

Professional Interest of Students of Pedagogical Humanities and Parental Influence in the Choice of the University Track

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Abstract: *This article makes an inventory of the professional choices of the finalist students of the secondary schools of the municipality of Lubumbashi and the parental influence in their orientation of the choice of the university course, with the objective of proposing a theoretical model aiming at the educational orientation. And professional adapted to the realities of the environment concerned. Being a field study, its realization was made effective among 60 students aged 12 to 18, selected from the seven public schools that are part of our study sample. Note that this study was carried out in a purely statistical approach, studies of the experimental type are therefore essential to complete our results and the related theoretical model.*

Keywords: Professional, Interest inventory, Students, Secondary school, School Guidance

1. Introduction

1.1 State of the matter

We have gone through a few studies carried out on our research theme, the summaries of which are presented below:

The study by BareaOphélie (2017) looked at the influence of parents on their children's orientation choices using different questionnaires on self-esteem, locus of control and different parenting styles and practices parental feelings experienced by adolescents. Thus, the author arrived at the results according to which the quality of the parent-child relationship influences the choices of orientation.

In her publication entitled: "The influence of parents on the career guidance process: multidisciplinary approach", Léonie Liechtenstein (2012) focuses on the parental influences that operate on the vocational development of their children. It is in this capacity that she is interested in the many factors that restrict or expand these choices, including those related to the socio-economic and cultural situation of parents. Thus, he arrived at the discovery according to which family influences result in particular from the family constellation, the profession of the parents, the patterns of satisfaction and frustration, the socio-economic and genetic factors, or even the learning opportunities within of the family.

"Socially disadvantaged parents and professional choice" is the publication produced by SozialeSicherheit (2016). In this publication, the author emphasizes that parents have an explicit or implicit vision of their child's educational and professional career. This vision is reflected in expectations, which are assimilated by the child and guide his choice of training and a profession. Thus, he says: numerous studies show that the expectations of parents vis-à-vis the child make it possible to predict, with equal academic performance, their training aspirations, the level of

requirement of the training chosen at the secondary level, as well as the status associated with it (vertical situation).

Tania Milanni (2006) in her essay "The influence of parents on the choice of college studies for young adults", went beyond a cause and effect understanding of parental influences on the choice of college studies arriving at a variety of results which reflects on the whole, that parental influences are not perceived negatively by young people and rather help them to make a choice of studies which resembles them. It also brings nuances to the judgments that can be made with regard to parental pressures and influences on young people.

Pinto &Soares (2004) underline in their study that the participation of parents in the vocational development of their children, as they estimate it, is organized according to two main axes: on the one hand, information on the opportunities educational and professional knowledge of the child and, on the other hand, certain attitudes concerning the autonomy of the child and access to experiences useful for his vocational development.

After having gone through these various studies carried out by our predecessors on our theme, it is up to us to identify the point of resemblance and dissimilarity between our study and those of our predecessors.

Indeed, let us stress that together with our predecessors, we are focusing on the issue of parental influence in the educational and vocational guidance of children. However, the difference lies at several levels, notably: the field of investigation, the period and the different socio-cultural contexts. Also, let us underline that unlike our predecessors, who are interested in learners, in general, in our study we opted to verify our hypotheses with students of the educational humanities.

2. Problematic

Throughout the world, the influence of parents on the vocational development of their children is recognized by different theoretical models and in guidance support practices. (Pinto & Soares, 2004, Bordin, 1990; Gottfredson, 1981, 1996; Holland, 1959, 1973; Roe & Lunneborg, 1990; Vondracek & Fouad, 1994). Thus, the choice of a course of study or a given profession generally represents a decisive crossroads for the child.

We find in the schools of the city of Lubumbashi that the students themselves initially have interests in undertaking certain university courses leading to the professions they desire. However, they are constrained by the opinions of their parents. In addition, educational and vocational guidance, as organized within the Congolese university system, also has a considerable impact on the professional future of the child. In the case of the University of Lubumbashi for example, orientation in the study stream is carried out on the basis of the option made and the percentages obtained by the new students either in the state exams or in the competitive examination admission organized by said university. This situation positions itself as an obstacle for the students in the sense that it does not allow them to be sure to undertake a training corresponding to their vocation or area of interest.

For her part Alexia (2019), underlines that “young people attach importance to the support of their parents. However, parents do not always know how to position themselves to help their child find his way around”. He adds: “Generally, pupils and students like to feel accompanied and supported without their parents deciding for them”. We also made this observation during our pre-surveys, carried out with some students of the educational humanities, who claim to be taxed by their parents for their future university training; which usually leads to a career other than that of their choice.

For Neuenschwander et al. (2012) the relational situation of the choice of profession (match between person and profession, decision-making assurance) is subject to parental influence, through a feedback process. Parents initiate the child's career counseling process, advise the child, encourage him, suggest a strategy for applying, console him in case of refusal and provide him with resources at the same time material and cultural, such as language.

Considering the many concerns on the part of certain students and parents, around educational and vocational guidance in our society, it is essential to address the issue, in our capacity as education expert, with a view to outline scientific knowledge useful in solving this problem.

To successfully carry out our investigation, we will start from the following questions:

What are the areas of professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi? Do the parents of these students influence the choice of the university course corresponding to their fields of professional interest?

Hypotheses

To answer the questions raised in the issue below, we will start from the following hypotheses: the areas of professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi would be diversified. Thus, the parents of these students would influence in the choice of the university course corresponding to their fields of professional interest.

Goal

By carrying out this study, we first want to inventory the fields of professional interest of the students of the pedagogical humanities of the municipality of Lubumbashi, and then analyze the factors justifying parental influence in the choice of their courses of university study, in the concern to outline a theoretical model based on the situational realities of the study environment.

3. Methodological Framework

3.1 Scope and delimitation of the study

Our study is carried out in the city of Lubumbashi, precisely in the public schools of the Municipality of Lubumbashi with the option of educational humanities, as presented in the section below. Note that the municipality of Lubumbashi has an area of 38 km² and, according to statistics in 2007, more than 152,039 inhabitants (Administrative report of the city of Lubumbashi, fiscal year 2007).

3.2. Population and sample

As we said previously, to carry out this study, we were interested in the students of the educational humanities of the public schools of the municipality of Lubumbashi. The reason for working with this target population lies in the fact that generally Lush society considers students of educational humanities as less productive and / or unsuitable in scientific fields, such as biomedical sciences, polytechnics, etc. and therefore they are teased in various ways when they wish to undertake training in any of these areas.

Below are the characteristics of our study population:

Table 1: General characteristics of the study population

Degré Schools	Medium degree		Terminal degree		Total
	3 ^{ème} HP	4 ^{ème} HP	5 ^{ème} HP	6 ^{ème} HP	
	INST. PHYSICAL EDUCATION	7	9	25	
INSTITUT UHURU	12	15	18	24	69
INSTITUT BOMBI	15	16	28	28	87
INSTITUT BANA-CONGO	18	25	42	39	124
LYCEE KIWELE	15	7	23	85	130
INSTITUT MOTO	21	38	38	57	154
INSTITUT UWEZO	40	54	99	67	260
TOTAL	128	164	273	325	890

It appears in this table that our study population consists of 890 students from public schools in the municipality of Lubumbashi, including 128 students of 3rd HP, 164 students of 4th, 273 students of 5th and 325 students of 6th.

Table 2: Distribution of the population by sex

ECOLES	Sex		Total
	Male	Female	
INST. PHYSICAL EDUCATION	41	25	66
INSTITUT UHURU	48	21	69
INSTITUT BOMBI	52	35	87
INSTITUT BANA-CONGO	69	55	124
LYCEE KIWELE	71	59	130
INSTITUT MOTO	112	42	154
INSTITUT UWEZO	149	111	260
TOTAL	542	348	890

We read in this table that our study population consists of 542 male students and 348 female students. We found ourselves unable to work with all this population given the means we had and the time available. That is why we took the sample by following the procedure, as presented in the part below

3.3. Study sample

The sample is a portion of the screen population reduced to a subset in order to allow the researcher to achieve the survey objectives with speed and at a reduction in cost to draw conclusions applicable to the parent population.

Henriette Bloch et al. (2011, p.309) give us the applicable procedure, in the case of our population, to sample well, it is "two-stage sampling". For these authors, this sampling consists in first extracting from the population primary units of a certain size (for example schools for a school population) then in extracting secondary units within these primary units (for example students of educational humanities within these selected schools). Thus, on this principle, it is possible to carry out sampling at several stages. The rules of extraction can be the same or different for the successive degrees. Primary units can be called clusters and their extraction cluster sampling. Emphasize the aforementioned authors.

It is therefore in this logic and scientific approach where we focused to draw our sample as follows:

A. Extraction of primary units in the study population (first stage)

To first extract the primary units of our study population, which is the school population (all public secondary schools in the municipality of Lubumbashi¹, organizing the option of educational humanities). Since the primary units are a certain size, we use cluster sampling. Nicolas Guéguen, in his book "statistics for psychologists, Dunod-paris, 2005) affirms that it is about a drawing of lots of sub-groups of the population (these sub-groups being called clusters) presumed representative of this population and within which all the individuals that compose them are subject to one or more measurements.

Having limited resources, and given the minimal time allocated to carry out our study, we wanted to limit ourselves to 3 schools in the Lubumbashi commune¹. However, by considering each school as a cluster (sub-group of our population), we thus resort to the drawing of lots without replacement; hence after drawing lots, we obtained the following primary units:

- Bombi Institute
- Motorcycle Institute
- Kiwele High School

B. Extraction of secondary units within primary units (second degree)

The extraction of secondary units is carried out according to the problem or research questions previously established by the investigator. Regarding the questions and / or the problematic of our study, it should be pointed out that all the students are not part of the secondary units concerned by our study, but rather, are part of these units only the students of these institutions schools mentioned above, which follow the option of pedagogical humanities.

Thus, in this second stage, we have resorted to proportional sampling. Thus, in view of the size of the students in the schools selected at the first level, the limited timing and the means available, we had opted to work with 60 students, due to 5 students per class, knowing that the presentation of the data takes into account of the students' degrees. The table above shows us the distribution of the students retained in our sample:

Table 3: Study sample

Degree	Medium degree		Terminal degree		Total
	3 ^{ème}	4 ^{ème}	5 ^{ème}	6 ^{ème}	
	HP	HP	HP	HP	
INSTITUT BOMBI	5	5	5	5	20
INSTITUT MOTO	5	5	5	5	20
LYCEE KIWELE	5	5	5	5	20
TOTAL	15	15	15	15	60

It emerges from this table that our sample is made up of 60 students of educational humanities in public schools in the municipality of Lubumbashi.

3.4. Research method and techniques

In our scientific investigation, we employed the method of inquiry. This method, supported by the tools below, allowed us to come into contact with the participants in our study, more or less directly in order to interact with them around the various questions raised in the context of this study.

In order to gather as much information as possible for a better understanding of our study problem, we used the following tools: observation and the questionnaire.

3.4.1. Observation

This observation accompanied us at the very beginning of the construction of our problematic. It was used to get an accurate idea of the realities on the ground and applied in a larger view. Listen to what parents say about the future of their children, follow the discussions on TV relating to the professional choices of students of educational humanities, who are fortuitously limited to undertaking literary university courses, etc. for example constituted elements of our observation. Briefly, the observation allowed us more concretely to see how we presented the various indicators studied in the field.

3.4.2. The question sheet

To verify the indicators as presented in our research hypotheses, we used the survey questionnaire sent to study participants, that is to say the students selected in the sample.

3.4.3. Counting techniques

The analysis of the various data resulting from our survey was carried out through content analysis. Note that content analysis is the most appropriate technique for identifying opinions, beliefs, positions and points of view conveyed by speeches, underlines P. Moliner, P. Rateau and V. CohenScali (2002).

3.4.4. Processing techniques

The processing of the data collected was carried out using the Chi-square statistical test, which makes it possible to compare the frequencies to identify the significance of the difference between them in order to draw the relevant conclusion.

4. Research Results

After the production of the data in the field, it is up to present them, analyze them as well as interpret them by giving them a scientific meaning by confronting the observations and / or results of other authors, and this for a better understanding. In fact, using the research questionnaire, we initially wanted to identify the areas of professional interest of the students of the educational humanities selected in our sample. The responses of its participating students are presented as follows:

Table 4: Areas of professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi

Answers	Frequency	Percentage
Tourism and Hospitality	3	5
Informatic	4	6,7
Chimy	5	8,3
Agronomy,	5	8,3
Letters	6	10
Law	7	12
International relationships	7	12
Geology	7	12
Psychological and educational sciences,	8	13
Medecine	8	13
Total	60	100

This table shows us the different trends or responses of our 60 public school students in the municipality of Lubumbashi who participated in our study in terms of their areas of professional interest.

What conclusion should we draw by considering these different frequencies? In other words, what is the area that is most accentuated in the professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi?

To statistically test the existence of a probable significant difference between these different frequencies, we used the chi-square test; whose data looks like this:

Table 5: Application of Karl Pearson's chi-square test, relating to the data in Table 4 on the areas of professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi

fo	fe	fo-fe	(fo-fe) ²	$\frac{\sum(fo - fe)^2}{fe}$
3	6	-3	9	1,5
4	6	-2	4	0,67
5	6	-1	1	0,17
5	6	-1	1	0,17
6	6	0	0	0
7	6	1	1	0,17
7	6	1	1	0,17
7	6	1	1	0,17
8	6	2	4	0,67
8	6	2	4	0,67
60			$\chi^2 = 4,33$	

Here are the stages of the statistical decision:

Null hypothesis: there is no significant difference, in terms of frequencies, concerning the areas of professional interest of the students of the pedagogical humanities of the public schools of the municipality of Lubumbashi.

Alternative hypothesis: there is a significant difference, in terms of frequencies, concerning the areas of professional interest of the students of the educational humanities of the public schools of the municipality of Lubumbashi.

Significance level: .05

Test choice: Karl Pearson Chi-square

Degree of freedom: dl = (10-1) (2-1) = 9

Statistical decision: $\chi^2_{cal} = 4,33 < \chi^2_{\alpha} = 16,92$: since the calculated chi-square is less than the chi-square of the table, we accept the null hypothesis; therefore the differences are not significant.

Conclusion: considering the statistical decision, above, it emerges that the areas of professional interest of the students of the educational humanities of the public schools of the municipality of Lubumbashi are diversified.

Thus, the students of the educational humanities of the public schools of the municipality of Lubumbashi who participated in our study showed their professional interest in the following fields: Tourism and Hospitality, Computer science, chemistry, Agronomy, Letters, Law, International relationships, Geology, Psychological and educational sciences, and Medicine.

After checking the areas of professional interest of the participants in our study, we asked the former whether their parents agreed with the academic streams that matched their professional interests.

The table below shows the responses of the participants to our study:

Table 6: Professional interest correspondence of the students and parental appreciation of the related university study stream

Answers	Frequency	Percentage
Often	6	10
Sometimes	6	10
Never	48	80
Total	60	100

In this table, we read that out of 60 students who participated in our study, 6 students or 10% of our sample say that there is often a correspondence between their professional interest and the way in which their parents appreciate the university study stream. relating thereto. And 6 other students, or 10% of our sample, say that their parents sometimes appreciate university studies related to their professional interest. On the other hand, 48 students, or 80% of our sample, point out that their parents never appreciate the university courses corresponding to their professional interest.

Considering these different frequencies, as presented in the table above, what conclusion can we draw about the correspondence of professional interest of these students and the parental appreciation of the related university study path? We use the chi-square test to reach a conclusion that is statistically approved. So, the data looks like this:

Table 7: Application of the Karl Pearson chi-square test, relating to the data in Table 6 on Students' professional interest correspondence and parental appreciation of the related university study stream

fo	fe	fo-fe	(fo-fe) ²	$\frac{\sum(fo - fe)^2}{fe}$
6	20	-14	196	9,8
6	20	-14	196	9,8
48	20	28	784	39,2
60			$\chi^2 = 58,8$	

Here are the stages of the statistical decision:

Null hypothesis: there is no significant difference, in terms of the frequencies of students' opinions on the match of their professional interest and their parents' assessment of the related university study path.

Alternative hypothesis: there is a significant difference, in terms of the frequencies concerning the opinions of the pupils on the correspondence of their professional interest and the appreciation of their parents on the related university study path.

Significance level: .05

Test choice: Karl Pearson Chi-square

Test choice: Karl Pearson Chi-square

Degree of freedom: $dl = (3-1) (2-1) = 2$

Statistical decision: $\chi^2_{cal} = 21,6 > \chi^2_{\alpha .05} = 5.99$: since the calculated chi-square is greater than the chi-square of the table, we reject the null hypothesis; therefore the differences are significant.

Conclusion: the statistical decision, above, leads us to conclude that generally the professional interest of the students of the pedagogical humanities of the public schools

of the municipality of Lubumbashi is not in relation to the courses of university study appreciated by their parents.

In the pursuit of our research, we wanted to understand the factors which justify the gap between the professional interests of the students of the pedagogical humanities of the public schools of the commune of Lubumbashi and the opinions of their parents as for the choice of the courses of university study relating to these professional interests. This is how we asked the participants how their parents justify their positions regarding the choice of the university course of these students. The table below summarizes the responses collected from our study sample.

Table 8: Factors justifying the differences between the opinions of parents and the choice of university study courses relating to the professional interest of students in the educational humanities of the municipality of Lubumbashi.

Answers	Frequencies
Bringing closer to the so-called "family" profession	6
Lack of good information on the sector	7
Sociocultural influence of the environment	7
Mismatch between the student's skills and the requirements of the sector	8
Lack of immediate interest in the sector	11
Socio-economic precariousness given the requirements of the sector	21
Total	60

This table shows us the different trends in relation to the factors that justify why the opinions of parents are not always in line with the courses of study relating to the professional interests of their children. However, to draw an appropriate conclusion, we used the Chi-Square statistical test, the presentation of which is below.

Table 9: Application of the chi-square test of Karl Pearson, relative to the data of table n ° 7

fo	Fe	fo-fe	(fo-fe) ²	$\frac{\sum(fo - fe)^2}{fe}$
6	10	-4	16	1,6
7	10	-3	9	0,9
7	10	-3	9	0,9
8	10	-2	4	0,4
11	10	1	1	0,1
21	10	11	121	12,1
60			$\chi^2 = 16$	

Stages of statistical decision:

- Null hypothesis: there is no significant difference, in terms of frequencies, concerning factors justifying the differences between the opinions of parents and the choice of university study courses relating to the professional interest of students in the educational humanities of the municipality of Lubumbashi.
- Alternative hypothesis: there is a significant difference, in terms of frequencies, concerning factors justifying the differences between the opinions of parents and the choice of university study courses relating to the professional interest of the students of the pedagogical humanities of the municipality of Lubumbashi.
- Significance threshold: .05
- Choice of test: Karl Pearson Chi-square

- Degree of freedom: $dl = (6-1) (2-1) = 5$
- Statistical decision: $\chi^2_{cal} = 16 > \chi^2_{\alpha .05} = 12.59$: since the calculated chi-square is greater than the chi-square of the table, we reject the null hypothesis; therefore the difference is significant.

Conclusion

The factors justifying the differences between the opinions of parents and the choice of university study courses relating to the professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi are in particular:

- The rapprochement with the profession known as "of the family"
- Lack of good information on the sector
- The socio-cultural influence of the environment
- The mismatch between the student's skills and the requirements of the sector
- The sector's immediate lack of interest
- Socio-economic precariousness in view of the requirements of the sector

To end our survey, we asked the students who took part in our study to find out whether their parents' opinions really matter in their future university education, even though the path they suggest is contrary to their professional interest.

The responses of the participants to our research are summarized below:

Table 10: Consideration of the opinion of parents in the choice of the university course of study

Answers	Frquency	Percentage
Oui	42	70
Non	18	30
Total	60	100

It emerges from this table that 42 students or 70% of our sample considers that the opinions of their parents count in the choice of their university courses of study and 18 students or 30% of the sample affirms that the opinions of their parents do not count.

What conclusion can we draw, considering the frequencies presented above?

To statistically test whether there is a significant difference between these different frequencies, we use the chi-square test; whose data looks like this:

Table 11: Application of the chi-square test of Karl Pearson, relative to the data of table n ° 10

fo	fe	fo-fe	(fo-fe) ²	$\frac{\sum(fo - fe)^2}{fe}$
42	30	12	144	4,8
18	30	-12	144	4,8
60				$\chi^2 = 9,6$

Here are the stages of the statistical decision:

Null hypothesis: there is no significant difference, in terms of frequencies, between students who say that their parents 'opinions matter in their choice of university studies and those who say that their parents' opinions do not count.

Alternative hypothesis: there is a significant difference, in terms of frequencies, between students who say that their parents 'opinions matter in their choice of university studies and those who say that their parents' opinions do not matter.

Significance level: .05

Test choice: Karl Pearson Chi-square

Test choice: Karl Pearson Chi-square

Degree of freedom: $dl = (3-1) (2-1) = 2$

Statistical decision: $\chi^2_{cal} = 9,6 > \chi^2_{\alpha .05} = 3.84$: since the calculated chi-square is greater than the chi-square of the table, we reject the null hypothesis; therefore the differences are significant.

Conclusion:

In view of this statistical decision, above, we conclude that the participants in our study mostly agree that the opinions of their parents count in the choice of their university study courses and those who affirm that the opinions of their parents don't matter.

5. Discussion of the results

In this part, we discuss the results of our research by considering the logical sequence of indicators and variants as they emerge in our research hypothesis.

Indeed, our first hypothesis stipulates that "the areas of professional interest of the students of the educational humanities of the public schools of the municipality of Lubumbashi would be diversified". After investigating the participants in our study, we arrived at the result according to which: the students of the educational humanities of the public schools of the municipality of Lubumbashi who took part in our study showed their professional interest in various fields, including the following: Tourism and Hospitality, Computer Science, Chemistry, Agronomy, Letters, Law, International Relations, Geology, Psychological and Educational Sciences, and Medicine.

Indeed, Congolese society in general and Lush in particular tends to label students who do educational humanities weak in the fields of exact sciences and even biomedical. However, this does not hamper these students from having professional ambitions in this field. Several reasons can justify why some students followed the pedagogical humanities when the fields of their professional interest are in other sciences, which do not have many prerequisites in their training at the secondary level. Among these reasons, some students claim to have made the pedagogy to guarantee their course, knowing full well that the person who has a diploma in pedagogical humanities is employable at the primary school level. Others, on the other hand, report that their studies in educational humanities were imposed by their parents. However, observations in our living environments indicate that there are students in exact sciences or biomedical sciences faculties who have done educational humanities but who stand out in their academic results.

Considering the above, our first hypothesis is confirmed. That said, students in the educational humanities of public

schools in the municipality of Lubumbashi have varied professional interests that fit into various fields of university studies.

In connection with the second study hypothesis, according to which: the parents of students in the educational humanities of public schools in the municipality of Lubumbashi influence in the choice of the university course corresponding to the fields of professional interest of these students.

We obtained the following results:

The professional interest of students in the educational humanities of public schools in the municipality of Lubumbashi are not generally related to the university study courses appreciated by their parents.

Indeed, this study result is supported by numerous authors, such as SozialeSicherheit, (2016) who shows that the central role of parents in the process of professional guidance of their children is attested by numerous studies, but also by young people themselves, who consider their parents to have the greatest influence.

For his part, BareaOphélie (2017) has emphasized for several decades that there has been a real interest from research on this influence, but also, and above all, on the parent-adolescent relationship.

Regarding, the justifying factors for the discrepancies between the opinions of parents and the choice of university study courses relating to the professional interest of students of educational humanities in public schools in the municipality of Lubumbashi are in particular:

- Bringing closer to the so-called "family" job: it is just as natural for some parents to direct their children to their own jobs or those closer to theirs. The lack of good information on the sector
- The socio-cultural influence of the environment: when a parent does not have enough information on the course of study that the child must undertake and / or his professional opportunities, it is difficult for the latter to give an opinion favorable if the sector does not match its ambitions. Hence the lack of knowledge of the sector is also a handicap for some parents.
- The mismatch between the pupil's skills and the requirements of the sector: Some parents entrust the skills of their children to guide them towards courses where they feel they can easily get by.
- The lack of immediate interest in the sector: when the sector in which the child wants to join is not of immediate interest to the parents, they tend to trivialize this choice and prefer to refer to courses leading to productive jobs in the immediate future.
- Socio-economic precariousness in view of the requirements of the sector: the child's education being conditioned by study fees, which vary according to the requirements of each sector. Some parents are financially constrained and prefer their children to pursue courses that are less expensive and finally to support them with the costs. For example, it is difficult for a child from a poor family to do medicine which lasts eight (8) years of

university studies where in other fields people take three or five years to finish and find work.

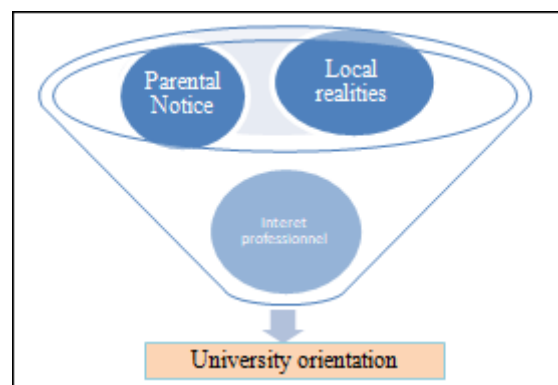
Finally, the majority of participants in our study agree that their parents's opinions matter in their choice of university study courses and those who say that their parents's opinions do not matter.

This result corroborates with the survey conducted by the BIOP (orientation center of the Chamber of Commerce and Industry of Paris) cited by Alexia (2019), which underlines that students often need the opinion of their parents regarding their orientation choices.

These different results found not only confirm our second hypothesis but also shed other useful light on the understanding of the different factors that intervene in parental influence and shows us that despite this, the parents' opinion remains essential in the choice of their children.

6. Conclusion

A person's professional future depends to a large extent on their initial training. This is how, knowing that generally the professional interest of the students is still not the same with that of the parents, it is essential to rethink the process of orientation in our Congolese society, mainly for the university level. Thus, in view of the foregoing, here is the theoretical model that we propose for educational and vocational guidance in order to reconcile the professional interests of students and the wishes of parents, on the one hand, as well as the the realities of the environment and the requirements of the orientation as organized at the university on the other hand.



This theoretical model we are proposing makes even that the child's orientation must take into account three main elements, in particular: parental advice, the realities of the environment and the professional interest of the learner himself.

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