cole, 2002). Baumrind (1991) reported that children of permissive parents had low self-control and self reliance, and were described as anxious, immature and showing little initiative. For example, permissive parents were generally described as lax, inconsistent, and likely to use withdrawal of love as punishment.

They also showed their ambivalence about discipline by alternating praise and punishment (Baumrind, 1991).

#### **2.3.4. Neglectful parenting style and Students' career choices**

The final parenting style, which was developed later in Baumrind's career, was known as neglecting. These parents were low in responsiveness and low in demandingness to their children as described by Baumrind. These parents were under involved with their children and responded minimally to the child's needs and behaviors (Baumrind, 1991). There was limited literature on this style of parenting. However, Lynch, Hurfgord, & Cole (2002) described this style of parenting as those who were simply unavailable to their children. They failed to be involved, controlling, or supportive of self-regulation. Impact of Parenting Styles

This typology of parenting styles addressed three important elements of parenting: parental responsiveness, autonomy granting and parental demandingness. According to Baumrind (1991), parental responsiveness, also referred to as parental warmth or supportiveness, referred to "*the extent to which parents intentionally fostered individuality, self regulation, and self assertion by being attuned, supportive, and acquiescent to children's special needs and demands*" (p. 62). Parental demandingness, also referred to as behavioral control, referred to the demands parents placed on children to become integrated into the family, through supervision, disciplinary efforts, and willingness to confront the child who disobeyed (Baumrind, 1991).

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Baumrind's parenting prototypes, however, generated more criticism than any other parenting model in the research, especially the claim that the authoritative style of parenting produces the most competent children. There was an increasing debate about whether authoritative parenting necessarily produced optimum developmental outcomes for ethnic minorities such as African Americans and Latinos (Smetana, 2000). The authoritative parenting style was seen as the style most associated with optimal academic and social development in children. Some researchers have explored the idea that authoritarian parenting – that is, stricter rules and higher levels of control – was not only more prevalent in some racial/ethnic groups, but was also adaptive or responsive to the dangers posed by disintegrating neighborhoods. In response, Steinberg suggested that these studies showed that African American children were not as negatively affected by authoritarian parenting. This was different from saying that authoritarian styles were a net benefit to these children (Steinberg, 2001). In fact, he argued that, "*minority children reared in authoritative homes fared better than their peers from non-authoritative homes with respect to psychosocial development, symptoms of internalized distress, and problem behavior*" (Steinberg, 2001, p.5).

Bean and Bush (2003) looked at whether authoritative parenting applied across cultures. They looked at each component of authoritative parenting - maternal support, behavioral control, and psychological control - in populations of African-American, Latino and European American adolescents. By looking at the individual contributions of these components to measures of adolescent functioning (particularly self-esteem and academic achievement), they provided a more detailed analysis of how authoritative parenting worked in different populations. Also, they found that maternal support predicted both self-esteem and academic achievement in African American children, whereas behavioral control was a significant predictor of academic

achievement and self esteem in European American adolescents. They concluded that it was not all three parenting dimensions in combination that influenced adolescent behaviors; rather, each of the parenting dimensions appeared to be related to youth functioning in different groups in unique and specific ways (Bean & Bush, 2003). Finally, Baumrind's framework was excellent in helping to develop a basis for looking at how parents interacted with their children. However, studies that showed the strongest relationship between authoritarian parents and academic achievement were of White middle class subjects (Darling, 1999).

## **2.4. Theoretical framework**

In this section, theories related to this study will be treated. Luma (1983) defines a theory as a related assumption or conception tied in some way to the real world of unknown properties, or behaviour which can be subjected to experimentation and revision as well as the search for more truth hitherto unknown. Theories are based on assumptions and specify relations among variables. They guide research by generating hypotheses that can be tested. This research is based on four theories. These include: B.F. Skinner's behavioural theory of learning, Slavin's theory of classroom organisation, Jacob Kounin's theory of classroom management, and Ginnot's theory of classroom management.

### **2.4.1. Career Construction Theory**

The ten propositions in Super's original (1953) statement of vocational development theory have been repeatedly modified for clarity and expanded to incorporate new research (Super, 1990). Career construction theory adheres to the epistemological constructivism that says we construct representations of reality but diverges from the ontologic constructionism that says we construct reality itself.

#### **2.4.1.1. Basic components**

Careers do not unfold; they are constructed. Viewing careers from constructivist and contextual perspectives prompted several innovations, the most noticeable being the replacement of the maintenance stage in vocational development theory with the management stage in career construction theory. In the end, these changes have more tightly integrated the segments of the

theory and incorporated contemporary developments from mainstream psychology. Career construction theory consists of the following sixteen propositions:

1. A society and its institutions structure an individual's life course through social roles.
2. Occupations provide a core role and a focus for personality organization for most men and women, although for some individuals this focus is peripheral, incidental, or even nonexistent.
3. An individual's career pattern is determined by the parents' socioeconomic level and the person's education, abilities, personality traits, self-concepts, and career adaptability in transaction with the opportunities presented by society.
4. People differ in vocational characteristics such as ability, personality traits, and self-concepts.
5. Each occupation requires a different pattern of vocational characteristics, with tolerances wide enough to allow some variety of individuals in each occupation.
6. People are qualified for a variety of occupations because of their vocational characteristics and occupational requirements.
7. Occupational success depends on the extent to which individuals find in their work roles adequate outlets for their prominent vocational characteristics.
8. The degree of satisfaction people attain from work is proportional to the degree to which they are able to implement their vocational self-concepts.
9. The process of career construction is essentially that of developing and implementing vocational self-concepts in work roles.
10. Self-concepts and vocational preferences do change with time and experience as the situations in which people live and work change.
11. The process of vocational change may be characterized by a maxicycle of career stages characterized as progressing through periods of growth, exploration, establishment, management, and disengagement.

12. A minicycle of growth, exploration, establishment, management, and disengagement occurs during transitions from one career stage to the next.

13. Vocational maturity is a psychosocial construct that denotes an individual's degree of vocational development along the continuum of career stages from growth through disengagement.

14. Career adaptability is a psychological construct that denotes an individual's readiness and resources for coping with current and anticipated tasks of vocational development.

15. Career construction is prompted by vocational development tasks and produced by responses to these tasks.

16. Career construction, at any given stage, can be fostered by conversations that explain vocational development tasks, exercises that strengthen adaptive fitness, and activities that clarify and validate vocational self-concepts.

The next sections explain these propositions, first by addressing developmental contextualism (propositions 1-3), then vocational self-concepts (propositions 4-10), and finally, developmental tasks as the nexus of career construction (propositions 11-16).

#### **2.4.1.2. Developmental contextualism**

Individuals construct their careers in a particular social ecology. This context is multilevel, including such variables as the physical environment, culture, racial and ethnic group, family, neighborhood, and school. Historical era represents an additional contextual dimension in career construction. As a social activity, work links the individual to the group because it provides a way of connecting to, cooperating with, and contributing to one's community. The link is actively encouraged by institutions such as the family, school, and religious institutions, and by the media; all communicate to infants and children within a given culture a more or less unified view about how social relationships should be conducted and how life should be lived. Thus people are embedded in environments that affect them.

***Development in a social context*** : Savickas (1997), asserted the importance of social ecology in their life-span approach to careers called developmental contextualism. This view synthesizes the



ideas that “*contextual change is probabilistic in nature, and that development proceeds according to the organism’s activity*” (p. 32). The result is that, in the model of developmental contextualism, the individual’s own organization and coherence interact with contextual opportunities and constraints to produce development. While the context shapes the individual, the individual shapes the context. Based on this principle of reciprocity in development, Vondracek and his colleagues articulated two recommendations of great import. First, they urged that career professionals appreciate plasticity in development, that is, the potential for change in the individual and in the context. Second, they enjoined career professionals to view individuals as producers of their own development and, as a consequence of this belief, to help clients consciously influence their own development.

***The concept of life space*** : One very important dimension of the context in which careers develop is social roles, that is, the duties and rewards a culture assigns and ascribes to its members based on variables such as sex and race. The term life space denotes the collection of social roles enacted by an individual, as well as the cultural theaters in which these roles are played. The work role, albeit a critical role in contemporary society, is only one among many roles that individuals may occupy. While making a living, people live a life. This arrangement of roles, or “*life structure,*” organizes and channels the person’s engagement in society, including occupational choice. Usually two or three core roles hold a central place, and other roles are peripheral or absent. For example, a medical student indicated that her major roles are student, child, and sibling. These three roles constitute the core of who she is; they are fundamental to her identity and essential to her life satisfaction. She values and finds meaning in her peripheral roles as a friend, companion, and church member, yet she can vacate these peripheral roles, and sometimes does, when her core roles require more of her time. More often than not, career clients seek counseling when they are changing elements in their life structure or rearranging the pattern of roles.

### **2.4.1.3. Vocational self-concepts**

The phenomenological perspective of vocational self-concepts concentrate in propositions 8-10 of career construction theory. In concentrating on the development and implementation of vocational self-concepts, these propositions provide a subjective, personal, and ideographic

framework for comprehending career construction – one that augments the objective, public, and normative framework for comprehending vocational behavior.

***Development of a self-concept :*** A self consists of symbolic representations that are personally constructed, interpersonally conditioned, and linguistically communicated. Perceptions of the self originate with the awareness that one is distinct from the mothering person. Although newborns display consciousness, or the ability to direct attention, they require several months to become self-conscious in directly attending to themselves. Infants form the idea of a self and develop that self-idea by viewing themselves as an object, particularly in social situations. This view leads to objectification of the self in the form of self-perceptions, which the individual interprets and invests with meaning using the tool of language. A forming self-concept can be viewed as a collection of percepts that is neither integrated nor particularly coherent. The child draws on this disjointed repertoire of attributes and fragmented selves as needed in different situations. This accounts for a child's rapidly changing interests and ambitions. Thus reflective self-awareness constitutes the process that develops a self-concept and self-descriptions compose its content. Once formed, an organized self-concept functions to control, guide, and evaluate behavior. The self-concept also organizes the way in which the individual processes and understands new self-percepts, until disconfirming percepts force a revision in the self-concept.

***Role of Parents.*** The content that constitutes vocational self-concepts originates in the home as children learn to view themselves and the world through their parents' eyes. Children look to their parents as guides when they begin to explore how they will prioritize social roles and rewards. For example, the dramatic play of dressing in parents' clothes and imitating them is particularly influential as an architect of the self. The prototypical concepts learned from observing and imitating parents are elaborated as children extend their interaction into the wider environment of the neighborhood and school. When children engage in play, hobbies, chores, and schoolwork, they form self-perceptions and make social comparisons that build the attributes and characteristics that will constitute their vocational self-concepts, as well as conceptions of the work role. Childhood play is particularly important in learning about and forming preferences for the roles and rewards that can be pursued in the community theaters of work, love, friendship, leisure, and spirituality. The imagination and initiative shown in behaviors such as dressing in costumes, imitating characters in books and movies, and participating in games enables children

to learn about both themselves and their society. Unfortunately, the guiding lines drawn by parents and by cultural scripts also produce preoccupations and tensions. Career construction theory asserts that the themes that will eventually structure a career emerge as an individual turns these tensions into intentions.

***Role Models.*** The process of transforming a preoccupation into an occupation relies greatly on identifying role models who show a path forward from the family to the community. In what may be considered a very important career choice, children choose role models who portray solutions to their problems in growing up. As children imitate desirable qualities of their models for self-construction, they rehearse relevant coping attitudes and actions, form values about and interests in certain activities, and exercise abilities and skills as they engage in these activities. Playing selective roles, with increasing attention to the results, enables a reality testing that strengthens or modifies vocational self-concepts. Of course, schoolwork also contributes mightily to the growth of vocational self-concepts, particularly through the influence of one's student-role self-concept.

***Classification of self-concepts :*** Super (1990) described the self-concept as a “*picture of the self in some role, situation, or position, performing some set of functions, or in some web of relationships*” (p. 18). Then he asserted that people have multiple self-concepts, not just one self-concept, thus distinguishing between a self-concept and a self-concept system. Within their multi-dimensional self-concept system, or self-structure, individuals have conceptions of self in each life role they enact. These distinct self-concepts, which are activated in different roles, remain stable in particular types of situations and relationships, and facilitate information processing during decision making (Tunis, Fridhandler, & Horowitz, 1990).

Having articulated the self-concept system in general, Super concentrated next on a particular self-concept. He defined a vocational self-concept as the conception of self-perceived attributes that an individual considers relevant to work roles. Finally, he devised a taxonomy to classify the elements that constitute vocational self-concepts.

Career construction theory asserts that self-concept dimensions influence the content of choice alternatives, whereas the metadimensions shape the process of choosing. Particularly useful in comprehending decisional processes are the metadimensions of esteem, clarity, consistency, realism, complexity, and efficacy. In this regard, research (Super, 1990) has shown that those

who lack self-esteem are less likely to make good matches between vocational self-concepts and occupational roles. One whose vocational self-concept is unrealistic is likely to make unwise choices, and one whose concept of self is limited to a few dimensions seems likely to have an inadequate basis for making matching decisions. And finally, an individual with weak self-efficacy for career construction may avoid making choices and remain undecided or indecisive.

To this point, we have stressed the role of the family, neighborhood, and school in providing self-ideas to fill developing vocational self-concepts. Implicit in this discussion has been the view that the content of self-concepts emerges from the interpersonal world that children inhabit. The assessment and counseling model that stems from career construction theory is designed to help individuals develop and implement their self-concepts in their society. Its mission is to help clients construct a career path that moves them toward the community, not climb a career ladder that elevates them above it (Savickas, 1997).

## **2.4.2. Social Cognitive Career Theory**

Counselors, theorists, and researchers are well aware that career development is not just a cognitive or a volitional enterprise and that there are often potent (external and internal) barriers to choice, change, and growth. For instance, social and economic conditions promote or inhibit particular career paths for particular persons. Affective reactions influence rational thought processes. People differ in their abilities and achievement histories. In short, a complex array of factors such as culture, gender, genetic endowment, sociostructural considerations, parental influences and disability or health status operate in tandem with people's cognitions, affecting the nature and range of their career possibilities.

### **2.4.2.1. Background of the Theory**

The term social cognitive career theory (SCCT), complements or builds conceptual linkages with, other theories of career development. Embracing constructivist assumptions about humans' capacity to influence their own development and surroundings, SCCT has been inspired and influenced by a number of key developments in vocational psychology, other psychological and counseling domains, and the cognitive sciences.

SCCT is derived principally from Albert Bandura's general social cognitive theory (Bandura, 1986). Emphasizing the interplay between self-referent thought and social processes in guiding human behavior, SCCT has proven to be immensely heuristic, finding application in a wide range of psychosocial domains such as educational achievement, health behaviors, organizational management, and affective reactions (Bandura, 1986).

#### **2.4.2.2. Key theoretical constructs**

In conceptualizing the personal determinants of career development within the triadic causal system, SCCT incorporates three central variables from general social cognitive theory: (1) self-efficacy, (2) outcome expectations, and (3) personal goals. These three variables are seen as basic "building blocks" of career development and represent key mechanisms by which people are able to exercise personal agency. Of the three, self-efficacy has received the most attention in the career literature (Swanson & Gore, 2000). Self-efficacy refers to people's beliefs about their capabilities "to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391).

In the SCCT view, self-efficacy is not a unitary, fixed, or decontextualized trait; instead, it involves a dynamic set of self-beliefs that are specific to particular performance domains and that interact in a complex way with other person, behavior, and environmental factors.

***Self-efficacy beliefs.*** These are acquired and modified via four primary sources of information (or types of learning experience): (1) personal performance accomplishments, (2) vicarious learning, (3) social persuasion, and (4) physiological and affective states (Bandura, 1986). Although the specific effects of these sources on self-efficacy depend on several factors, personal attainments are typically seen as the most potent or compelling source of self-efficacy. The experience of success with a given task or performance domain tends to raise self-efficacy, whereas repeated failures lower them.

***Outcome expectations.*** These are personal beliefs about the consequences or outcomes of performing particular behaviors. Whereas self-efficacy beliefs are concerned with one's capabilities (Can I do this?), outcome expectations involve the imagined consequences of performing given behaviors (If I do this, what will happen?). Outcome expectations include several types of beliefs about response outcomes, such as beliefs about extrinsic reinforcement

(receiving tangible rewards for successful performance), self-directed consequences (such as pride in oneself for mastering a challenging task), and outcomes derived from the process of performing a given activity (for instance, absorption in the task itself). A number of theories, both in the vocational realm and in other areas of psychology, accord outcome expectations play a key role in motivating behavior.

Outcome expectations are acquired through learning experiences similar to those that inform self-efficacy. For instance, outcome expectations regarding particular career actions derive from people's appraisal of the outcomes (such as rewards) they received for performing relevant actions in the past; observation of the outcomes produced by other people; attention to self-generated outcomes (such as self-approval) and the reactions of others; and sensitivity to physical cues (such as level of emotional arousal or sense of well-being) during task performance. Outcome expectations are probably also influenced by self-efficacy when outcomes are determined by the quality of one's performance.

***Personal goals.*** They may be defined as the determination to engage in a particular activity or to effect a particular future outcome (Bandura, 1986). By setting personal goals, people help to organize, guide, and sustain their own behavior, even through overly long intervals, without external reinforcement. Thus goals constitute a critical mechanism through which people exercise personal agency or self-empowerment. Although environmental events and personal history undoubtedly help shape behavior, behavior is not wholly determined by the vicissitudes of a nonspecific reinforcement history, by genes, or by other nonvolitional factors; it is also motivated, in part, by people's self-directed goals and by the other social cognitive factors with which goals interrelate.

SCCT posits a complex interplay among goals, self-efficacy, and outcome expectations in the self-regulation of behavior (Bandura, 1986). For instance, self-efficacy and outcome expectations affect the goals that one selects and the effort expended in their pursuit. Personal goals, in turn, influence the development of self-efficacy and outcome expectations (for example, goal attainment enhances self-efficacy). As with outcome expectations, goals (defined in various ways) are represented in a variety of other psychological theories, such as the theory of work motivation and performance. The goal construct also plays an important, if generally implicit, role in virtually all theories of career choice and decision making (Lent & Savickas, 1994).

### **2.4.2.3. SCCT's Models of Vocational Interests, Choice, and Performance**

The SCCT framework organizes career-related interest, choice, and performance into three interlocking models. We present an overview of these models, focusing on the interplay among the central social cognitive variables in guiding career development. We also consider how these variables operate in concert with other important aspects of persons (such as gender and ethnicity), their contexts, and learning experiences.

***Interest model*** : Vocational interests (people's pattern of likes, dislikes, and indifferences regarding various occupations and career-relevant activities) are a standard fixture in career psychology. In particular, interests are assumed to be important determinants of career choice (Betsworth & Fouad, 1997). SCCT's interest model emphasizes both the experiential and cognitive factors that give rise to career-related interests, while tracing the role of interests in helping to motivate choice behavior and skills acquisition.

As children and adolescents, our interpersonal environments expose us to a wide array of activities such as crafts, music, sports, mathematics, and mechanical tasks that have potential relevance to occupational behavior. In addition to direct or vicarious exposure to diverse activities, we are differentially reinforced for pursuing certain activities and for achieving particular levels of performance. It is largely through repeated activity practice, modeling, and feedback from important others that children and adolescents are able, gradually, to develop their skills, adopt personal performance standards, form a sense of their capability at diverse tasks (self-efficacy), and beliefs about what will happen if they perform these tasks (outcome expectations).

According to SCCT's interest model, interests are a joint function of self-efficacy beliefs and outcome expectations; people express interest in certain career and academic pursuits if they think they can perform well in them and if, at the same time, they think that pursuing these careers will lead to outcomes they desire. Aptitudes and past experiences are related to interests primarily through their impact on persons' developing self-efficacy beliefs and outcome expectations.

***Choice Model*** : SCCT's conception of the career choice process, highlights the diverse person, contextual, and learning influences on choice behavior. Conceptually, the choice process can be

divided into three parts: (1) The expression of a primary choice (or goal) ; (2) Actions, such as enrolling in a particular training program that is designed to implement one's choice ; (3) Subsequent performance attainments (successes, failures) that form a feedback loop, affecting the shape of future career behavior

SCCT's model of career choice holds that interests are typically related to the choices that people make and to the actions they take to implement their choices. In other words, all else being equal people will choose (develop choice goals for) occupations in which they are interested. The model also states, however, that choices are affected as well by contextual influences and by other person variables. For example, people will be more likely to have to compromise their interests in making career choices if they perceive that their environment is not supportive of their choice or if they perceive significant barriers to entering and prospering in careers that most interest them. When people perceive a need to compromise their interests because of limited opportunities, insurmountable barriers, or a nonsupportive environment, their choices will be made primarily on the basis of job availability, self-efficacy beliefs, and outcome expectations. In other words, when people cannot implement their interests, they will choose less interesting occupational paths that are available to them, that provide adequate outcomes, and in which they feel they can perform adequately.

***Performance Model :*** SCCT's model of performance is concerned with the level (or quality) of people's accomplishments, as well as with the persistence of their behavior in career-related pursuits. Ability (as assessed by achievement, aptitude, or past performance indicators) is seen as affecting performance, directly and indirectly, through its impact on self-efficacy and outcome expectations. Self-efficacy and outcome expectations, in turn, affect the level of performance goals that people set for themselves. Stronger self-efficacy beliefs and more favorable outcome expectations promote more ambitious goals, which help people mobilize and sustain their performance behavior.

Success experiences promote development of abilities and, in turn, self-efficacy and outcome expectations within a dynamic cycle. As we noted earlier, the refinement of abilities, self-efficacy, outcome expectations, and goals is critically affected by contextual variables (such as teaching quality, socioeconomic status, and gender role socialization) that shape the learning experiences and performance conditions to which individuals are exposed.



#### **2.4.2.4. Role of Self-Efficacy**

It is important to emphasize that self-efficacy is seen as a co-determinant of performance, not as a substitute for objectively assessed abilities. What people can accomplish depends, in part, on how they interpret and apply their abilities (Bandura, 1986). Self-efficacy beliefs affect how effectively people deploy their talents, helping to explain why individuals with the same basic capabilities can produce performances of vastly differing quality. Particularly in challenging situations, competent performance requires both basic capabilities and a strong sense of personal efficacy. Research confirms that self-efficacy and ability are moderately correlated yet distinct constructs and that they both help to explain performance attainments (Lent & Savickas, 1994).

A practical implication of this model is that people are likely to encounter problems when they either do not possess sufficient ability to succeed at a given course of action or when they greatly misconstrue their self-efficacy. When people seriously underestimate their efficacy (relative to documented ability), they tend to give up more easily, set lower performance goals, suffer from debilitating performance anxiety, and avoid challenges, even when they are capable of meeting those challenges. Large overestimates of self-efficacy, however, embolden people to attempt tasks for which they are ill prepared, increasing the likelihood of failure and discouragement. The most beneficial self-efficacy beliefs are those that modestly exceed one's current ability level (Bandura, 1986). Such optimistic self-percepts enable people to take on reasonable challenges that promote further skill development.

SCCT views occupational and academic performance (and persistence) as being affected in important ways by ability, self-efficacy, outcome expectations, and performance goals. Self-efficacy plays an especially important role in determining how people employ their abilities. Thus people may be at risk for occupational or academic failure or other difficulties when their abilities fail to correspond with the abilities required in an occupation or course of study or when their self-efficacy beliefs substantially underestimate or exaggerate their current performance capabilities.

## **2.5. Formulation of hypotheses**

### **2.5.1. Hypotheses**

In order to guide the step of our research focus, the following research hypotheses (main hypothesis and specific hypotheses) was formulated.

The main hypothesis of this study is formulated as follow: parenting styles significantly have an impact on the career choices of students in secondary school in Yaoundé. The operationalization of this main objective has yielded the following specific objectives:

- There is a significant relationship between authoritative parenting style and students' career choices
- There is a significant relationship between authoritarian parenting style and students' career choices.
- There is a significant relationship between permissive parenting style and students' career choices.
- There is a significant relationship between neglectful parenting style and students' career choices.

### **2.5.2. Definition of variables**

According to Luma (1999), a variable is a characteristic on which people can differ from one another. A variable is an element whose value can change and take other forms when we make an observation to another. The variables are normally classified into Dependent and Independent Variables. The two types of variables used in this study are:

#### **2.5.2.1. Independent variable**

According to Amin (2005, p.93), an independent variable is that “*which can be manipulated upon by the researcher.*” They may be called predictor variables because they can predict or are responsible for the status of the other variables. The researcher manipulates in order to determine the relationship with the observed states of affairs. The independent variable for this study is Parenting Styles. They involved modalities such as: authoritative parenting style, authoritarian parenting style, permissive parenting style and neglectful parenting style.

### **2.5.2.2. Dependent variables**

In the view of Amin (1999) a dependent variable is the characteristics that are used when the statements of the hypothesis are made. According to Asutabong (1998) dependent variables are variables which receive the effect of independent variables. The dependent variable in this study is Students' Career Choices. The Students' Career Choices comprises elements like: Making a decision for a career choice, Access to career information, and Availability of career options.

### **2.5.3. Indicators**

An indicator which could be seen as a true representation of a variable, are in both independent and dependent variables. In this study, the indicators of the independent variable (Parenting Styles) are: authoritative parenting style, authoritarian parenting style, permissive parenting style and neglectful parenting style. While the dependent variable (Students' Career Choices), the indicators are making a decision for a career choice, access to career information, and availability of career options.

Table 2.1: A recapitulative table of variables and their indicators

<b>HYPOTHESES</b>	<b>INDEPENDENT VARIABLE</b>	<b>INDICATORS</b>	<b>DEPENDENT VARIABLE</b>	<b>INDICATORS</b>	<b>STRONGLY MODALITY</b>	<b>ITEM</b>
G.H: parenting styles significantly have an impact on the career choices of students.	Parenting styles.	authoritative parenting style, authoritarian parenting style, permissive parenting style and neglectful parenting style	Students' Career Choices	making a decision for a career choice, access to career information, availability of career options	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	Item 9-40
RH1- There is a significant relationship between authoritative parenting styles and students' career choices	Authoritative parenting styles.	Encouraging, praise, Intimacy, respect	Students' career choices.	making a decision for a career choice, access to career information, availability of career options	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	Item 9-14, 31-40
RH2- There is a significant relationship between authoritarian parenting style and students' career choices.	Authoritarian parenting styles.	Use of punishment, yelling, criticizing	Students' career choices.	making a decision for a career choice, access to career information, availability of career options	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	Item 15-19, 31-40
RH3- There is a significant relationship between permissive parenting styles and students' career choices.	Permissive parenting styles.	Taking into account child' s preferences, desires, input, don't discipline	Students' career choices.	making a decision for a career choice, access to career information, availability of career options	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree	Item 20-25, 31-40
RH4- There is a significant	Neglectful parenting styles	No punishment,	Students' career	the indicators are making a decision	Strongly Disagree,	Item 26-30, 31-40

relationship between neglectful parenting styles and students' career choices		threaten, use of threats, taking away privileges	choices.	for a career choice, access to career information, availability of career options	Disagree, Neutral, Agree, Strongly Agree	
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# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter describes the methods and instruments used to collect information for our study. It treats the research design, area of the study, the population of the study, the sample of the study and sampling techniques, instruments of Data collection, the establishment of the validity of research instruments, the establishment of the reliability of research instruments, procedure for the administration of instruments, and Method of data analysis.

### **3.2. Research design**

The research design is a plan which specifies how data related to the problem is collected for analysis. According to Amin (2005), a research design is the conceptual structure within which the quantitative research is conducted and constitutes the blue print for the measurement of variables collected for the analyses of data. In this study, the descriptive or cross-sectional survey was used. According to Nworgu (1991) a survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items are studied by collecting and analyzing data from only a few people or items considered to be representatives of the whole group. This design was used because the subjects need to be studied at their natural setting at a particular time without conducting an experiment. Also, this work has adopted the quantitative approach where numerical data was collected so as to test the hypothesis and answer questions concerning the current study. A quantitative research, attempts to control as many variables as possible. They therefore prefer research strategies such as random assignment and random sampling, use of standardized instruments and when appropriate an equalizing condition of groups to be compared.” (Amin, 2005, p.210). Therefore, this research will not only dwell on the description of variables, but will also be involved in comparing the variables of this study.

### **3.3. Area of study/site**

We carry our study in three schools situated in the Yaoundé VI administrative sub-division: Government Bilingual High School Etoug-Ebe, Government Bilingual High School Mendong and Holy Infant High School Melen.

***Government Bilingual High School Etoug-Ebe:*** The school was created in 1991 as Government Bilingual Secondary School. It became a high school in 1997. It is made up of the francophone section and the Anglophone section. It is found in the center region of Cameroon, in the Mfoundi Division, Yaoundé VI sub-division. Geographically, it is situated in the heart of Yaoundé city, in the Etoug-Ebe quarter. It is surrounded by quarters such as Mendong, Obili and Mvog-Beti. Since its creation, it has been managed by five (5) principals with Mr. George AWURU, Mr. MBAKU Jerry, Mr. TITA DOH David, Mr. NGONG KUM John and presently we have Mr. TONYE Jean De MATHA. It has a study population of about 5600 students and more than 300 teachers.

***Government Bilingual High School Mendong:*** The school was created in 1990 and became operational in 1991 as secondary school Mendong. The first principal was Mr. BITJAGA Denis. In 1992, it was transformed into a Government High School and it became a Government Bilingual High School in July 2010. Since then, it has had three principals. It has a total numbers of 5780 students, both in the English and French sectors.

***Holy Infant High School Melen:*** The primary school was created in 1993, and the secondary was created in 2008. The number of students is above 900 and about 50 teachers for the secondary. The owner is Dr. Simon AWASUM and it has had one principal since its creation called Mr NCHANGVI Sebastian.

### **3.4. Population of study**

Nworgu (1991) defines population as the limits within which the research findings are applicable. A social research like this collects data on the behaviors of humans for better predictions. A population is the complete collection or universe of all the element units that are of interest in a particular investigation. The population of this study consisted students from secondary schools in Yaoundé. They were both were male and a female. This population is suitable for this study because, the study is out to investigate the impact of parenting styles on students' career choices, in other word, to investigate the role of parenting styles on students' career choices.

The population of secondary schools in Yaoundé was chosen by the researcher because of the proximity and challenges of these students with career choices. The population in our study include all the Lower Sixth and Upper Sixth students of the secondary schools of Yaoundé VI sub division.

Table 3.1: Sample of students

Classes	GBHS-EE	GBHSM	HIHS	Total
Lower Sixth	288	274	256	818
Upper Sixth	214	206	160	580
Total	502	480	416	1460

### 3.5. Sample and sampling technique

#### 3.5.1. Sample size

According to Amin, (2005, p.235), “A sample is a proportion of elements selected from the population which helps the researcher to make a generalization about the whole population which is a representative fraction of the population. In addition, sample serves the principal purpose of making possible the study of problems which otherwise could not be undertaken due to cost, time, personal or scope”. This means that a sample helps the researcher to use a small part of the mother population in the study after which the results are generalized. This is because using the entire population for a research is expensive and time consuming. The sampled in our study include all the Lower Sixth and Upper Sixth students of the secondary schools in the Yaoundé VI sub division, which include the students (male and female), from different background, culture, with different educational qualifications, and from different categories. The samples of this study came from three high schools that were purposefully selected for the study. These schools were: Government Bilingual high school Etoug-ebe, Government Bilingual high school Mendong and Holy Infant High School Melen. The researcher went to these schools. The information gotten from the records office of the delegation in Yaounde VI showed that the total number of students in these schools for the academic year 2015-2016 is 3878. Considering the table of Krejcie and Morgan (1970), for determining the sample size for research activities, we assumed a sample size of 350 students to be representative of this population (Amin, 2005).

Table 3.2: Sample of students

<b>Classes</b>	<b>GBHS-EE</b>	<b>GBHSM</b>	<b>HIHS</b>	<b>Total</b>
Lower Sixth	70	70	62	202
Upper Sixth	56	54	38	148
<b>Total</b>	<b>126</b>	<b>124</b>	<b>100</b>	<b>350</b>



### **3.5.2. Sampling technique**

Sampling technique is the process of selecting elements from a population in such a way that the sample elements selected represented the population (Amin, 2005). Sampling plays a great role in the research process in that it insures the method of selection of the right subject from the data will be collected. A sample is needed as a researcher alone cannot succeed in studying the whole population.

This study uses a random sampling technique to select its subjects. This approach helped the researcher to meet ready students who accepted willingly to collaborate in this study. This was because the researcher could only obtain data from voluntary participants who were available and accepted to complete the questionnaire at the time it was administered. So the sampling method used for this research was the simple random sampling with gave all students in our sample population, equal opportunity of being selected and included in the study.

### **3.6. Research instrument**

The research instrument used to collect data in this study was the questionnaire. According to Amin (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. It can be seen as a written list of questions that are answered by a number of people so that information can be collected from the answers. The data or information collected permits the researcher to verify the research hypothesis.

This questionnaire was designed in line with the research questions and the hypothesis. The questionnaire was used to systematically obtain information on student's personal characteristics, attitudes and knowledge. A questionnaire used because the group targeted could read and understand the questions and provide information required by the researcher. The questionnaire was also developed to measure observed behaviours with the use of 5-point Likert scale.

The questionnaire submitted to form four secondary schools students was developed in English. The questionnaire began with an introduction for the respondents or the students to know the purpose of the research. The questionnaire was made up of 40 questions. They were closed ended questions with specific responses that could be easily analysed as shown in appendix this questionnaire is divided into four sections. The first part is on the identification of the students (sex and age). The second part is made up of questions on parenting styles, the third part includes questions on students' career choices, and the last part if the closing remarks or expressions of gratitude.

As far as the second part is concerned, it is sub-divided into four sections corresponding to various sub-variables of parenting styles. Some of the questions are on authoritative parenting style, authoritarian parenting style, permissive parenting style and neglectful parenting style. The questionnaire was developed with the aid of literature review taking into consideration the objectives and hypotheses of the study.

### **3.7. Validation of research instrument**

#### **3.7.1. Validity of research instrument**

Validity refers to the accuracy with which an instrument measures what it intends to measure. The validity could be seen as the extent to which a measurement instrument measures what it purports to measure. The questionnaire of this study was constructed with the help of fellow classmates. It was then submitted to the supervisor who checked to ensure that the instruments were appropriate for the collection of relevant data. Corrections were made before approval of instruments as good for final administration. In this study the questionnaire was subjected to the Face and Content validity.

##### **3.7.1.1. Face validity**

To ensure face validity, the questionnaire of this study was constructed with the help of fellow classmates. It was then submitted to the supervisor who scrutinized the items, checking appropriateness of language and clarity. After making the necessary corrections from this expert, the questionnaire was considered to have attained face validity.

##### **3.7.1.2. Content validity**

The questionnaire or the instrument was constructed using the various indicators. This instrument was given to some experts or judges who examined the validity of the contents. This validity is called content validity. According to Amin, (2005, p.286), “*content validity is the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure*”. In other words, content validity refers to the degree to which the test actually measures or is specifically related to the threats for which it was designed.

Procedure for establishing content validity is as follows, the instrument is given to experts or judges for proper scrutiny. Experts scrutinized the questionnaire by checking the relevance of the items to the objectives of the study. This was confirmed by the researcher’s supervisor.

### **3.7.2. Reliability of the research instrument**

An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers. Test-retest reliability is also known as stability reliability. It refers to the degree to which scores on the same tests by the same individuals are consistent over time Amin, (2005). In order to establish the reliability of the instrument, the test-retest reliability was used.

First of all, the questionnaire was administered to 10 students. After one week it was re-administered to the same group of students. The score of the two tests were correlated or compared. The reason why the test was re-administered again after one week was to avoid the possibility of the respondents to recall former responses. Also, if we waited for too long, respondents' ability to answer questions might have changed due to intervening learning or maturation.

### **3.8. Administration of instrument**

In order to obtain data to be analysed for this study, we came out with the questionnaire. It was personally administered and the responses were collected on the spot to increase the chances of getting valid information. The collection of data in the various schools took us two weeks. First of all, we started the data collection in the Government Bilingual high school Etoug-ebe, where we were undergoing our internship. Then I went to the Government Bilingual high school Mendong and finally to Holy Infant High School Melen. The process was the same in every school, with the permission of the administration; I gain access to the students and briefly explain the purpose of my study and give the questionnaire to be filled. We assured them that the work is strictly for academic purposes and that students were not to reveal their identity. We read each question to permit students to easily complete the questionnaire.

### **3.9. Data analysis technique**

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), “*a correlational research attempt to determine whether, and to what degree, a relationship exists between two or more quantifiable variables*”. The relationship can now be used to make predictions. Given the sample size and the nature of dependent and independent variables, we have chosen the Chi-square. The chi-square test tells whether the frequency obtained or observed are different from

the frequencies you might expect based on the chance variation along. The chi-square test enables us to decide whether there is a relationship or deviation between occurrences. This will be done by comparing the observed or obtained frequencies to the expected frequencies, thereby determining the probability of their being different or not.

Both descriptive and inferential statistics are used to analyze the responses and verify the hypotheses. For qualitative data, responses will be coded, summarized and reported in relation to the specific research questions as provided by the different groups of respondents. Tables, percentages, charts, mean, standard deviations will be used to analyze the data. Also the Statistical Package for Social Sciences (SPSS) version 23.0 will be used for data analysis.

In this particular study, data analysis consisted of a combined statistical tool to analyze the data obtained from the experiment and the survey. To organize and give meaning to our data, we use various statistical tools: descriptive statistics, mean, standard deviation, the univariate analysis of variances (ANOVA), the Pearson Product Moment Correlation Coefficient and the Stepwise multiple regression analysis. To describe our data analysis techniques, we will follow the steps by explaining what we did and the statistical tools involved. Quantitative data analysis of this study involved two major steps:

1. Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyze, display, and transform data (Trochim & Donnelly, 2007).
2. Data organization was developed and documented into a database structure that integrates the various measures present in the data (Trochim & Donnelly, 2007).

The survey consisted of questionnaire administration in the various schools of our sample. Surveys are the primary source for data collection of this nature. In so doing, the results from the 4-point Likert scale questions of the survey were analyzed using SPSS software. Frequencies of distribution such as frequency tables (Trochim & Donnelly, 2007) were used to describe multiple variables such as standardized test scores and demographic data. The central tendency of a distribution “is an estimate of the center of a distribution of value” (Trochim & Donnelly, 2007, p. 266) used to determine and describe the median of sets of values of the data that require this approach. Ranges, which are measures of dispersion in a frequency distribution (Trochim & Donnelly, 2007) were also used to describe the variability of data values.

In order to do this, researchers summarize the data, so that readers can construct a mental picture of the relationship between the data and the phenomena under study.

### **3.9.1. Representing the Data**

Trochim and Donnelly (2007, p.83) stated that the use of graphic displays is “particularly valuable in making the logic of mixed-method design explicit”. In this perspective, Tufte (2006) affirmed, “Most techniques for displaying evidence are inherently multimodal, bringing verbal, visual, and quantitative elements together” (Tufte, 2006, p. 83). The researcher also used tables to report results related to the research questions. According to Creswell and Plato Clark (2007, p.135), “These visual forms depict the trends and distributions of the data” and allow readers to better understand the quantitative results of the study in a summarized form.

### **3.9.2. Bivariate Descriptive Statistics**

A frequent goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships.

### **3.9.3. The Student t test and One way ANOVA**

The research was conducted with a sample of girl have personal characteristics and the univariate analysis of variances (one way-ANOVA) was used to determine the variability of the participation of girl-child in school by personal characteristics (school, class, age, marital status of parents and parents’ level of education).

### **3.9.4. Correlation**

The correlation coefficient was used to test our research hypotheses. The purpose was to measure the degree of association between the independent variables in our research hypotheses and professional development of student teachers, symbolize by the correlation coefficient.

The correlation coefficient is a simple descriptive statistic that measures the strength of the linear relationship between two variables (Amin, 2005). The value of the correlation coefficient  $r$  ranges from -1 for a perfect negative correlation, to +1 for a perfect positive correlation. The degree of association between two variables is described by the coefficient of correlation, which indicates the strength of this association. In this study, in order to determine existing relationships between two variables, the researcher used the Pearson’s  $r$  correlation coefficient because the purpose of this study is to predict the dependent variable from the independent variable (Muijs, 2004). In so doing, the Pearson Product Moment Correlation coefficient was

used because the data in this study are parametric, that is, its interpretation does depend on the population fitting a parameterized distribution. This means that the quantitative data in this study numerical interpretation. The researcher also preferred to use parametric statistics because there is generalization of the results of this study to a larger population.

**Interpreting the Pearson’s Product Moment Correlation Coefficient:** The usefulness of the correlation depends on its size and significance (Muijs, 2004). If  $r$  reliably differs from 0.00, the  $r$ -value is statistically significant, that is, does not result from a chance occurrence, implying that if the same variables were measured on another set of similar subjects, a similar  $r$ -value would result. If  $r$  achieves significance, it is possible to conclude that the relationship between the two variables was not due to chance.

According to Muijs (2004), the size of any correlation generally evaluates as follows:

<b>Correlation value</b>	<b>Interpretation</b>
0.00 to 0.10	Weak
0.11 to 0.29	Low
0.30 to 0.59	Modest
0.60 to 0.79	Moderate
0.80 to 0.89	Strong
0.90 to 1.00	Very strong

On the other hand, it is important to state that correlation does not imply causation. In this regard, just because one variable relates to another variable does not mean that changes in one cause changes in the other. In other words, other variables may be acting on one or both of the related variables and affect them in the same direction. Cause-and-effect may be present, but correlation does not prove cause (Fraenkel and Wallen, 2000). In this study, the researcher was not interested in verifying if the occurrence of one variable caused or increased the occurrence of the other variable. The researcher was only interested in determining the strength of the correlation between the variables.

**Coefficient of Determination ( $r^2$ ):** The relationship between two variables can be represented by the overlap of two circles representing each variable as in Figure xx. If the circles do not overlap, no relationship exists. The area of overlap represents the amount of variance in the dependent (y-variable) than can be explained by the independent (x-variable). The area of overlap, called the percent common variance, calculates as  $r^2 * 100$

### **3.9.5. Multiple regression analysis**

In order to gain a full understanding of the nature of professional development of student teachers in Cameroon, it was necessary to proceed with a more refined statistical tool (Stepwise multiple regression analysis) to see which of our variables emerge as the best predictor for the professional development of student teachers. Multiple regression deals with the use of many predictor variables to predict a criterion variable (Amin, 2005). Correlation and regression analysis are related in the sense that both deal with relationships among variables. Neither regression nor correlation analyses can be interpreted as establishing cause-and-effect relationships. They can indicate only how or to what extent variables are associated with each other. The correlation coefficient measures only the degree of linear association between two variables. Any conclusions about a cause-and-effect relationship must be based on the judgment of the analyst.

This chapter of research methodology deals with the introduction, research design, area of study, population of study, samples, instruments, variables, indicators and ended with a recapitulative table. The critical examination of this chapter as shown above served as a stepping stone for the presentation of results and analysis of data collected from the field.

# **CHAPTER FOUR**

## **PRESENTATION AND ANALYSIS OF DATA**

### **4.0. Introduction**

This chapter presents the results of data which were collected through a questionnaire constructed in relation to the variables of study. The technique used in presenting the data is one where the various characteristics are presented and analyses made to show their impact on the study as a whole. It uses tables and charts to give a descriptive representation of results. The first part of this chapter starts with the analysis of background characteristics, and then proceeds with the analysis of different variables, while being attentive to the existence of possible relationship between variables.

### **4.1. Presentation and description of data**

In this section, we are going to present and analyze the data collected from the sampled population with respect to the personal characteristics of the respondents and the data obtained from the opinions of the respondents following the order of items in constructed questionnaire.

#### **4.1.1. Distribution of respondents according to schools**

Table 4.1 and figure 4.1 indicate that the highest number of respondents (126) in the sample population came from G.B.H.S Etoug-Ebe making a percentage of 36.00% and was followed by G.B.H.S Mendong with 124 students, making up 35.43% of the sample population; and the least came from Holy Infant SS where 100 students responded to the questionnaire making up the percentage of 28.57%.



Table 4.1: Distribution of the respondent according to schools

	Frequency	Percentage	Cumulative Percentage
Holy Infant SS	100	28,57	28,57
GBHS Mendong	124	35,43	64,00
GBHS Etoug-Ebe	126	36,00	100,00
Total	350	100,00	

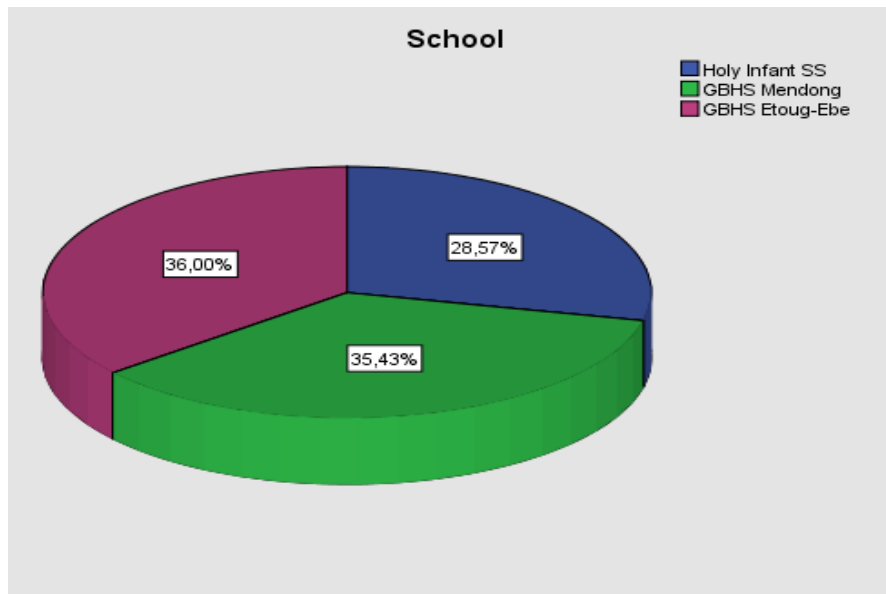


Figure 4.1: Diagram of the distribution of the respondent according to schools

#### 4.1.2. Distribution of respondent according to class

Looking at Table 4.2 and figure 4.2, they indicate that the highest number of respondents in the sample population is 202 students from Lower Sixth, making a percentage of 57.71%, and the least came from Upper sixth where 148 students responded to the questionnaire making up the percentage of 42.29%.

Table 4.2: Distribution of respondent according to class

	Frequency	Percentage	Cumulative Percentage
Lower sixth	202	57,71	57,71
Upper sixth	148	42,29	100,00
Total	350	100,00	

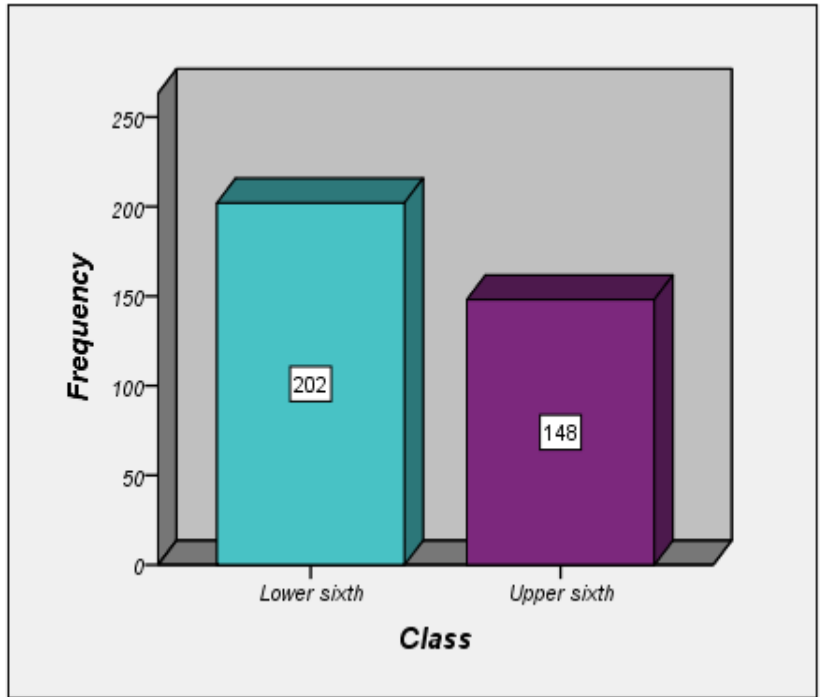


Figure 4.2: Diagram of the distribution of respondent according to class

#### 4.1.3. Distribution of respondent according to sex

Table 4.3 and figure 4.3 above, shows that the total number of female students in the sampled population is greater than that of the male students. 191 female students responded to the questionnaire making a percentage of 54.57% while 159 male students responded to the questionnaire making up 45.43% of the sampled population. These statistics show that the female students were more open and collaborate to the study.

Table 4.3: Sex Distribution of the Respondents

	Frequency	Percentage	Cumulative Percentage
Male	159	45,43	45,43
Female	191	54,57	100,00
Total	350	100,00	

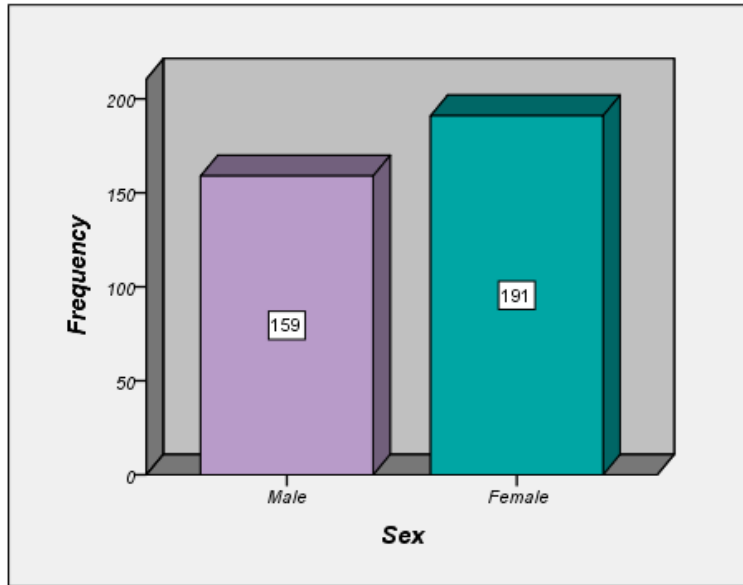


Figure 4.3: Diagram of the distribution of respondent according their sex

#### 4.1.4. Distribution of respondent according to age

Age is considered a very significant factor in this study because the reasoning and the needs of individuals differs according to age. Distribution of the sampled population according to age would effectively provide a proper respond to the research question. Figure 4.4 below present the histogram of age of the respondents. It reveals that the mean age of students is ( $M = 17.62$ ) with a standard deviation of ( $SD = 1.134$ ), showing a small dispersion of age among students of our sample population.

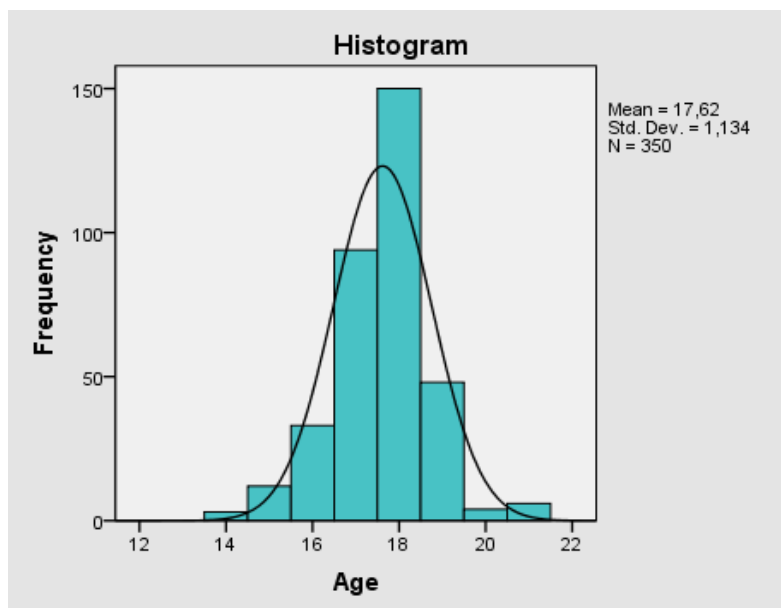


Figure 4.4: histogram of age of respondent

*Table 4.4: Distribution of respondent according to age category*

	Frequency	Percentage	Cumulative Percentage
< 18 years	142	40,57	40,57
18 years	150	42,86	83,43
> 18 years	58	16,57	100,00
Total	350	100,00	

When the ages of our respondents are categorized, the results obtained, as revealed by table 4.4 shows that the majority of the students were 18 years old with the total number of 150 students making up 42.86% of the total sampled population. Still from the table above, it can be seen that another important proportion (40.57%) of the respondents are students of age below 18 years, that is, 142 students. These proportions show that about 84% of respondents' age range between 14 and 18 years old. About 16.57% of students are more than 18 years old.

#### **4.1.5. Distribution of respondent according to father's level of education**

The table 4.5 presents the distribution of respondents according to the highest level of education of their fathers. We observe from the above table that 43.71% of the respondents (about 153 students) have fathers with a university level. In the other hand, while 41.71% of parents have a secondary school level, 15.14% of students have fathers with primary school level.

*Table 4.5: Distribution of respondent according to fathers' level of education*

	Frequency	Percentage	Cumulative Percentage
Primary	53	15,14	15,14
Secondary	144	41,14	56,29
University	153	43,71	100,00
Total	350	100,00	

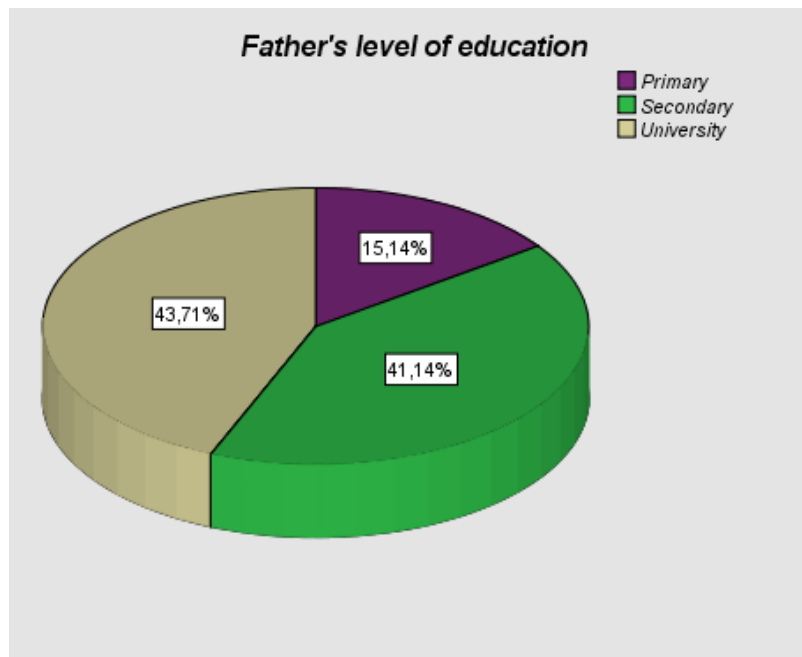


Figure 4.5: Diagram of the distribution of respondent according to father's level of education

#### 4.1.6. Distribution of respondent according to mother's level of education

The table 4.6 displays the distribution of respondents according to the highest level of education of their mother. We observe from the above table that 44.25% of the respondents (about 155 students) have a mother with a secondary school level. Also, while 34.90% of mothers have a level of university school, only 20.85% have a primary school level.

Table 4.6: Distribution of respondent according to mother's level of education

	Frequency	Percentage	Cumulative Percentage
Primary	73	20,85	20,9
Secondary	155	44,25	65,1
University	122	34,90	100,0
Total	350	100,0	

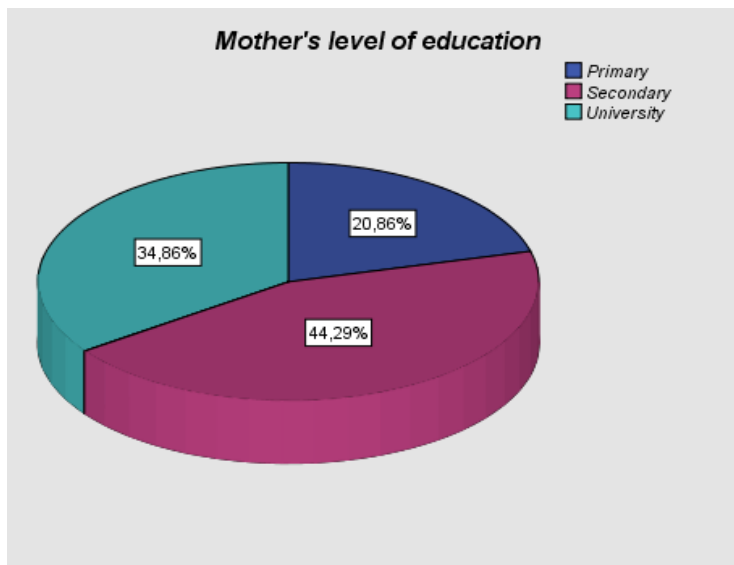


Figure 4.6: Diagram of the distribution of respondent according to father's level of education

#### 4.1.7. Distribution of respondent according to father's level of education

Parents' occupation plays a major role in the career decision-making of their children. From table 4.7 showing the different occupations of fathers, we see that 18.00% of the respondents have fathers who are engineer or architect, 17.14% of respondents have fathers who are businessman. Still another proportion (16.57%) has fathers who are teacher. The rest of our respondents have fathers who are drivers (14.86%), military or police (12.29%), farmers (11.43%), medical staff (6.29%) and from other professions (3.43%).

Table 4.7: Distribution of respondent according to father's occupation

	Frequency	Percentage	Cumulative Percentage
Teacher	58	16,57	16,57
Engineer/Architect	63	18,00	34,57
Medical staff	22	6,29	40,86
Driver	52	14,86	55,71
Farmer	40	11,43	67,14
Businessman	60	17,14	84,29
Military/Police	43	12,29	96,57
Other	12	3,43	100,00
Total	350	100,00	

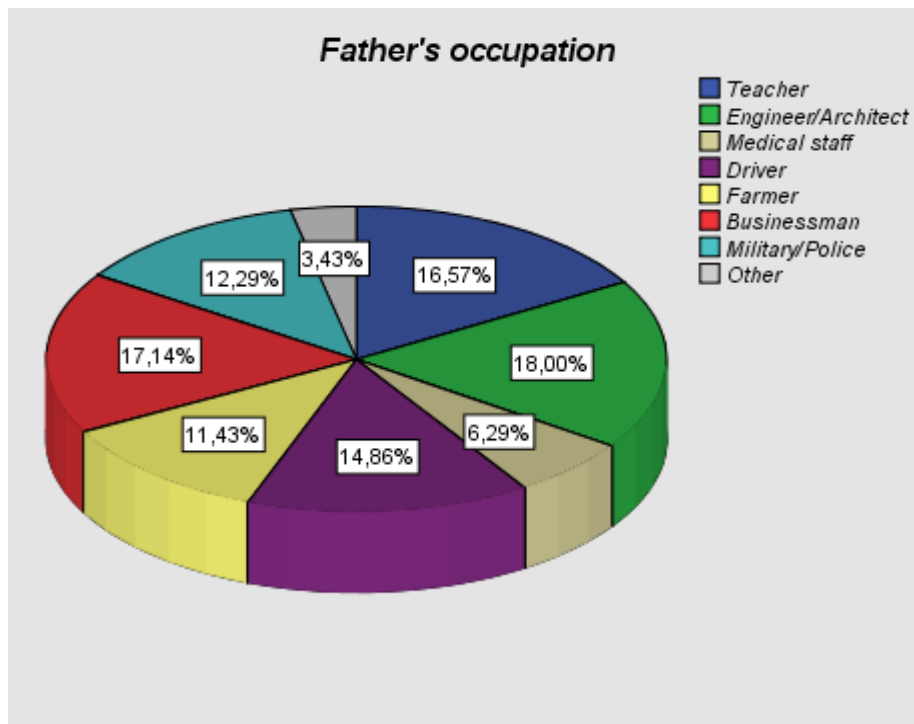


Figure 4.7: Diagram of the distribution of respondent according to father's occupation

#### 4.1.8. Distribution of respondent according to mother's level of education

Parents' occupation plays a major role in the career decision-making of their children. From table 4.8 showing the different occupations of mothers, we see that 28.29% of the respondents have mothers who are teachers, 22.29% of respondents have mothers who are businesswomen. Still another proportion (20.86%) has mothers who are housewife. The rest of our respondents have mothers who are secretaries (10.29%), tailor or designer (2.57%), banker or accountant (7.71%), medical staff (8.00%).

Table 4.8: Distribution of respondent according to mother's occupation

	Frequency	Percentage	Cumulative Percentage
Teacher	99	28,29	28,29
Medical Staff	28	8,00	36,29
Banker/Accountant	27	7,71	44,00
Businesswoman	78	22,29	66,29
Tailor/Designer	9	2,57	68,86
Secretary	36	10,29	79,14
Housewife	73	20,86	100,00
Total	350	100,00	

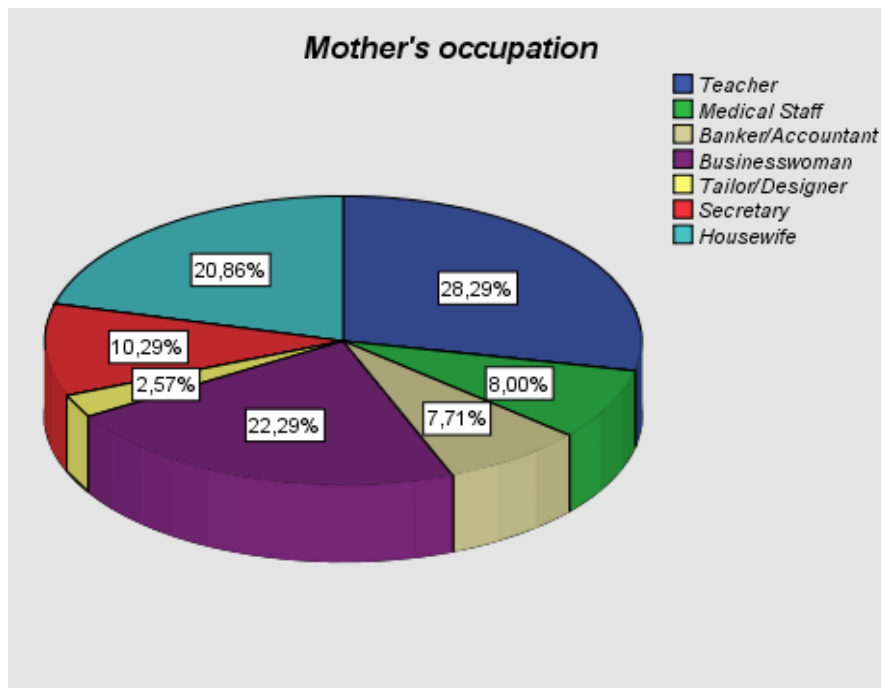


Figure 4.8: Diagram of the distribution of respondent according to mother's occupation

## 4.2. Presentation and description of respondents' opinions on our study variables

In this section, we are going to present and analyze the data collected from the sampled population with respect to the personal characteristics of the respondents and the data obtained from the opinions of the respondents following the order of items in constructed questionnaire.

### 4.2.1. Distribution of the respondents' opinions on authoritative parental style

Table 4.9 below presents the distribution of the opinions of students on authoritative parental style. From the results in the table, we observe that some parents/tutors explain to their children the consequences of their behavior ( $M = 4.25$ ) indicating that they give them reasons why rules should be obeyed ( $M = 4.21$ ). And they obey rules, parents praise them when I have done something good ( $M = 4.12$ ). The intention of parents is that they want the success of their children so they constantly encourage and motivate them to behave well



*Table 4.9: Distribution of the respondents' opinions on authoritative parental style*

	Mean	Std. Deviation
My parents encourage me to talk about my troubles.	3,73	1,379
My parents/tutors give praise when I have done something good	4,12	1,138
My parents/tutors always have warm and intimate times together with me	3,09	1,449
My parents/tutors give us reasons why rules should be obeyed	4,21	1,058
My parents/tutors explain to me the consequences of my behavior	4,25	1,142
My parents/tutors show respect for my opinions by encouraging me to express them	3,23	1,391
Valid N = 350 (listwise)		

#### **4.2.2. Distribution of the respondents' opinions on authoritarian parental style**

Table 4.10 displays the distribution of the respondents' opinions on authoritarian parental style and how it affects them. The results on the table reveal that parents scold and criticize their children to make them improve ( $M = 4.03$ ). This signifies that a very high majority of the respondents agreed being scolded and criticize by their parents, and thus, yell or shout at when they misbehave ( $M = 3.82$ ). These parents use various types of discipline to insure good behavior from their children: spanking, slapping and all forms of corporal punishment.

*Table 4.10: Distribution of the respondents' opinions on authoritarian parental style*

	Mean	Std. Deviation
My parents/tutors use physical punishment as a way of discipline	2,30	1,548
My parents/tutors spank when I'm disobedient	2,32	1,418
My parents/tutors slap child when he misbehaves	2,57	1,408
My parents/tutors yell or shout when I misbehave	3,82	1,262
My parents/tutors scold and criticize to make me improve	4,03	1,167
Valid N = 350 (listwise)		

#### **4.2.3. Distribution of the respondents' opinions on permissive parental style**

Table 4.11 provides the distribution of the respondents' opinions on permissive parental style and how it affects their education. The results reveal that parents who are permissive tend to take into account children's preferences in making plans for the family ( $M = 3.17$ ). This signifies that a very high majority of the respondents agreed to the fact that their parents encourage them to freely express themselves even when disagreeing them ( $M = 3.03$ ). That is why some parents

may take their children’s desires into account before asking them to do something (M = 2.69). In that line, parents allow their children to give input into family rules (M = 2.54). These parents find it difficult to discipline their children.

*Table 4.11: Distribution of the respondents’ opinions on permissive parental style*

**Descriptive Statistics**

	Mean	Std. Deviation
My parents/tutors take into account children's preferences in making plans for the family	3,17	1,339
My parents/tutors take children’s desires into account before asking the child to do something	2,69	1,335
My parents/tutors encourage us to freely express (ourselves) even when disagreeing them	3,03	1,395
My parents/tutors give into child when (he)(she) causes a commotion about something	2,59	1,231
My parents/tutors allow thier children to give input into family rules	2,54	1,366
My parents/tutors find it difficult to discipline child	1,82	1,317
Valid N (listwise)		

**4.2.4. Distribution of the respondents’ opinions on the neglectful parental style**

Table 4.12 provides the distribution of the respondents’ opinions on the neglectful parental style. The results from the table reveal that the neglectful parents actually threaten the child with punishment more often than actually give it (M = 3.28) and they use threats as punishment with little or no justification. These results show that these parents state punishments to the child and does not actually do them (M = 2.51) and their punishment consist of taking privileges away from the child with little if any explanations (M = 2.65), or putting the child off somewhere alone with little if no explanations.

*Table 4.12: Distribution of the respondents' opinions on participation of the girl-child in school*

	Mean	Std. Deviation
My parents/tutors punish by putting the child off somewhere alone	1,71	1,187
My parents/tutors state punishments to child and does not actually do them	2,51	1,349
My parents threaten the child with punishment more often than actually giving it	3,28	1,427
My parents/tutors use threats as punishment with little or no justification	2,35	1,432
My parents/tutors punish by taking privileges away from the child with little if any explanations	2,44	1,340
Valid N (listwise)		

#### **4.2.5. Distribution of the respondents' opinions on students' career choices**

Table 4.13 provides the distribution of the respondents' opinions on students' career choices. The results on the table reveal that students will make their career choice based on their interest in a particular occupation ( $M = 3.87$ ). This signifies that a very high majority of the respondents agreed that they will make their career choice based on their academic ability and grade. To some extent, money constitutes a serious challenge to their future, that is why their parents will have great influence in their career choice ( $M = 2.55$ ) and will determine their choice of career. Nevertheless, counselors could be of the great influence in providing them some career options.

*Table 4.13: Distribution of the respondents' opinions on students' career choices*

	Mean	Std. Deviation
My parents' occupations determine my choice of career	1,94	1,402
My academic ability will determine my career choice	3,69	1,403
My parents had/ will have great influence in my career choice	2,55	1,384
My parents chose my secondary school subjects	1,83	1,301
Money has been an issue in choosing a career	3,09	1,504
My grades will determine my career choice	3,38	1,376
I will choose my career choice based on my interest in a particular occupation	3,87	1,254
Counselors are/ have been the greatest influence in my career choice	2,83	1,496
Moving with students in tertiary institutions do affect secondary school students career choice	2,98	1,328
I did/ have done career choice on my own	3,60	1,452
Valid N (listwise)		

### 4.3. Variability of students' career choices by personal characteristics

The usual goal in data analysis is to efficiently describe and measure the strength of relationships between variables (Muijs, 2004). In this regard, bivariate descriptive statistics describes such relationships. The survey was conducted with sample population of secondary school students in the Yaoundé VI sub-division with special interest in their background characteristics. So, the one way-ANOVA test and the t-test are used to determine the variability of students' career choices by background characteristics (school, class, age category, level of education of father and mother, parents' occupation).

#### 4.3.1. Variability of students' career choices by school

Literature shows students' career choices varie according to school. We want to look at the variability of students' career choices in school across the school attended by the respondent. We will be addressing the question: do students' career choices differ across school? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of the participation of the girl-child in school across school as shown in the table 4.14 below.

Table 4.14: Analysis of the effect on school on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	SD	SE	df	F
Holy Infant SS	100	2,98	,53	,05	(2, 347)	,007
GBHS Mendong	124	2,97	,54	,05		
GBHS Etoug-Ebe	126	2,98	,51	,05		
Total	350	2,98	,52	,03		

*Note: N = 350 ; p > .05*

The results shows that on average, students' career choices do not significantly vary across schools,  $F(2, 347) = 0.007$ ,  $p > .05$  ; It means that the participation of the girl-child in school is significantly influence by the school they attend.

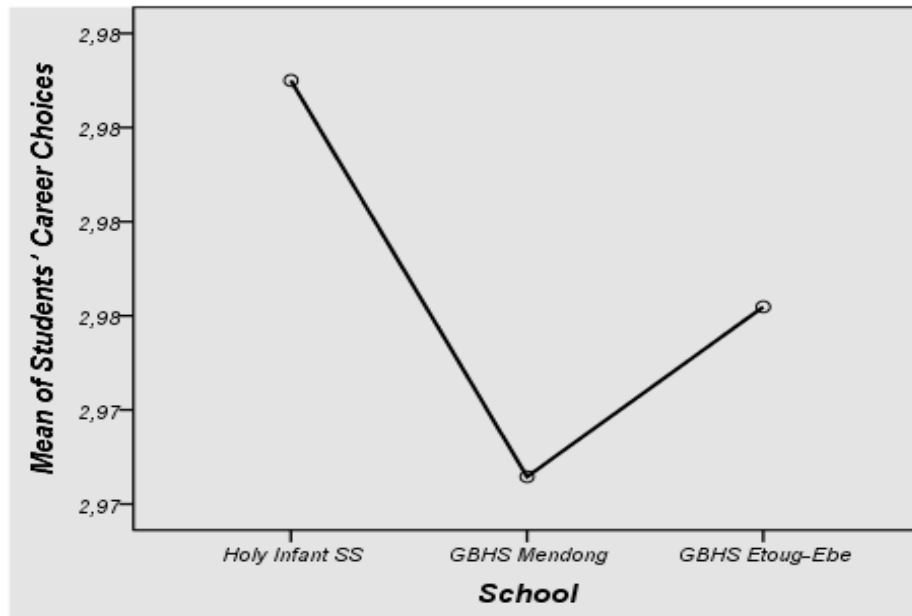


Figure 4.9: Graph of the variability of students' career choices by school

The overall analysis as illustrated in figure 4.9, revealed a non significant difference in students' career choices for the different school,  $F(2, 347) = 0.007, p > .05$  ; meaning that, students' career choices are not affected by the school they attend.

#### 4.3.2. Variability of students' career choices by class

We want to see if students' career choices vary by class attended the respondent. In other terms, do students' career choices differ across the lower sixth and upper sixth? So we will compare the career choices of the two groups by using the t-test as shown in the tables below.

Table 4.15: Analysis of the variability of students' career choices by class of respondent

	Group Statistics					t-test for Equality of Means		
	Class	N	Mean	SD	SE Mean	t	df	Sig. (2-tailed)
Students' Career Choices	Lower sixth	202	2,99	,51	,04	,68	348	,50
	Upper sixth	148	2,95	,54	,04			

Note:  $N = 350; F = ,48 ; p > .05$

The results reveal that career choices do not significantly vary between students of lower sixth and upper sixth,  $t(348) = 0.680, p > 0.05$  ; It means that career choices do not significantly differ between students of lower sixth and upper sixth.

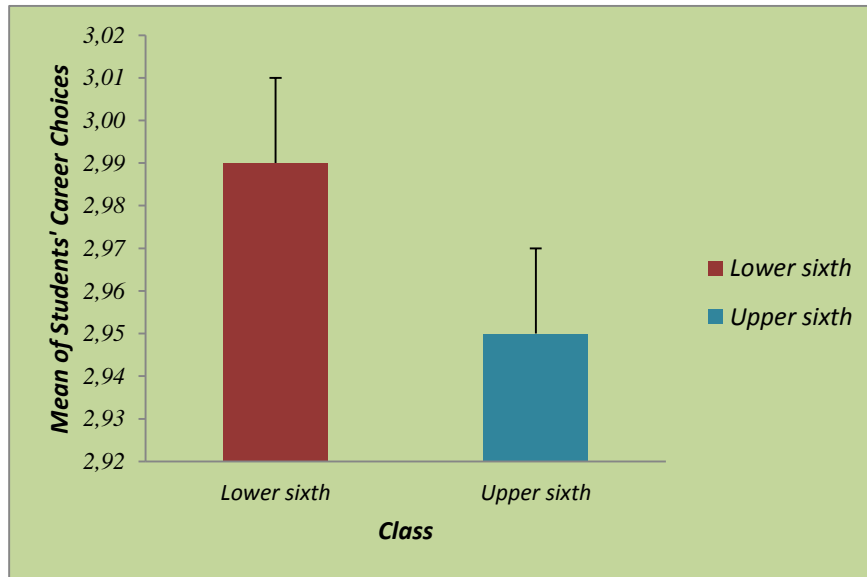


Figure 4.10: Bar chart of the variability students' career choices by class

The overall analysis as it is shown figure 4.10, displayed a non-significant difference in career choices for students of lower sixth and upper sixth ( $p > 0$ ); meaning that, though the students' career choices is different in the two groups, the difference remains non-significant. So it can be concluded that the class attended by the respondent does not affect students' career choices.

### 4.3.3. Variability of students' career choices by sex

We want to see if students' career choices vary by sex of respondent. In other terms, do career choices differ between male and female students? So we will compare the career choices of the two groups by using the t-test as shown in the tables below.

Table 4.16: Analysis of the variability of students' career choices by sex of respondent

	Group Statistics					t-test for Equality of Means		
	Sex	N	Mean	Std. Dev	SE Mean	t	df	Sig. (2-tailed)
Students' Career Choices	Male	159	2,94	,59	,05	-1,30	348	,19
	Female	191	3,01	,46	,03			
Note: N =350; F= 8,16 ; $p > .05$								

The results reveal that career choices do not significantly vary between male and female students,  $t(348) = -1.30$ ,  $p > 0.05$  ; It means that students' career choices do not significantly differ between male and female.

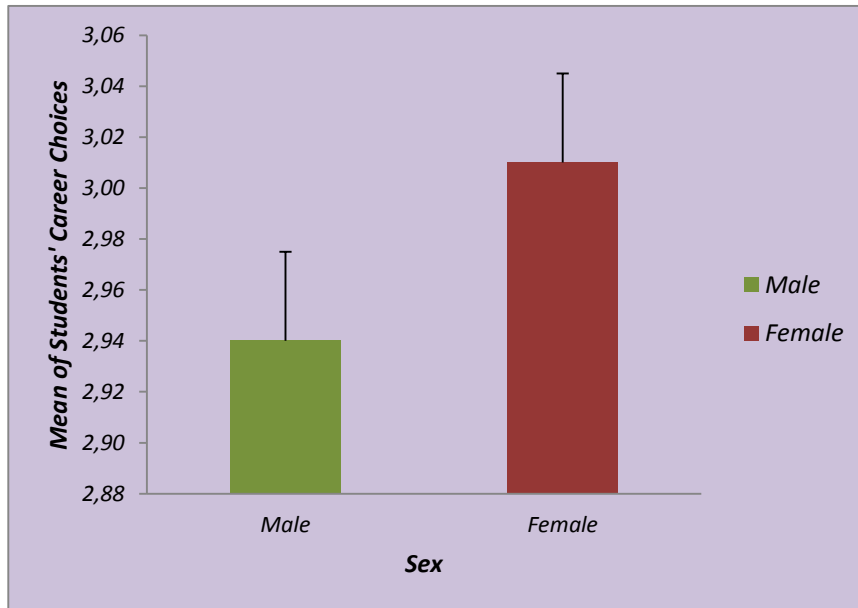


Figure 4.11: Bar chart of the variability students' career choices by sex of respondent

The overall analysis as it is shown figure 4.10, displayed a non-significant difference in career choices for male and female students ( $p > 0$ ); meaning that, though the students' career choices is different in the two groups, the difference remains non-significant. So it can be concluded that the sex does not affect students' career choices.

#### 4.3.4. Variability of students' career choices by school

Literature shows students' career choices vary across to school. We want to look at the variability of students' career choices across their age category. We will be addressing the question: do students' career choices differ across their? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' career choices across age category as shown in the table 4.17 below.

Table 4.17: Analysis of the effect of age on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Dev	Std. Error	df	F
< 18 years	142	2,97	,52	,04	(2, 347)	10,345***
18 years	150	3,08	,49	,04		
> 18 years	58	2,72	,53	,07		
Total	350	2,98	,52	,03		

Note:  $N = 350$  ;  $p < .001$

The results shows that on average, students' career choices significantly vary across age

category,  $F(2, 347) = 10.345, p < .001$  ; It means that students' career choices are significantly influence by their age.



Figure 4.12: Graph of the variability of students' career choices by school

The overall analysis as illustrated in figure 4.12, revealed a significant difference in students' career choices for the different age category,  $F(2, 347) = 10.345, p < .001$  ; meaning that, students' career choices are affected by their age.

#### 4.3.5. Variability of students' career choices by father's level of education

Literature shows students' career choices vary according to parental level of education. We want to look at the variability of students' career choices across their father's level of education. We will be addressing the question: do students' career choices differ across their father's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' career choices across father's level of education as shown in the table 4.18 below.

Table 4.18: Analysis of the effect of father's level of education on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Dev	Std. Error	df	F
Primary	53	2,92	,48	,07	(2, 347)	3,158*
Secondary	144	3,06	,49	,04		
University	153	2,92	,56	,05		
Total	350	2,98	,52	,03		

Note:  $N = 350 ; p < .05$



The results shows that on average, students' career choices significantly vary across father's level of education,  $F(2, 347) = 10.345, p < .001$  ; It means that students' career choices are significantly influence by their father's level of education.

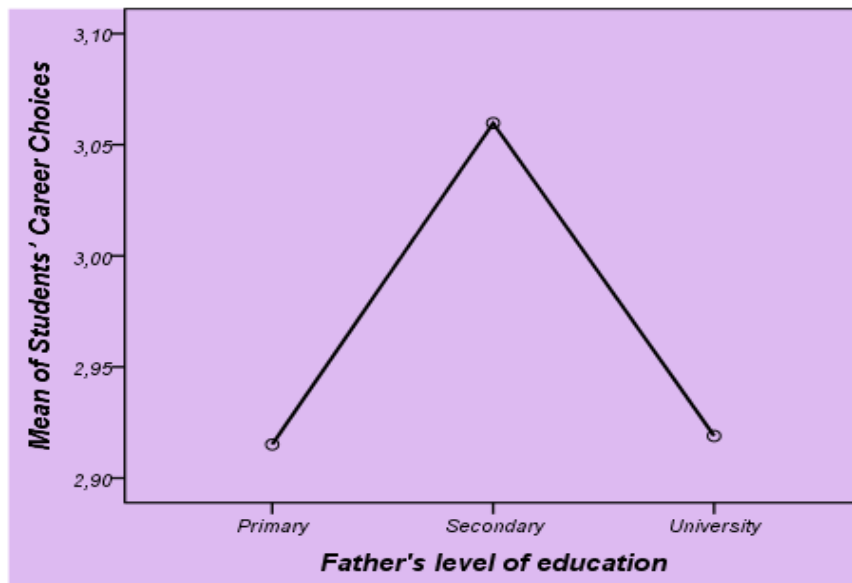


Figure 4.13: Graph of the variability of students' career choices by school

The overall analysis as illustrated in figure 4.13, revealed a significant difference in students' career choices for the different father's level of education,  $F(2, 347) = 10.345, p < .001$  ; meaning that, students' career choices are affected by their father's level of education.

#### 4.3.6. Variability of students' career choices by mother's level of education

Literature shows students' career choices vary according to parental level of education. We want to look at the variability of students' career choices according to their mother's level of education. We will be addressing the question: do students' career choices differ according to their mother's level of education? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' career choices across mother's level of education as shown in the table 4.19 below.

Table 4.19: Analysis of the effect of mother's level of education on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Dev	Std. Error	df	F
Primary	73	3,08	,60	,07	(2, 347)	2,282
Secondary	155	2,98	,43	,03		
University	122	2,91	,58	,05		
Total	350	2,98	,52	,03		

Note:  $N = 350 ; p > .05$

The results shows that on average, students' career choices significantly do not vary according to mother's level of education,  $F(2, 347) = 2.282, p > .05$  ; It means that students' career choices are not significantly influenced by mother's level of education.

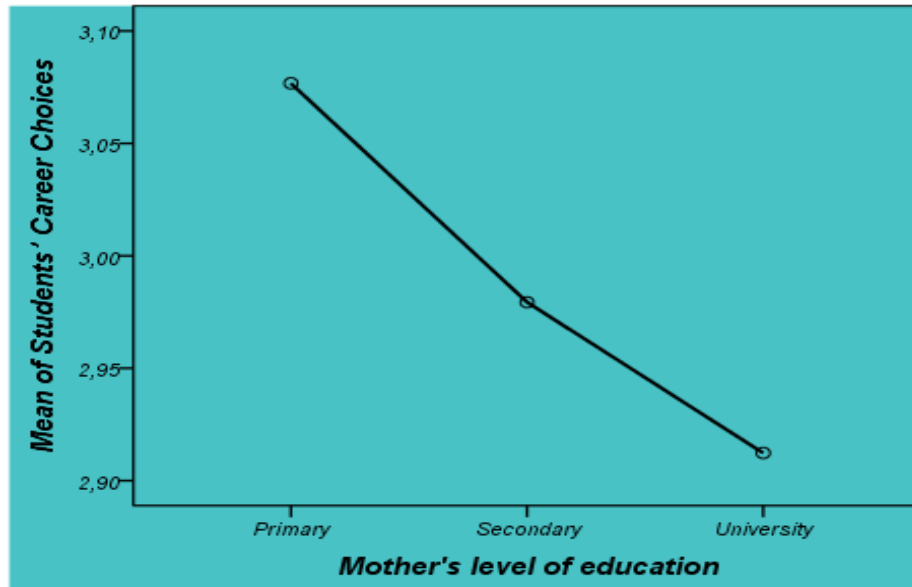


Figure 4.14: Graph of the variability of students' career choices by school

The overall analysis as illustrated in figure 4.14, revealed a non-significant difference in students' career choices according to mother's level of education,  $F(2, 347) = 2.282, p > .05$  ; meaning that, students' career choices are not affected by their mother's level of education.

#### 4.3.7. Variability of students' career choices by school

Literature shows students' career choices vary according to parental occupation. We want to look at the variability of students' career choices across their father's occupation. We will be addressing the question: do students' career choices differ across their father's occupation? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' career choices across father's occupation as shown in the table 4.20 below.

Table 4.20: Analysis of the effect of father's level of education on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Dev	Std. Error	df	F
Teacher	58	2,80	,45	,06	(7, 342)	6,716***
Engineer/Architect	63	2,94	,57	,07		
Medical staff	22	3,07	,35	,07		
Driver	52	2,98	,39	,05		
Farmer	40	3,17	,61	,10		
Businessman	60	3,10	,40	,05		
Military/Police	43	3,07	,59	,09		
Other	12	2,23	,61	,17		
Total	350	2,98	,52	,03		

Note: N = 350 ; p < .001

The results shows that on average, students' career choices significantly vary by father's occupation,  $F(2, 347) = 6.716, p < .001$  ; It means that students' career choices are significantly influenced by their father's occupation.

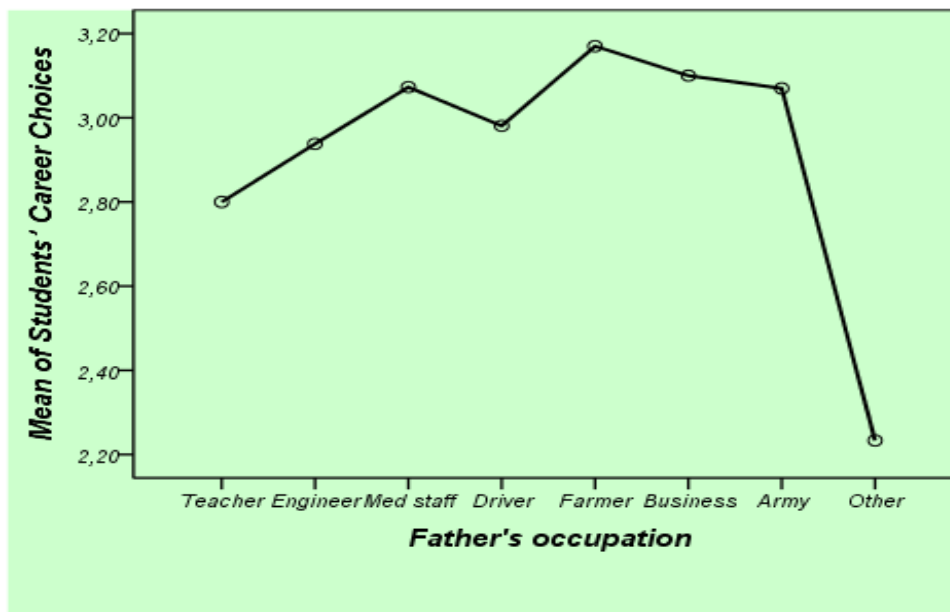


Figure 4.15: Graph of the variability of students' career choices by school

The overall analysis as illustrated in figure 4.15, revealed a significant difference in students' career choices for the different father's occupation,  $F(2, 347) = 6.716, p < .001$  ; meaning that, students' career choices are affected by their father's occupation.

### 4.3.8. Variability of students' career choices by school

Literature shows students' career choices vary according to parental occupation. We want to look at the variability of students' career choices by their mother's occupation. We will be addressing the question: do students' career choices differ across their mother's occupation? Since this is a case of comparison of many means, we are going to use a univariate analysis of variance to assess the variability of students' career choices across mother's occupation as shown in the table 4.21 below.

Table 4.21: Analysis of the effect of mother's occupation on students' career choices

	Group descriptives statistics				ANOVA test	
	N	Mean	Std. Dev	Std. Error	df	F
Teacher	99	2,89	,56	,06	(6, 343)	3,419**
Medical Staff	28	3,04	,72	,14		
Banker/Account	27	2,81	,42	,08		
Businesswoman	78	3,05	,39	,04		
Tailor/Designer	9	2,50	,00	,00		
Secretary	36	2,96	,64	,11		
Housewife	73	3,11	,45	,05		
Total	350	2,98	,52	,03		

Note:  $N = 350$  ;  $p < .01$

The results shows that on average, students' career choices significantly vary by mother's occupation,  $F(2, 347) = 3.419$ ,  $p < .01$  ; It means that students' career choices are significantly influence by their mother's occupation.

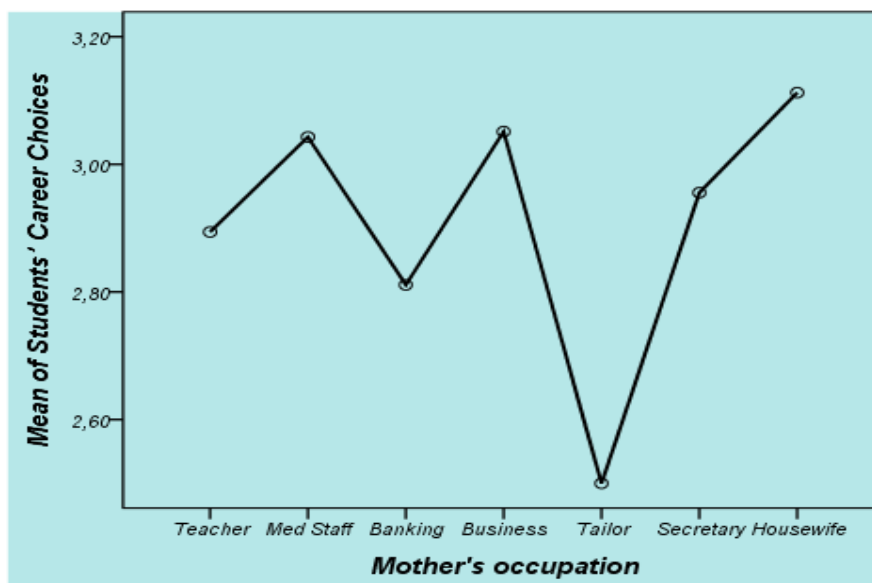


Figure 4.16: Graph of the variability of students' career choices by mother's occupation

The overall analysis as illustrated in figure 4.16, revealed a significant difference in students' career choices for the different mother's occupation,  $F(2, 347) = 3.419, p < .01$  ; meaning that, students' career choices are affected by their mother's occupation.

#### 4.4. Verification of research hypotheses

In this section, we are going to verify our research hypotheses. As a statistical tool, the Pearson correlation coefficient will be used to test our research hypotheses. Also, we will use multiple regressions to assess the predictive nature of parental factors on the participation of the girl-child in school. The statistical processing of the data was done through the SPSS software (SPSS 23.0 for Window) as shown in table 4.22 below.

Table 4.22: Means, standard deviation and correlations between our study variables

	1	2	3	4	5
Authoritative Parenting Styles	1				
Authoritarian Parenting Style	,125*	1			
Permissive Parenting Styles	,346***	,165**	1		
Neglectful Parenting Styles	-,153**	,130*	,267***	1	
Students' Career Choices	,150**	,283***	,196***	,277***	1
Mean	3,760	3,122	2,790	2,664	2,976
SD	,745	,711	,600	,678	,522
Note: N = 350, * p < 0.05, ** p < 0.01, *** p < 0.001					

Table 4.22 above displays the correlation matrix of our study variables. The results show majors strong correlations between our study variables, namely between the independent variables (Authoritative Parenting Styles, Authoritarian Parenting Style, Permissive Parenting Styles and Neglectful Parenting Styles) and the dependent variable (Students' Career Choices).

##### 4.4.1. Authoritative Parenting style and students' career choices (RH1)

Parental attitudes towards education play a key role the education of their offsprings. That is why the first research hypothesis (RH1) claims that there is a significant relationship between authoritative parenting styles and students' career choices. The shape of scatter plot in figure 4.17 displays the direction of the relationship showing the relationship between authoritative parenting styles and Students' Career Choices.

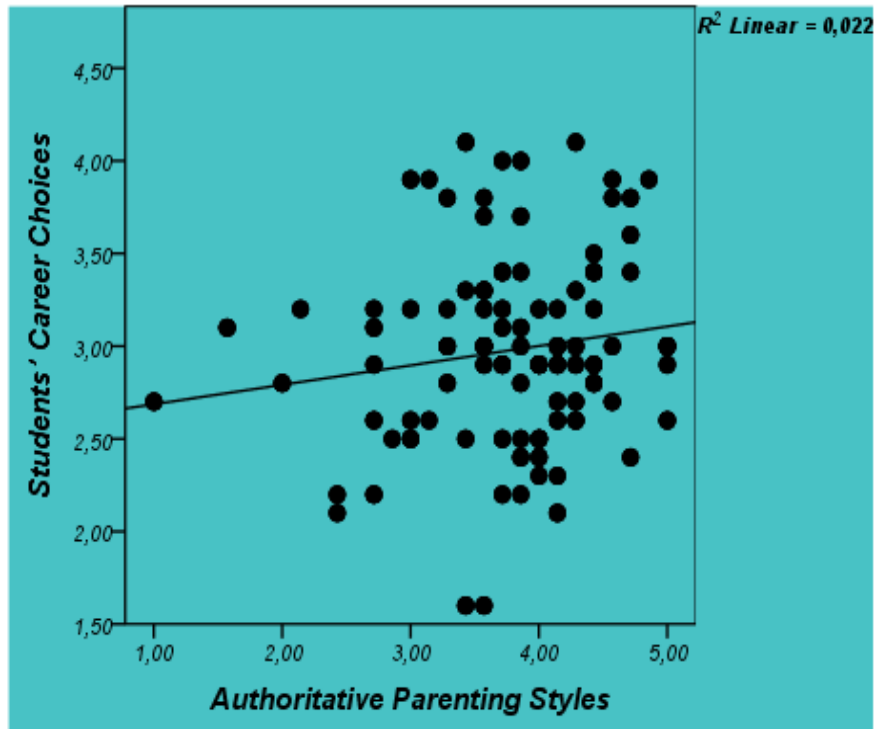


Figure 4.17: Scatter plot showing the correlation between authoritative parenting styles and students' career choices

The results have shown that there was a significant positive correlation between authoritative parenting style and students' career choices,  $r(348) = .150$ , ( $p < .01$ ). From this result we can conclude that the authoritative parenting style significantly correlate students' career choices. This test-value gives a coefficient of determination of 0.022, meaning that 2.2% of the variability of students' career choices is explained by the authoritative parenting style.

#### 4.4.2. Authoritarian parenting style and students' career choices (RH2)

Parental attitudes towards education play a key role the education of their offsprings. That is why the first research hypothesis (RH2) claims that there is a significant relationship between authoritarian parenting style and students' career choices. The shape of scatter plot in figure 4.18 displays the direction of the relationship showing the relationship between authoritarian parenting style and students' career choices.

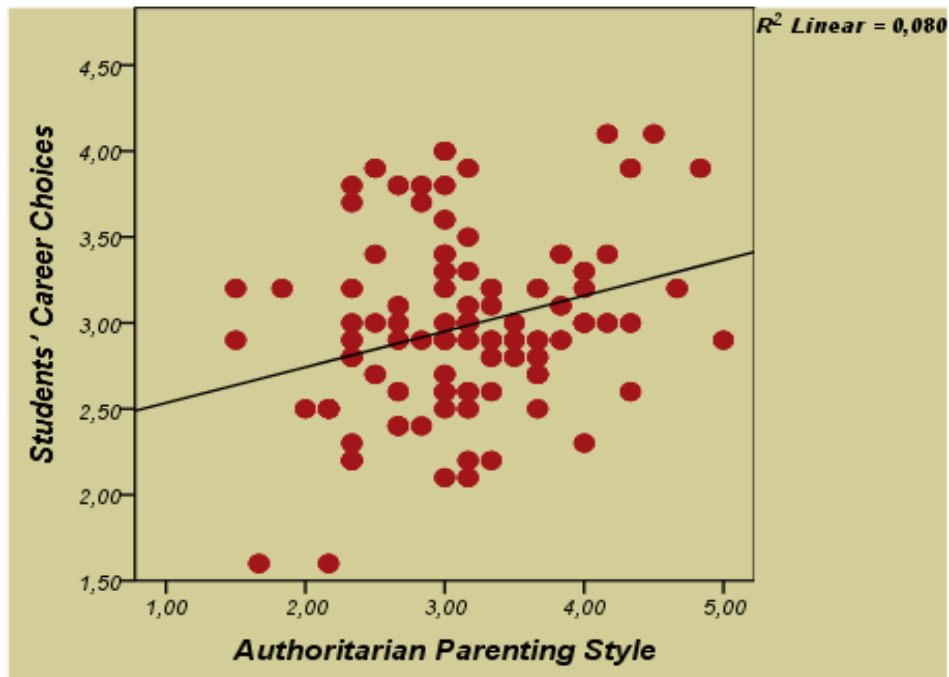


Figure 4.18: Scatter plot showing the correlation between authoritarian parenting style and students' career choices

The results have shown that there was a significant positive correlation between authoritarian parenting style and students' career choices,  $r(348) = .283$ , ( $p < .001$ ). From this result we can conclude that authoritarian parenting style significantly influences students' career choices. This test-value gives a coefficient of determination of 0.08, meaning that 8.00% of the variability of students' career choices is explained by authoritarian parenting style.

#### 4.4.3. Permissive Parenting style and students' career choices (RH3)

Parental attitudes towards education play a key role the education of their offsprings. That is why the first research hypothesis (RH3) claims that there is a significant relationship between permissive parenting style and students' career choices. The shape of scatter plot in figure 4.18 displays the direction of the relationship showing the relationship between permissive parenting style and students' career choices.

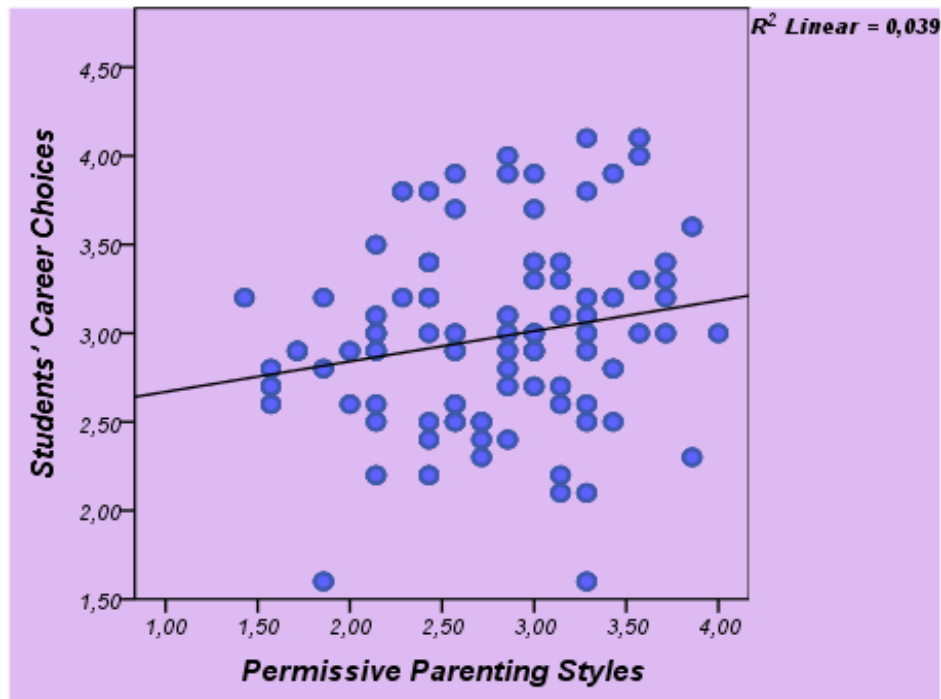


Figure 4.19: Scatter plot showing the correlation between permissive parenting style and students' career choices

The results have shown that there was a significant positive correlation between permissive parenting style and students' career choices,  $r(348) = .196$ , ( $p < .001$ ). From this result we can conclude that permissive parenting style significantly influences students' career choices. This test-value gives a coefficient of determination of 0.039, meaning that 4.00% of the variability of students' career choices is explained by permissive parenting style.

#### 4.4.4. Neglectful parenting style and students' career choices (RH4)

Parental attitudes towards education play a key role the education of their offsprings. That is why the first research hypothesis (RH4) claims that there is a significant relationship between neglectful parenting style and students' career choices. The shape of scatter plot in figure 4.20 displays the direction of the relationship showing the relationship between neglectful parenting style and students' career choices.



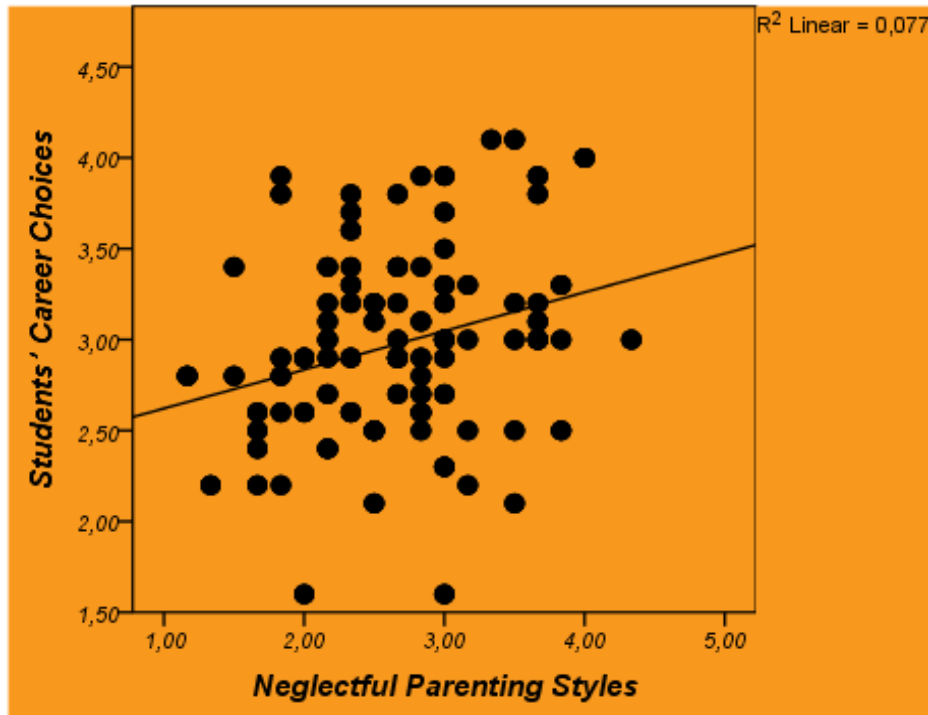


Figure 4.20: Scatter plot showing the correlation between neglectful parenting style and students' career choices

The results have shown that there was a significant positive correlation between neglectful parenting style and students' career choices,  $r(348) = .277$ , ( $p < .001$ ). From this result we can conclude that neglectful parenting style significantly influences students' career choices. This test-value gives a coefficient of determination of 0.077, meaning that 7.70% of the variability of students' career choices is explained by neglectful parenting style.

#### 4.4.5. Prediction of students' career choices

Several authors have emphasized the importance of students' career choices and have investigated factors for improving their career decision making. In that line, much research has been carried out to predict students' career choices. After a multiple hierarchical regression analysis, we consider now the parameters of the model for students' career choices.

In the first model,  $R^2 = .080$ . This implies that the predictor variable (Authoritarian parenting style) accounts for 8.00% of the variability of students' career choices. Then, the second model displays, a  $\Delta R^2 = .139$ . This implies that the predictor variable (authoritarian parenting style and neglectful parenting styles) account for 14.00% of the variability of students' career choices. But the third model is a better one, because  $\Delta R^2 = .139$ . This implies that the predictor variable (authoritarian parenting style, neglectful parenting style and authoritative parenting style)

account for 16.40% of the variability of students' career choices. Thus, the third model is a better predictor of students' career choices. The table 4.23 below presents b-value estimates. These values indicate the individual contribution of each predictor to the model.

Table 4.23: Coefficients of the regression model for students' career choices

Model		B	Std. Error	Beta	t	R <sup>2</sup>	ΔR <sup>2</sup>
1	(Constant)	2,327	,121		19,248	,080***	,080***
	Authoritarian Parenting Style	,208	,038	,283***	5,508		
2	(Constant)	1,900	,147		12,963	,139***	,058***
	Authoritarian Parenting Style	,185	,037	,251***	5,002		
	Neglectful Parenting Styles	,188	,039	,244***	4,854		
3	(Constant)	1,468	,197		7,465	,164***	,025***
	Authoritarian Parenting Style	,167	,037	,227***	4,536		
	Neglectful Parenting Styles	,209	,039	,272***	5,403		
	Authoritative Parenting Styles	,114	,035	,163***	3,237		
<i>Note : *** = p &lt; .001</i>							
Dependent Variable: Students' Career Choices							

Authoritarian parenting style significantly predicts students' career choices,  $\beta = .227$ ,  $t(348) = 4.536$ ,  $p < .001$ , and neglectful parenting style significantly predicts students' career choices,  $\beta = .272$ ,  $t(348) = 5.403$ ,  $p < .001$ . Authoritative parenting style significantly predicts students' career choices,  $\beta = .163$ ,  $t(348) = 3.237$ ,  $p < .001$ . It means that these predictor variables (authoritarian parenting style, neglectful parenting style and authoritative parenting style) interact together to relatively and substantively predict students' career choices.

# **CHAPTER FIVE**

## **DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **5.0. Introduction**

The purpose of this study was to bridge a gap in the current literature by empirically investigating the relationship between parenting styles and students' career choices in secondary schools of Yaounde VI administrative sub-division. Four research hypotheses were formulated alongside research questions to guide the investigations. A questionnaire was used as the main research instrument. The data collected were analysed using the one way analysis of variance (ANOVA), the independent sample student t-tests, the Pearson correlation coefficient and the Stepwise multiple regression. After the verification of hypotheses, all our research hypotheses were confirmed. In this chapter, we discuss the results in line with our objectives.

### **5.1. Research summary**

The main objective of this research was to study the influence of parenting styles on students' career choices in secondary schools of Yaounde VI administrative sub-division. To achieve this, we used the career construction theory of Super (1990) and the social cognitive career theory (SCCT) of Hackett and Lent (1992). Based on previous empirical research, we generated a main research hypothesis and four research hypotheses. The general research hypothesis was formulated as follow : parenting styles significantly correlate with students' career choices in secondary school in Yaoundé.

The operationalization of this main research hypothesis has yielded the following specific objectives: There is a significant relationship between authoritarian parenting style and students' career choices ; There is a significant relationship between permissive parenting style and students' career choices ; There is a significant relationship between authoritative parenting style and students' career choices ; There is a significant relationship between neglectful parenting style and students' career choices.

Overall, from the results gotten from the verification of our research hypotheses, it can be said all our research hypotheses were all confirm at 5% significance level.

## **5.2. Discussion of finding**

This section proposes a discussion to our findings related to each research hypothesis. Interpretations as well as a comparison will follow so as to see if our results are convergents with previous studies. If that is not the case, we will some possibles explanations. Our analysis will focus on our four research hypotheses and will end with a brief conclusion.

### **5.2.1. Authoritative parenting style and Students' career choices.**

This study sought to explore the relationship between parenting styles and students' career choices in secondary schools of Yaounde VI administrative sub-division. More specifically, it was hypothesized that students who reported coming from authoritative households would have higher levels of career decision self-efficacy. For this study, authoritative parenting style was significantly correlated with students' career choices,  $r(348) = 0.150$ , ( $p < 0.01$ ). These results reveal that students from authoritative homes teended to approach career choices in a positive way.

However, it was only students who reported coming from authoritative households that tended to have higher scores on all five subscales of career decision self-efficacy. These findings continue to validate research by Baumrind (1991), Lamborn et al. (1991) and Chen (2003) that suggest that authoritative parenting has positive and beneficial influences on the psychological health, psychosocial development, and positive self-perception of adolescents. While Baumrind (1991) has acknowledged that parenting styles may have different impacts on the developmental outcomes of different racial and ethnic groups, results of this study suggest that her conceptual framework can also be applied to Asian American college students in relation to career decision self-efficacy.

The results of this study reiterate the fact that authoritative parenting is a type of parenting that is composed of at least two distinguishable facets in high degrees: warmth and control. Regardless of its multiple definitions, it has been consistently reported that authoritative parenting promotes adolescent psychological development and mental well-being. They demonstrate higher levels of self-reliance, morality, and academic competence than those from non-authoritative homes (Steinberg, 2001). More direct evidence concerning the relationship between parenting styles and three aspects of adolescent self-perception is discussed in the following. Authoritative parenting is characterized by high demandingness and high responsiveness in parenting. Authoritatively reared adolescents have advantages over others in terms of self-reliance, academic competence,

and morality. Positive impacts of parental authoritativeness on adolescent self-perception are clearly reported across all ethnic groups. When confronted with the issues of career choices, they would tend to demonstrate high level of self-efficacy as the results of our study has revealed.

### **5.2.2. Authoritarian parenting style and Students' career choices.**

Authoritarian parenting is the state of being highly demanding but less responsive to their offspring (Baumrind, 1991). Particularly, the firm control by authoritarian parents is characterized by lack of freedom, parental strictness, and parental expectation of children's absolute obedience.

Our second research hypothesis sought to assess the influence of Authoritarian parenting on students' career choices. For this study, authoritarian parenting style was significantly correlated with students' career choices,  $r(348) = 0.283, (p < 0.001)$ . This means that a student from authoritarian homes will have high level of competence in choosing a career. His competence and high sense of discipline are in his good academic performance.

As exemplified through this study, authoritarian parenting did in fact predict higher scores on career decision self-efficacy. Evidence from this study suggests that authoritarian parents do in fact encourage their children and adolescents to be independent and self-reliant, despite the use of control. Authoritarian parenting generally produces to a mixture of positive and negative outcomes in adolescent development. On the positive side, youngsters of authoritarian parents display less school misconduct, less drug use, more positive school orientation, avoidance of deviant behavior, and high on obedience and conformity to the standards of adults (Lambom et al., 1991). On the negative side, they suffer from low achievement, poor self-perception along with high levels of internalized, psychological, and somatic distress (Steinberg, 2001).

The mixture of positive and negative outcomes is due to the combination of high demandingness and low responsiveness in authoritarian parenting. For the best adjustment, there must be high levels of balanced demandingness and responsiveness. Steinberg (2001) supports this viewpoint that either demandingness or responsiveness has its own contributions to certain aspects of adolescent development. Therefore, in the case of authoritarian parenting, high demandingness results in high levels of conformity and obedience to the rules. These parents will tend to impose their will and choice on their children. The child may have a areer preferences, but due to the low responsiveness from parents, he would be obliged to yield to parental choice for him.

### **5.2.3. Permissive parenting style and Students' career choices**

Permissive parenting is characterized by the state of being responsive but not demanding. Permissive parents tend to be less controlling, warm, and autonomy granting to their offspring (Baumrind, 1991). This study hypothesized that students who reported coming from permissive households would have lower levels of career decision self-efficacy. For this study, permissive parenting style was significantly correlated with students' career choices,  $r(348) = 0.196$ , ( $p < 0.001$ ). Though this correlation was positive, it actually reveals a small effect (4%) of permissive parenting style on students' career choices.

From this result, it is consistently found that permissive parenting leads to poor functioning among adolescents (Lamborn et al., 1996). For example, adolescents who identified their parents as permissive show poor achievement, low academic competence, and high involvement in delinquency, and low psychological functioning (Lamborn et al., 1996). Specifically, youngsters of indulgent parents show comparatively high degrees of self-perception and social competence but low levels of psychological distress over those of authoritarian and neglectful parents.

Generally, permissive parents are marked by failure in setting the standards of mature behavior or lack of abilities to provide firm guidelines to their youngsters. As a result, they fail to take responsibility for their actions. In career decision-making, they tend to be inconsistent and unsure in their choice. This is due to the fact that, permissive parenting has an adverse impact on the development of self-perception during adolescence, especially self-reliance, perception of academic competence, and morality. Some studies show permissively raised adolescents have the lowest levels of self-perception, but others show their slight advantages over youngsters from authoritarian families.

According to Lamborn et al. (1991), adolescents from indulgent homes exhibited slightly higher levels of self-reliance and academic competence than those from authoritarian homes. However, adolescents of neglectful parents demonstrated the lowest scores in all dimensions of development.

In summary, permissive parents are responsive but uncontrolling. There is inconsistent evidence of negative influences of permissive parenting in comparison with authoritarian parenting. Some studies indicate the worst impacts of permissiveness on adolescent self-perception, while others indicate that permissiveness is somewhat better than authoritarianism, due to the fact that high levels of parental responsiveness in permissiveness may contribute to the solid self-perception.

#### **5.2.4. Neglectful parenting style and Students' career choices**

The final parenting style, which was developed later in Baumrind's career, was known as neglecting. These parents were low in responsiveness and low in demandingness to their children as described by Baumrind. These parents were under involved with their children and responded minimally to the child's needs and behaviors (Baumrind, 1991). However, Steinberg (2001) described this style of parenting as those who were simply unavailable to their children. They failed to be involved, controlling, or supportive of self-regulation.

The four research hypothesis set out to examine the relationship between neglectful parenting style and students' career choices. After collecting and analyzing the data, the results show that fringe benefits significantly correlate positively with teachers' commitment,  $r(348) = 0.277$ , ( $p < 0.001$ ). It means that the direction of the relationship is positive; showing that the fringe benefits awarded for increase performance and increased responsibility is positively significant to the level of teachers' commitment.

Parenting styles focused primarily on two behaviors that were of significance. These behaviors were child-centered and child-directive. Child-centered behaviors were the ones that met a child's emotional needs, or actually gave something positive. Child directive behaviors demanded a response from the child, or imposed a restriction on his/her behavior (Jenner, 1999). From that perspective, it appeared that authoritative parents used more child-centered approaches, while authoritarian parents used more child-directive behaviors. However, Jenner, unlike Baumrind, felt that parents utilized child-centered and child-directive behaviors interchangeably when parenting their children and felt that no one parental style was a constant.

Baumrind's four-part classification system had value in that it connected specific parenting styles to differential outcomes in such areas as school performance, delinquency, and drug and alcohol use (Baumrind, 1991). In addition, these styles correlated to self-esteem, self-concept, cultural practices, and academic achievement (Steinberg, 2001). Baumrind's groundbreaking studies were paramount to the understanding and development of parenting theories, practices and knowledge base. Her research indicated that parental support, monitoring, and avoidance of harsh punishment was associated with positive outcomes in a child's functioning. These children achieved higher grades, exhibited fewer behavior problems, were less prone to substance abuse, had better mental health, were more socially competent and had a more positive self-image (Baumrind, 1991).

### **5.3. Theoretical and professional implications**

The results of this study provide important implications for researchers currently developing theories to explain Cameroon student career development. The role of parents, parenting styles, and students' career choice must continue to be considered as important variables when developing an understanding of the factors involved in the career development of students. Yet despite the continued discourse on the importance of these variables, few empirical studies have actually been conducted on the specific role of parents and parenting styles on Cameroon career development. More development is needed in this area.

While the positive outcomes of authoritative parenting were clear for the career decision self-efficacy of students in this study, results revealed that authoritarian parenting also had some positive influences for students on students' career choices. These results open up new important theoretical implications for researchers studying parenting styles. Current literature suggests that authoritative parenting rears the most competent children in all behavioral and psychological dimensions. Authoritarian parenting, conversely, is suggested to lead to poor mental health, estranged family relationships, and low self-esteem for students. However, the results of this study reveal that there are positive attributes of authoritarian parenting in regards to promoting the career decision self-efficacy.

While the theoretical concept of career choice has long been used as a prevalent variable in understanding the career development of adolescents (Stead, & Watson, 2006), results from the current study suggest that the current assessment may need to be modified to take into account the cultural differences in the career development of different ethnic groups. It would be wise for researchers to also take into consideration the changing patterns of parenting styles, most notably the recent 21st century generation that is increasingly relying on interdependent decision making with their parents. Certainly, the construct of career choices is still viewed as an important part of the career development of adolescents; however, it may be valuable to take into consideration the evolutionary changes in the career decision making process for college students today.

Results of this study have several important practical implications to be taken into consideration. Individuals in advising and counseling roles must continue to take into consideration the important familial and cultural factors that may play a role in the career interests, choices, and development of high school students (Steinberg, 2001). Advisors and counselors should be prudent in asking students about the specific roles that their family and culture may play in their



lives, as well as the expectations that may or may not be placed on them in regards to their career.

Lastly, the results of the current study revealed that students who reported higher levels of competence also reported more career choices in science, and technology. These findings itself are important, to understand the role parenting styles have played in the recent career choices made by these students. However, just as importantly, socio-economic context may significantly affect these students choosing a traditional career choice for this study. While additional studies must be conducted, these new findings are important for practitioners who may be under the incorrect assumption while guiding students in their choice of career.

#### **5.4. Recommendations**

The state or education stakeholders should take into account the influence the parents play in their children career choices. The guidance counsellors, who provide counselling in schools, should relate with students, parents and teachers to effectively guide students in career decision-making. Though in most of the schools, we found guidance counselors, unfortunately students do not always go to them, and when the students do visit the counseling office, some counselors are not duty conscious to help the students entrusted in their care. The movement for improving student's career choices as the most significant instrument for social change cannot be overemphasized. It is in this light that it is necessary to make recommendations stemming from the results of this study, as examined below:

**Government:** This work is significant to the Educational Planners (Ministry of basic Education, Secondary Education, and Higher Education). Taking into consideration students' future, the government should to put in place strategies to help these children make effective career decisions. When students make wrong career choices, it will affect their life decisions and the future of the nation. This ineffectiveness and dissatisfaction will even lead to change in a career which is a waste of government resources. As such, it will be wise for the government Educational Planners to;

- Institute the guidance and counselling services not only in government schools, but in private and mission schools. These schools should have adequate services available. The need of guidance counselling is crucial, for both government and private schools, and mission schools also need these services to help students to make good decisions.

- The guidance and counselling service should also be instituted from primary schools through secondary schools to higher institutions.
- Sensitize the general public (students and parents) on the works of the counsellors. The aim being to facilitate the intervention of the guidance counsellors in an enabling environment.
- Conceive strategies like Educational forums, conferences and seminars, organized to sensitize the public, teachers and students on how to make their career choices based on their desires and interest. This will make children confident in making their career choices and encourage them to take up courses in line with their career aspirations.

**Parents:** This research reveals that, some of these parents still choose and impose their career aspirations on their children. As such, in this case, parents are advised to;

- Encourage their children to make their career choices by themselves. Parents should be opened to guide their children in making these career decisions. They should be supportive to their children's decisions and not imposing their own decisions on their children.
- Assess their children's interests, aptitudes, desires, likes and dislikes. It is true that the parents are the ones who know their children well and understand them better. As such parents should take into consideration the likes, dislikes, interests, aptitudes and skills before advising for their children so as to avoid the children regretting the choices in future.
- Be willing to work with counsellors in following up their children. Yes it is true parents know their children very well and will always want the best for their children, but guidance counsellors are trained to work with these children to assess them and help them make good decisions.

**Children:** With regards to these children, they should;

- Show seriousness in their studies and career aspirations. They should not just object their parents' decisions without showing a sign of seriousness in what they intend to do or without even knowing what they intend to do.
- Always visit the guidance counsellors who are available to discuss their career aspirations in order to get help in areas where they are lacking.

#### **5.4. Suggestion for future research**

This study has revealed the influence of parenting styles on students' career choices in high schools of Yaounde VI sub-division. The study adopted the survey design and made use of use of the questionnaire as the sole instrument.

Similar studies can be carried out in the future to explore the extent to which parenting styles affect students' career decision-making using the interview as a research instrument in addition to the questionnaire. A study could also be carried out in another district, region or in a rural area. A future study can also be carried out to explore the styles of parenting in the rural area, as they relate to students' career decision-making.

The cultural background as moderator could be explored to see their effect on parenting styles and students' career choices. An experimental research can be carried out on the effects of environmental factors on the career choices. Since the study is limited to the high schools in Yaounde VI sub-division, other research can be carried out in other institutions and to other regions of the country, to verify if the findings of this study could be generalized to all the regions in Cameroon

## GENERAL CONCLUSION

This chapter has dealt with the discussion of the research findings. The three research hypotheses were all confirmed in the preceding chapter based on the results of our statistical analyses and discussion of the result in relation to the research hypotheses were equally provided in this chapter.

Career choice is a subject which has attracted academic, professional as well as public attention, due to its multifaceted nature and its importance in the society. Since career is a result of the interplay between how an individual thinks (psychological factors) and social structures, it yields well to analysis from diverse perspectives ranging from professional aspirations, social representation of jobs, guidance and counseling services and personal background factors.

The main objective of this study was to find out whether parenting styles influenced students' career choices of high schools in Yaounde sb-division. Four specific hypotheses were derived from the general hypothesis. 350 high school students from three schools In Yaounde VI were used as the sample population. The opinion of those who constituted the sample was sought through a questionnaire. These data were analyzed in relation to the research hypotheses. The data collected was analyzed using ANOVA test, T-test, Pearson correlation test and multiple regressions. In the process of data analysis, results revealed that authoritative, authoritarian, permissive and neglectful parenting significantly correlate with students' career choice. Yet the inadequacy of Guidance and counseling services in the Cameroonian Educational system makes it difficult for guidance counsellors to work in synergy with students and their parents to follow their career path in life. Also the high rate of unemployment pushes parents to look for possible venues to secure jobs for their children, hence, the problem of most students not being able to match their career choices to their interests.

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## ANNEXES

### QUESTIONNAIRE TO STUDENTS

*Dear student, I am carrying out an investigation for my end of training research project -'DIPCO' in the Department of Sciences of Education. Please, you are required to kindly and entirely fill this questionnaire. It is meant only for academic purpose and the researcher promise to keep your identity anonymous. Please answer the questions as honest as possible.*

#### I. BACKGROUND INFORMATION

**1. School:**

**2. Class:**

1. Lower sixth  2. Upper sixth

**3. Sex:**

1. Male  2. Female

**4. Age**

**5. Father's level of education**

1. Primary  2. Secondary  3. University

**6. Mother's level of education**

1. Primary  2. Secondary  3. University

**7. Father's occupation**

**8. Mother's occupation**

## II. AUTHORITATIVE PARENTING STYLE

Instructions. For each of the following statements, Tick the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. There are no right or wrong answers, we are looking for your overall impression regarding each statement

	1	2	3	4	5
9. My parents encourage me to talk about my troubles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My parents/tutors give praise when I have done something good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My parents/tutors always have warm and intimate times together with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My parents/tutors give us reasons why rules should be obeyed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My parents/tutors explain to me the consequences of my behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My parents/tutors show respect for my opinions by encouraging me to express them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).*

## III. AUTHORITARIAN PARENTING STYLE

Instructions. For each of the following statements, Tick the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. There are no right or wrong answers, we are looking for your overall impression regarding each statement

	1	2	3	4	5
15. My parents/tutors use physical punishment as a way of discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My parents/tutors spank when I'm disobedient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My parents/tutors slap child when he misbehaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My parents/tutors yell or shout when I misbehave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My parents/tutors scold and criticize to make me improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).*

## IV. PERMISSIVE PARENTING STYLE

Instructions. For each of the following statements, Tick the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. There are no right or wrong answers, we are looking for your overall impression regarding each statement

	1	2	3	4	5
20. My parents/tutors take into account children's preferences in making plans for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My parents/tutors take children's desires into account before asking the child to do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My parents/tutors encourage us to freely express (ourselves) even when disagreeing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My parents/tutors give into child when (he)(she) causes a commotion about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. My parents/tutors allow thier children to give input into family rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My parents/tutors find it difficult to discipline child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).*

## V. NEGLECTFUL PARENTING STYLE

Instructions. For each of the following statements, Tick the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. There are no right or wrong answers, we are looking for your overall impression regarding each statement

	1	2	3	4	5
26. My parents/tutors punish me by putting the child off somewhere alone with little if any explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. My parents/tutors state punishments to child and does not actually do them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. My parents/tutors threaten the child with punishment more often than actually giving it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My parents/tutors use threats as punishment with little or no justification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. My parents/tutors punish by taking privileges away from the child with little if any explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).*

## VI. STUDENTS' CAREER CHOICE

Instructions. For each of the following statements, Tick the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. There are no right or wrong answers, we are looking for your overall impression regarding each statement

	1	2	3	4	5
31. My parents' occupations determine my choice of career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. My academic ability will determine my career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. My parents had/ will have great influence in my career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. My parents chose my secondary school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Money has been an issue in choosing a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. My grades will determine my career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I will choose my career choice based on my interest in a particular occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Counselors are/ have been the greatest influence in my career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Moving with students in tertiary institutions do affect secondary school students career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I did/ have done career choice on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).*

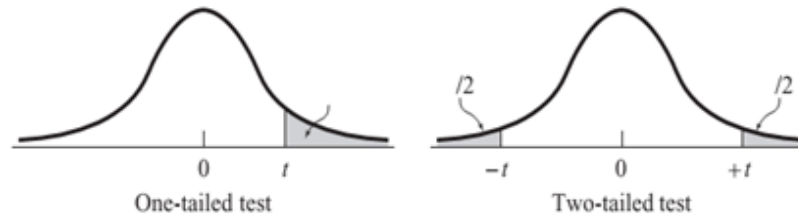
Thanks for your collaboration

**Determining the size of a random sample (s) for a given population size (N)**

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	384

Note: From R.V. Krejcie and D. W. Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

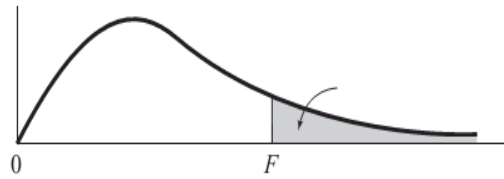
## Appendix t: Percentage Points of the t Distribution



Level of Significance for One-Tailed Test									
	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.0005
Level of Significance for Two-Tailed Test									
df	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.001
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	636.620
2	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.599
3	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924
4	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.403	2.678	3.496
100	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.390
∞	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.291

Source: The entries in this table were computed by the author.

## Appendix F: Critical Values of the F Distribution



**Table 1**  $\alpha = 0.05$

		Degrees of Freedom for Numerator															
		1	2	3	4	5	6	7	8	9	10	15	20	25	30	40	50
Degrees of Freedom for Denominator	1	161.4	199.5	215.8	224.8	230.0	233.8	236.5	238.6	240.1	242.1	245.2	248.4	248.9	250.5	250.8	252.6
	2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.43	19.44	19.46	19.47	19.48	19.48
	3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.70	8.66	8.63	8.62	8.59	8.58
	4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.86	5.80	5.77	5.75	5.72	5.70
	5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.62	4.56	4.52	4.50	4.46	4.44
	6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	3.94	3.87	3.83	3.81	3.77	3.75
	7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.51	3.44	3.40	3.38	3.34	3.32
	8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.22	3.15	3.11	3.08	3.04	3.02
	9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.01	2.94	2.89	2.86	2.83	2.80
	10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.85	2.77	2.73	2.70	2.66	2.64
	11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.72	2.65	2.60	2.57	2.53	2.51
	12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.62	2.54	2.50	2.47	2.43	2.40
	13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.53	2.46	2.41	2.38	2.34	2.31
	14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.46	2.39	2.34	2.31	2.27	2.24
	15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.40	2.33	2.28	2.25	2.20	2.18
	16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.35	2.28	2.23	2.19	2.15	2.12
	17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.31	2.23	2.18	2.15	2.10	2.08
	18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.27	2.19	2.14	2.11	2.06	2.04
	19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.23	2.16	2.11	2.07	2.03	2.00
	20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.20	2.12	2.07	2.04	1.99	1.97
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.15	2.07	2.02	1.98	1.94	1.91	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.11	2.03	1.97	1.94	1.89	1.86	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.07	1.99	1.94	1.90	1.85	1.82	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.04	1.96	1.91	1.87	1.82	1.79	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.01	1.93	1.88	1.84	1.79	1.76	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	1.92	1.84	1.78	1.74	1.69	1.66	
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.87	1.78	1.73	1.69	1.63	1.60	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.84	1.75	1.69	1.65	1.59	1.56	
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.75	1.66	1.60	1.55	1.50	1.46	
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.72	1.62	1.56	1.52	1.46	1.41	
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.69	1.59	1.53	1.48	1.42	1.38	
1000	3.85	3.01	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.68	1.58	1.52	1.47	1.41	1.36	

Source: The entries in this table were computed by the author.



Table V

Loi du  $r$  de Bravais-Pearson (Probabilités bilatérales)

ddl	Seuil	0.20	0.10	0.05	0.02	0.01	0.001	0.0001	0.00001
1		0.9512	0.9878	0.9971	0.9997	1.0000	1.0000	1.0000	1.0000
2		0.8002	0.9002	0.9502	0.9802	0.9902	0.9992	1.0000	1.0000
3		0.6872	0.8055	0.8785	0.9345	0.9589	0.9913	0.9982	0.9997
4		0.6085	0.7294	0.8116	0.8823	0.9173	0.9742	0.9920	0.9976
5		0.5510	0.6696	0.7546	0.8330	0.8747	0.9510	0.9807	0.9924
6		0.5069	0.6216	0.7069	0.7889	0.8345	0.9251	0.9657	0.9842
7		0.4717	0.5824	0.6665	0.7499	0.7978	0.8984	0.9482	0.9734
8		0.4429	0.5495	0.6320	0.7156	0.7647	0.8723	0.9295	0.9608
9		0.4188	0.5216	0.6022	0.6852	0.7349	0.8472	0.9104	0.9470
10		0.3982	0.4974	0.5761	0.6582	0.7080	0.8235	0.8913	0.9324
11		0.3804	0.4763	0.5531	0.6340	0.6837	0.8011	0.8726	0.9176
12		0.3647	0.4577	0.5326	0.6122	0.6615	0.7801	0.8545	0.9027
13		0.3508	0.4410	0.5141	0.5924	0.6413	0.7605	0.8370	0.8879
14		0.3384	0.4261	0.4975	0.5744	0.6227	0.7421	0.8203	0.8734
15		0.3273	0.4125	0.4823	0.5579	0.6057	0.7248	0.8043	0.8593
16		0.3171	0.4002	0.4684	0.5427	0.5899	0.7086	0.7890	0.8455
17		0.3079	0.3889	0.4557	0.5287	0.5752	0.6933	0.7744	0.8322
18		0.2994	0.3785	0.4439	0.5157	0.5616	0.6789	0.7604	0.8193
19		0.2915	0.3689	0.4330	0.5035	0.5489	0.6654	0.7471	0.8068
20		0.2843	0.3600	0.4229	0.4922	0.5369	0.6525	0.7344	0.7948
21		0.2776	0.3517	0.4134	0.4817	0.5258	0.6404	0.7223	0.7832
22		0.2713	0.3439	0.4045	0.4717	0.5153	0.6289	0.7107	0.7720
23		0.2654	0.3367	0.3962	0.4624	0.5053	0.6179	0.6996	0.7612
24		0.2599	0.3299	0.3884	0.4536	0.4960	0.6075	0.6889	0.7508
25		0.2547	0.3234	0.3810	0.4452	0.4871	0.5976	0.6787	0.7408
26		0.2499	0.3174	0.3740	0.4373	0.4787	0.5881	0.6689	0.7311
27		0.2453	0.3116	0.3674	0.4298	0.4707	0.5791	0.6596	0.7217
28		0.2409	0.3062	0.3612	0.4227	0.4630	0.5705	0.6505	0.7127
29		0.2368	0.3010	0.3552	0.4159	0.4558	0.5622	0.6418	0.7040
30		0.2328	0.2961	0.3495	0.4095	0.4488	0.5543	0.6335	0.6955
31		0.2291	0.2915	0.3441	0.4033	0.4422	0.5467	0.6254	0.6874
32		0.2255	0.2870	0.3389	0.3974	0.4359	0.5394	0.6177	0.6795
33		0.2221	0.2827	0.3340	0.3917	0.4298	0.5323	0.6102	0.6718
34		0.2189	0.2787	0.3293	0.3863	0.4240	0.5256	0.6029	0.6644
35		0.2157	0.2748	0.3247	0.3811	0.4184	0.5190	0.5960	0.6572
36		0.2128	0.2710	0.3204	0.3761	0.4130	0.5128	0.5892	0.6502
37		0.2099	0.2674	0.3162	0.3713	0.4078	0.5067	0.5827	0.6435
38		0.2071	0.2640	0.3122	0.3667	0.4028	0.5009	0.5763	0.6369
39		0.2045	0.2606	0.3083	0.3622	0.3980	0.4952	0.5702	0.6306
40		0.2019	0.2574	0.3045	0.3579	0.3933	0.4897	0.5642	0.6244
50		0.1808	0.2308	0.2734	0.3219	0.3543	0.4434	0.5134	0.5708
60		0.1651	0.2110	0.2502	0.2950	0.3250	0.4080	0.4740	0.5289
70		0.1530	0.1955	0.2320	0.2738	0.3019	0.3799	0.4425	0.4949
80		0.1431	0.1831	0.2173	0.2567	0.2831	0.3570	0.4165	0.4666
90		0.1350	0.1727	0.2051	0.2424	0.2674	0.3377	0.3946	0.4427
100		0.1281	0.1639	0.1948	0.2302	0.2541	0.3212	0.3758	0.4221
200		0.0907	0.1162	0.1382	0.1637	0.1810	0.2300	0.2705	0.3054
300		0.0741	0.0950	0.1130	0.1340	0.1482	0.1886	0.2222	0.2513
400		0.0642	0.0823	0.0980	0.1161	0.1285	0.1637	0.1930	0.2185
500		0.0574	0.0736	0.0877	0.1040	0.1150	0.1466	0.1729	0.1959
1000		0.0407	0.0521	0.0621	0.0736	0.0815	0.1040	0.1227	0.1392