

Self-Perception and its Influence on Professional Impartial among Postgraduate Students in the University of Buea

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ABSTRACT

This study investigated the effect of self-perception on career aspiration of postgraduate students in the University of Buea. The objectives were; to examine the influence personality trait on student's career aspiration amongst postgraduates, to examine the influence of personal goal on career aspirations amongst postgraduate students, to examine the influence of personal values on career aspiration among postgraduate students. The study used descriptive survey research design. In survey research participants were selected to represent some larger population and were asked a series of questions about their behavior, thoughts or attitudes toward career development. Survey designs were employed because of their simplicity and ease of administration. The study used a sampled size of 20 postgraduate student from the faculty of Science and the faculty of Arts and sampling technique was stratify random and simple random sampling. The data was analyzed using thematic analysis which required the transcription of interview recordings and followed coding stages. Initially, the authors read and re-read transcripts in order to identify potential themes. The result showed that some personality traits like belief and strength of participants influence their choice of career. Based on this finding, it was recommended that parents, community and teachers should try and encourage students to seek information on career choice rather than parading peer advice and also sufficient information career should be made available to students. The researchers also recommended that parental supervision should be encouraged and some gender bias should be abolished. On the part of the postgraduate students, it was encouraging that they learn to belief in their self-actualization. Lastly, schools and universities should encourage sensitization on campuses to create their awareness for the need of career counseling so that many students can be better aware of the services of a guidance counselor.

KEYWORDS: *personality traits, personal goal and value, career development and Career aspiration*

INTRODUCTION

Social issues are one of the things that pledge our society. Self-perception is burn on first set of conscience to do extremely well or extremely bad. The way people perceive themselves play a great role in the way they shape their destiny and also how they shape their career. The tendency to be inferior or superior can be a breakthrough in shaping our choice of career. Adler in his theory of personal psychology describe human as always striving to attend the maximum (superiority complex). Irrespective of our social challenges, we are constantly making progress in development. Research has suggested that many of self-descriptive statements made about perception could appear to be exclusively under control of private stimuli which causes individuals to make choices depending on their personal beliefs, goal and supported values (Bem, 1965). In order to identify and label things in our environment, one needs to maintain a certain philosophy of life and this could be our self-examination or belief or still from peoples' view.

Our personality according to Adler and Freud is can be shape by our childhood experiences same as our aspirations. I have a dream, Martin king Jr. in August 23, 1963 during a republican match pass, in his assertion he aspired for a better America. Our belief, our goals and our values are said to deterministic. Choosing a career begins with your personal belief about that career and may also depends on your personality trait as Frank Parson said. According to Frank parson, people choose career depending on some personality traits

This article therefore, aimed at demonstrating the richness and diversity in the role self-perception can play on the choice of career of postgraduate students in university of Buea, Cameroon. It also suggests how some social psychological theories can well explain the reasons and motives of a choice of career. This article carries key issues of self-perception and inquires why some people chose a certain career or job in their life. Lastly it explores possible

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roads on how to minimize inferiority complex and social barriers to career aspirations or choice of job. By contrast, this article is generally shaped by theories that are concerned with social problems and its impact on development.

This article is structured as follows. The different concepts of self-perception are discussed and critically analyzed, the problem is clearly stated, some objectives are outlined, possible research questions are posed through literature review and a unique research approach is employed. Secondly, the variables are illustrated with some examples; thirdly, the study looks at the way in which different theories can bring an appropriately clear explanation to the influence of self-perception on career aspiration and upon a number of sociological dimensions for possible exploration.

Conceptualizing and contextualizing issues of self-perception and aspiration in career development in Africa

This study focuses on the changing nature of careers that require people to take ownership of their own career choices and develop and sustain within their employability through their self-perception. Self-perception is considered to comprise various dimensions, areas of facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement (in different areas and subjects). It is that overarching idea we have about who we are based on those personality aspects (Neill, 2005). Self-perception is related to several other self-constructs, such as self-esteem, self-image, self-efficacy and self-awareness.

Self-esteem has to do with social competence, since it influences how the person feels, how he or she thinks, learns, values himself or herself, relates to others, and ultimately how he or she behaves (Clerk, Clemes & Bean, 2000). According to Carl Roger founder of client-centered therapy, self-esteem is one of the components of self-concepts (McLeod, 2008).

Self-image is how individuals see themselves, and it does not have to align with reality. It can still be defined as the mental picture, generally of a kind that is quite resistant to change, that depicts not only details that are potentially available to objective investigation by others (hair or color), but also items that have been learned by persons about themselves, either from personal experiences or by internalizing judgment of others. A more technical term for self-image that is commonly used by social and cognitive psychologists is self-schema (Kirker, 1977).

Concept Self-efficacy

Self-efficacy is an individual's judgment of their own abilities (Bong & Clark, 1999). Most psychologists have defined self-efficacy in several ways. Educator Kathy Kolbe adds, "Belief in innate abilities and valuing one's particular set of cognitive strengths". Self-efficacy affects every area of human endeavor. By determining the beliefs, a person holds regarding their power to affect situations, it strongly influences both the power a person has to face challenges competently and the choices a person is most likely to make (Schwarzer, 2005).

Self-awareness is the quality or traits that involve conscious awareness of one's own thoughts, feelings, behavior and traits (Cherry, 2018A), a person must have at least some

level of self-awareness. Shelley and Robert (1972) when you focus on yourself, rather than your environment, you compare yourself with your standards or correctness. These standards of correctness specify how you ought to think, feel and behave. You feel pride or dissatisfaction depending on how well your behavior matches up with your standards of correctness. Self-awareness then is a fundamental tool for self-control. Tasha Eurich, a researcher said Self-awareness can be either internal or external.

Situating the Background Of Study

Adults who have an impact on childhood career aspirations, parents, teachers and counselors, frequently provide job information and career guidance to the adults as they are nearing the world of employment. The rudimentary steps toward a lifelong career development process emerges during childhood, when children begin to envision the future, initiate vocational decision-making, explore opportunities and build self-efficacy (Harlung, Profeli & Vondracek, 2008). The way people deal and think about themselves has always been essential to them and sometimes cause a great change in their future choice. Freud (1939), says human beings are basically determined by psychic energy and by early experiences. This early experience makes or mar our choices of career. Hofman and McDaniels (1991) emphasize the need for educators and counselors to develop effective, system-wide, career development programs to help adults' learners who are in their professional training to begin to consider their future role in the work force.

All the processes of development from infant to adulthood have seen a great change when it comes to dreams, aspirations and goals of life. The developmental stages have addressed adults. Lenses of efficacy and its potential impact on their career aspiration (Gillies, McMahon, and Carroth, 1998). Whether or not Adults believe they can achieve their vocational goals may determine their occupational aspirations for their future career (Bandura, Barbaranelli, Couprara, & Pastorelli, 2001). Therefore, it believes educators to consider adult learners' perception of confidence in their abilities.

Concept of Personality Development

For children of economic disadvantages, fostering career aspiration in their years of schooling is especially critical because their socioeconomic status (SES) often hinders their access to forwarding professional opportunities (Weingner, 1998) where generational poverty prevails. Family dynamics frequently present a unique set of characteristics. Conversations about academic topics are of little value, and a job is means to acquire money for survival. The concept of career development may never be considered (Payne, 2005). Moreover, financial constraints could limit access resources to enhance career exploration, such as books, computers and visits to enriching libraries or worksites (Bradley, Coewyn, McAdoo, & Cott, 2001). Watson and McMahon (2008) affirm that research on children's and adult career development must consider the unique characteristics and circumstances of minority population, such as adults of low socioeconomic status (SES), diverse ethnicity and with special needs. Adults of economic disadvantage may have limited aspiration or may not know how to aspire because they may have had no exposure to or familial experiences with vocational

prosperity. Consequently, they may be unable to envision career success (Weingner, 1998).

Contextually, In Africa, today's challenging world of technical skills and academic knowledge are no longer enough for a person to find work (Fallows & Steven, 2000; Savickas et al., 2009). Many other challenges exist when it comes to choosing a career in developing countries. In Cameroon for instance choosing a career requires clear examination of the job market and area of location of the individual in question. Many youth in Africa follow a path throughout primary and secondary education and later change because of a new aspiration channel by diverse motives.

The University years are periods of academic, social, personal, emotional and intellectual growth for all students. During these periods, post graduates encountered physical, emotional, social and academic difficulties of different nature which shape their perception of life and career goals. Beside this, the rate of poverty and low life quality in experienced by student in developing countries can bring about a drastic change in their aspiration of the "golden cake". The increasing complexities in the society, industrial and technological development, changes of the nation's educational system can be another factor which can either boast or lower post graduated career aspiration especially those from disadvantageous background.

THEORETICAL FRAMEWORK

Theoretically, there are several theoretical models of self-perception that existing in the literature of social psychology. For the cause of this study, three social theories were examined and related to the study, the researchers used Adlerian theory of individual psychology and Frank Parson's personality theory.

Individual Psychology Theory

Alfred Adler (1870-1937), world renowned philosopher and psychiatrist, stressed the need to understand individuals within their social context. During the early 1900's, Adler began addressing such crucial and contemporary issues as equality, parent education, the influence of birth order, life style and the holism of individuals. Adler believed that we all have one base desire and goal to belong and to feel significant. According to Adler when we feel encouraged, we feel capable and appreciated and will generally act in a connected and cooperative way. When we are discouraged, we may act in unhealthy ways by competing, withdrawing or given up. It is in finding ways of expressing and accepting encouragement, respect and social interest that help us feel fulfilled and optimistic. This theory and practice have proven especially productive as applied to the growth and development of children. Adlerian believe that a misbelieving child is a discouraged child and that helping children to feel valued, significant and competent is often the most effective strategy in coping with difficult child behaviors.

This psychological theory focuses on people's efforts to compensate for their self-perceived inferiority to others. They are also concerned with understanding the unique and private beliefs and strategies (one's life style) that each individual creates in childhood. These feelings of inferiority may push one to choose a career lower to his real potentials and turn to perform at low rate. It should therefore be noted

that if an individual has inferiority complex it will definitely affect the kind of career he/she will want to pursue. This theory explains why some people find themselves with jobs that do not match their potentials and reasons why employee productivity may be low. Many students harbor feelings of failure in academics and thus have low self-esteem.

Personality Trait Theory

Frank Parson is regarded as the founder of career guidance movement. He developed the talent-matching approach, which was later developed into the trait and factor theory of occupational choice. At the center of Parson's theory is the concept of matching. He states that occupational decision making occurs when people have achieved an accurate understanding of their individual traits (aptitudes, interests, personal abilities). To him he believes people perform best when they are in jobs best suited to their abilities so Parson developed the idea of matching careers to talents, skills and personality.

The trait and factor theory operates under the premise that it is possible to measure both individual talents and the attributes required in particular jobs. It also assumes that people may be matched to an occupation that is a good fit. So Parson suggests that when individuals are in jobs best suited to their abilities, they perform best and their productivity is highest. In this theory, choosing a career; Parson maintains that personal counsel is fundamental to the career search. In particular he notes seven stages for a career counsellor to work through with clients but with highlight on one which talk on self-analysis. According to Parson, self-examination is done private and under the instruction of the counsellor. Every tendency and interest that might impact on the choice of life work should be recorded. As such the way an individual perceives him/herself will influence the kind of career he/she will choose. The trait mentioned in this theory has much more to do with the individual's ability and self-belief of his interest or aspirations. The researchers view post graduates to be bound to get a particular aspiration depending on the belief they have about their personal ability and interest.

EMPIRICAL REVIEW

A study conducted to investigate the relationship between personality types and career choices of undergraduate students of Moi University, Kenya by Rebecca J. et al. (2016). The population for the study was undergraduate students admitted by the University Joint Admission Board (JAB). Multi-stage random sampling technique was used to select five schools, and a sample 399 participants. A survey research design was used and the study used Questionnaires adapted from Holland's Self-Directed Search (SDS) to sort out student's personality types, and Holland's Occupational Finder checklist was used to categorize degree programmes into career choices according to Holland's Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) model. A reliability of 0.86 of the instruments was established through a pilot study in two non-sampled degree programmes. The data collected were analyzed descriptively by use of frequency tables and figures. Chi-square was used to test the null hypothesis at level of significance of 0.5. Results indicated that there was a relationship between personality types, and career choice.

A Case Study of Secondary School Students Damascus, Syria by Abdul HimidAlkheilil in 2016. The Relationship between Personality Traits and Career ChoiceThe target population of this study was 178 personnel consisting students were randomly selected from five secondary schools in Damascus. A structured questionnaire was used to collect data which was comprised of closed ended questions, and the results indicate that there is a significant relationship between personality traits and career choice in the most cases as explored in the results section.

In a study conducted by Edar and Walter (2012) on Personal values in relation to graduate career choices in Brazil. The sample consisted of 1, 609 students attending a large Brazilian university, whose values are measured using the Rokeach values survey. The data are firstly submitted to exploratory factor analysis to identify a set of factors later used to construct perceptual maps. Finally, the careers are grouped and typified according to the predominant values in each one. Results suggest that students of some careers are more prone to be classified through their values than others, but in general terms each professional group shows some particularity. Most careers can be typified by the values students consider more important for them or by the values they depreciate, or by both. In some cases the combination of high evaluation in some dimensions with poor evaluation in others offered greater insight. From this study it can be said that social class of a student can affect his choice of career and the values each student hold shape their job aspiration.

Statement of the Problem

To be successful in life one should achieve something in one's life. To achieve something in one's life one needs interest, attitude, aptitude, sincerity and dedication towards work and study. These qualities make one to achieve the aims and goals which one sets for oneself. For achieving something the basic need is to understand the aims and objectives completely. In this context, the researcher wants to study post graduates student's self-perception and their career aspiration and how far these elements influence their personality traits on the choice of career, their personal value on the choice of career and their personal goals on the choice of career. The present study is stated as follows, Self-perception and Career Aspiration among Post Graduates Students in the University of Buea, Cameroon.

Disadvantageous adult may experience few opportunities to learn about occupational choices and pathway from parents or family members while a variety of resources contributes to an adult's knowledge base regarding future careers, perhaps schools most frequently provide formal instructional opportunities. In an era when many professional schools and Universities have strong focus on core content to ensure than meeting standard of job market, they may be little dedication to branding the individual personality to match his aspirations.

Adults who undergo economic deprivation in their early years, envisioning personal success in their future may be illusory or even impossible. The impoverished environment may offer few resources, such as literature and technology, role model with adequate background knowledge relating to career choice, opportunities to visit employment sites that may inspire an adult to pursue a particular vocational

direction. However, the limitation on information career and job market requirements processes warrants further research on whether adult environment, efficacy, and self-worth can be factors for choices of job. The current investigation aimed at clarifying this doubt.

Objectives of the Study

Specifically, the study sought to:

- To examine the influence of personality traits on the choice of career
- To examine the influence of personal values on the choice of career
- To examine the influence of personal goals on the choice of career

RESEARCH METHODS

The study used descriptive survey research design. In survey research participants were selected to represent some larger population and where asked a series of questions about their behavior, thoughts or attitudes toward career development. Survey designs are popular because of their simplicity and ease of administration. The primary advantage of the design is that the researcher was able to gather a great deal of information in a relatively short period of time. It was a straightforward way of finding out what participants thought, felt and did. Survey methods have become sophisticated that even using a very small sample is sufficient to infer with great accuracy how a larger group would respond (Fieldman, 1996). Descriptive Survey is important when detailed description of existing situation intended for the justification of current practices is required. This study was done in the University of Buea, Fako Division, and South West Region of Cameroon. The population of this study were postgraduate student in the University of Buea whom some were looking out to make a career decision. It was therefore hoped that they were mature, had career plans and would give more realistic responses.

Out of the 7 faculties and 51 departments in the University of Buea, to get the sample, post graduate level students were first stratified according to two categories, namely, first year postgraduates and second year postgraduate from each faculty. Random sampling was used to select a representative sample of first year and second year students from two faculties (sciences and arts). The researchers did paper ballots to choose the faculties to represent the population. Out of the two faculties the researchers took a sample of 20 postgraduate students (that is 10 from each faculty)out of 192 masters' students in the two faculties. Interview guide was used to gather data for this study which consisted of sets of questions that the respondents were asked to respond. Interview was more preferred here to a questionnaire because it left gave the researchers opportunity to get the participants' opinions about their reasons for aspiring to a particular career. It had questions which sought information on students' career aspirations. Interview gathered more data on the research objectives. To confirm the validity of the instruments used a lecturer of University Buea, who is an expert in Educational Psychology was consulted to examine the instrument with a view to improving their validity. His suggestion was used in revising the instrument before preparing a final copy. To confirm reliability of the instruments, a pilot study was conducted on faculty that did not form part of the sample.

Table 1: then various faculties and departments in the university of Buea and the number of postgraduate masters students in each faculty.

FACULTIES	DEPARTMENTS	NUMBER OF MASTERS STUDENTS
Faculty of arts (FA)	9	84
Faculty of education (FED)	7	183
Faculty of sciences (FS)	3	108
Faculty of social and management science (FSMS)	12	264
Faculty of agriculture and veterinary medicine (FAVM)	6	59
Faculty of engineering and technology (FET)	3	36
Faculty of law and political science (FLPS)	11	293
TOTAL: 07	51	1027

This table best illustrates the total numbers of faculties, departments and size.

Table 2: Sampled population

Faculty	Department	Sample
F.A	9	10
F.S	3	10
Total	12	20

This table best illustrates the total number of students in both faculties and the sample selected.

Method of Data Analysis

Thematic Analysis

Thematic analysis was used to analyze the data collected from respondents. Thematic analysis is an ideal approach to a research which seeks to understand people’s opinion, ideas, experience, and values. The researchers used themes to represent the collective responses of the respondent, grounding to indicate the number of opinions alien to a response and quotation to describe individual opinion. This mean that, the themes used to categorize the responses of the respondents will be determined from the data after it was collected and not before-hand.

FINDINGS OF THE STUDY

Table 3: Distribution of responses by gender

Gender	No. of Respondents	Percentage of Respondent
Male	10	50%
Female	10	50%
Total	20	100%

The table above shows the total population of respondents. 10 were male and 10 were female making a percentage of 50% each.

Table 4: Distribution of Responses by Age

Age	No. of Respondents	Percentage of Respondent
20-25	06	30%
26 -30	08	40%
31-40	06	30%
total	20	100%

The above table shows that out of the 20 masters students who responded to the interview 06 of them constitute the 30% who fall under the age group of 20-25, 08 of them constitute the 40% who fall under the age group of 26-30 and 06 fall under the age range of 31-40.

Analysis of Research Question 1

Table 4: how does personality trait influence career aspiration?

SN	Objective	question	Theme	Grounding	Quotations
1	Personality traits	What are your areas of skillfulness?	literature	02	<ul style="list-style-type: none"> ➤ I am gifted in teaching and that is a gift in my family ➤ I fill comfortable telling others what I learned
			science	03	<ul style="list-style-type: none"> ➤ I have passion in science fields ➤ All I can say is I will like to work as a medical personnel ➤ I just like being in the lab
			Social sciences	05	<ul style="list-style-type: none"> ➤ I like speaking on air ➤ I think I have passion for press work ➤ I always do well in communication ➤ My greatest strength as a student has always been communication ➤ I am good at communication

			Linguistic	05	All said they were skillful in translation
			History	05	<ul style="list-style-type: none"> ➤ I always reported every daily event in my dairy ➤ 04 respondent said they just fill the are gifted in history and love revealing the past to new generation
		Can you recall a sense where did a task with passion	During my secondary school days	04	All said they always carried out every given task with commitment and clear devotion in their secondary school days
			During undergraduate periods	06	<ul style="list-style-type: none"> ➤ I do all I am asked to do with devotion ➤ I work with enthusiasm with I fill comfortable ➤ 03 respondent said they were devoted to tasked at undergraduate because the hard dreams after degree
			In every task I am handed	10	All attested of enthusiasm in duty.
		What is your personal belief	Integrity	08	All said the like jobs that can don't tannish their personal integrity
			Loyalty	10	<ul style="list-style-type: none"> ➤ In our home we belief in loyalty as a virtue ➤ Others said loyalty is the key factor to their job aspiration
			Kindness	02	All said they will like to have a job where all worker help one another

The above table shows the various personality trait of the 20 participants that took part in the study. The table shows that responds choose a career based of their strength in a particular subject or area of study. Secondly the respondents also choose a career due to their past experiences. Lastly the respondent choose a career based of their individual belief of how people should be treated.

Analysis of Research Question 2

Table 4: how does personal values influence career aspiration?

SN	Objective	Question	Theme	Grounding	Quotations
2	Personal values	What are some personal values you hold on to?	Punctuality	03	<ul style="list-style-type: none"> ➤ In our home the last person to live the bed didn't have breakfast so I grew with this value ➤ To do a good work I most go on time ➤ Early morning strength is vital in a job
			Respect	05	<ul style="list-style-type: none"> ➤ To be productive respect is required ➤ I can't work where there is no respect for workers ➤ Others said they will like to work where respect is a rule of conduct
			Truth	01	<ul style="list-style-type: none"> ➤ Truth is very important in a job site
			Hard work	06	<ul style="list-style-type: none"> ➤ I love jobs that requires commitment. ➤ I am devoted in every job I do ➤ Others said they just like working hard
			Honesty	05	<ul style="list-style-type: none"> ➤ All said honesty is a virtue to a good job site.
		How flexible are you?	Dependability	20	Ready to do any tasked assigned to me because having a job is not easy and I won't want to lost the one I am managing
		How discipline are you?	Self-respect	01	I will like to do a job that match my personal value like respecting my personality.
			Obedience	10	<ul style="list-style-type: none"> ➤ I take certain orders serious ➤ I will like to be submissive at my job ➤ Others said they will obey every others so long as they are paid
			Work ethic	06	All said they will like a job that has professional ethics with punishment for those that violate them
			Commitments	03	<ul style="list-style-type: none"> ➤ I will like to be totally engage in every job I find ➤ I will like to do just a specific task and live after my task ➤ I will like to give my best at my job site.

SN	Objective	Question	Theme	Grounding	Quotations
3	Personal goals	What type of job will you like to do?	Politician	01	➤ I will like to be a mayor or a governor or a divisional officer
			T.V reporter	02	➤ I will like to be a reporter ➤ I will like to work in a T.V station
			Journalist	04	➤ They all said they like journalism work
			Teacher	09	➤ I will like to be a history teacher ➤ I just like the teaching job ➤ My father is a teacher so I will like to be like him ➤ Others said they just like the teaching profession
			No certain yet	01	Not certain of the type of job to do yet because I have much on my mind
			Doctor	03	All said they like medicine
		Why will you choose the above job	Politician	01	Because of passion
			Reporter	02	➤ My aunty is a successful reporter ➤ I have passion for reporting
			Journalism	04	➤ I like revealing the truth to the world. ➤ Grew up in a village where people die because of ignorant so will like to inform people ➤ Others said their parents are journalist and will like to follow their path
			Teacher	09	➤ Because I love teaching ➤ Because it a noble job ➤ Because my parents are teachers ➤ Because it's the best job in Cameroon ➤ Because it's easy to get a teaching job than any other job ➤ Others said they think is the only job available for their social class.
			Doctor	03	➤ Because it my dreamt job ➤ Because of my lecturer at undergraduate who told me I will do well in it. ➤ Because my parent advised me to follow this career.
			Who do you look up to as a model?	My father	04
		My uncle		05	➤ My uncle who is a teacher made me dream of the teaching job ➤ My uncle inspired me by his devotion to his teaching job ➤ My uncle is a journalist and I will just like to be like him ➤ Others said just want to be like their uncle
		Nobody		06	All said they grew up with poor parent and in a local village and nobody really never moved them
My teacher	05	My teacher always prove to us through his teaching how interesting the teaching profession is.			

The tables above describe the responses of students on the influence of personal goals and values on their career aspiration. It was reported that some most of the participants' aspiration were on a rule model and also that some had certain job specificity that emanates from their home or place of growth. Also the table displays the self-moral values each responds held to.

RECOMMENDATIONS

It is suggested that post graduate students and even those in the secondary schools should have an understanding of the various careers choices which they will aspire to be so that they will be able to follow their trends to become what they want to be in future. It is important for students to be well orientated on the choice of career they are aspiring and also how they can go about to achieve it, so the government and stake holders should train and send more educational and career counselors to schools to assist them on their career

choices. There should also be parental supervision of choice of career for children, parents should always find out what their children are best in and encourage them.

Student are encouraged to have a high expectation of themselves and belief in their own achievement irrespective of their background. As state by Alfred Adler, to be self-actualized, the student need to developed a sense of superiority complex.

Even as much as the researchers recommends this study to all the above mention persons, further research is encourages to properly examine certain those areas of personality trait that can help one change from one job to another and remain totally committed.

EDUCATIONAL IMPLICATIONS

The implication is, therefore, (taking these findings and theoretical explanations into account), if we want to positively influence career development, the optimal intervention should be aimed at modifying self-concepts. Sochildren's' self-concepts should be motivated positively. Furthermore, interventions should also pay attention to a student's underlying values and the background political and social realities.

This suggests that interventions should aim at providing mastery experiences for students rather than using self-orientated self-talk approaches to enhancing self-beliefs. This is because such experiences are likely to directly enhance performance (via practice of the task at hand) as well as modifying self-perceptions.

Furthermore, we should be looking to focus more specifically on the subjects that we want to raise competence in. These need not be very specific but can be associated with regulating general academic abilities – giving students the opportunity to practice strategies aimed at helping them to organize their schoolwork, for example. This would then directly impact on their ability to self-regulate their learning and also impact on their perceived competence for this type of activity. Addressing all these issues is a tall order; it is not surprising, then, that educators fall back on catch-all interventions like that used in this study.

CONCLUSION

Based on the results from the study, the researchers observed that personality trait, personal value and personal goal was factors that masters students in the University of Buea needed to understand. Concepts like self-esteem was one of the key factors which the researchers took serious to clearly understand what post graduates of the university of Buea were having as belief and why this belief. It observed that some postgraduate student choose to pursue a vision in a blind manner since some rule models were not great achiever either. From the results obtained, the researchers observed that a great number of respondent belief there could not dream big because their family background didn't have people to look after their dreams. Secondly, the researchers observed that, personal values like honesty, punctuality, hard work and respect was some normal aspects of the respondent job aspiration. That is the respondent aspired to get careers that demonstrates respect, honesty and hard work. Lastly but not the list, the researchers observed that the respondents took in account the easily accessible job in Cameroon that didn't require too much qualification.

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