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STUDENT EXPECTATIONS AND CHOICE OF THE AREA OF STUDY AT THE NATIONAL INSTITUTE OF YOUTH, PHYSICAL EDUCATION, AND SPORT (INJEPS) OF THE UNIVERSITY OF ABOMEY CALAVI (UAC)

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ABSTRACT

The present research proposes to show that the choice of a study department by a student depends on the expectations he / she has for that training pathway. That choice, which is in relation with the student's aptitudes, also is, with the training offers (Job opportunities) after graduation. Three hundred and eighty-four (384) students (293 enrolled in STAPS and 91 in STASE) were selected from the 862 regularly enrolled for the academic year 2017-2018 (658 in STAPS and 204 in STASE). At the end of the data collections and the various statistical analysis, it appears that more students choose the STAPS department to solve the questions of professional insertions which constitute a priority issue for them. Those who move to the STASE department are less numerous because the job offers are less important in that sector. Thus, job applications are less favourably answered than in the first department. However when they end up being hired, their working conditions and rewards are usually more interesting. Beyond the profile which also influences the university orientation, the student who enrolls in INJEPS chooses the STAPS department if his priority is to find a job quickly. But he moves to the STASE department, if he prefers to take the time to look for a job that matches his social status and the standing that goes with it.

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INTRODUCTION

An expectation is a belief, a wish, or a hope of a person in a given context. It is a situation where someone is expected to do something, to behave in a certain way in a particular environment in order to achieve a given result. It is above all the result we aspire to or hope to have from someone. Thus, parents by enrolling their children in school expect them to have a satisfactory results and later to have a good job. Students by choosing some area of study, expect that it will permit them to have a given profession that can enable them to meet most of their needs. Expectations can also be predictions that someone may have from another relatively to some information that the first have on the second.

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In everyday life, it is rare to develop interactions with surrounding people without having expectations on them, on their behaviour. Anyone who undertakes, has expectations. Expectation is therefore a looking forwards. In the school context, the teacher/lecturer has expectations from his learners in such a way that based on the information he has on a student, he may have expectations on this latter in one way or another. These expectations of the teacher/lecturer can lead him to behave towards the student in a specific way so that the latter can give him satisfaction (Good and Brophy, 2000). Thus, a teacher/lecturer does not develop similar interactions with all learners. He is influenced in his relationships with the young students by the socio-professional activities of their parents (Epstein, 2001) or by the activities the students perform out of classes, such as Sporting, and artistic activities etc. (Edoh, Gaglozoun and Kpeyi, 2017, Edoh, Dosseville and Djaho, 2015); by the quality of their food and / or their habitat (Cueto, 2001); by their grades and transcripts of previous

academic years. The teacher/lecturer expects that a student who perform very well in previous class continue to do as much. The teacher/lecturer himself as a "victim" of the information at his disposal. Consciously or not, he tend to influence favourably the work and consequently the results of the student. On the contrary, if the teacher/lecturer has non-favourable information on the learner, his interactions with him will go in the direction of the confirmation of the said information. The student, by internalizing the interactions that the teacher/lecturer develops with him, will be very motivated to work and perform well if he thinks that is what the teacher/lecturer expects from him. On the other hand, he may be self-handicapped and give up any effort, if he is convinced that the teacher/lecturer is not expecting anything good from him or try to show the teacher/lecturer that he has made a mistake in his judgement. Much work has been done on the question of the teacher/lecturer's expectations on students "Pygmalion effect" (Rosenthal and Jacobson, 1968) or of the coach vis-à-vis his athletes "self-fulfilling prophecy" (Merton, 1948). Some studies have also indicated that the relationship between teacher/lecturer and learner is function of the way they perceive each other. When the teacher/lecturer thinks that his learners are diligent, that they follow his instructions, the interactions he develops with them are affective and this has a positive impact on the academic results of the learners. Otherwise, we can fear the worst for the learners. Likewise, if the learners also do not appreciate the quality of the teacher's delivery, or if they doubt his or her skills, there is a good chance that the relationships will be conflictual between them, and that the consequences of this kind of issue will affect the academic outcomes of learners (Durand and Riff, 1991). If the teacher/lecturer has expectations on the student and these expectations can affect the academic results of the student or his training, isn't he also entitled to have expectations on the teacher/lecturer, and beyond this have expectations on the institutions in charge of national education and public service later?

The National Institute of Youth, Physical and Sport Education (INJEPS) of the University of Abomey Calavi (UAC), has two departments. The first, that of the Sciences and Techniques of Physical and Sport Activities (STAPS), has existed since the creation of the Institute under the name of National Institute for the Teaching of Physical and Sport Education (INEEPS) (decree n ° 74- 232 of 14 October 1974). Its primary vocation was the training of teachers of Physical and Sport Education (EPS). During its first years of existence, it received each year, 15 to 20 students on scholarship and was able to deliver to the ministries of sport, education and the public service 150 Certified EPS teachers in 10 years (from 1979 -year of graduation of the first set- to 1988 -year of graduation of the 10th set of students-) (Edoh and Biga, 2019a). The second department (that of the Science and Technology of Socio-Educational Activities (STASE)) was created recently (Decree No. 96-550 of 6 December 1996). From its inception, until the academic year 2018-2019, the number of students enrolled in that department has hardly exceeded 60 whereas for a decade now, students enrolment in the first department have gone beyond 200 students (250 during 2017 -2018 academic year). While the number of scholarship allowance (20 and 15 respectively for STAPS and STASE) has never changed since 1998, what could explain the growing affluence of STAPS students unlike those of the STASE department where students' enrolment has remained constant? What are the students' expectations whether they choose to run their

academic programme in one or the other of the two departments?

Teacher's expectations: When a teacher/lecturer has positive expectations on a student (or a group of students), his relationship with him is consistent with those expectations. However, when he has negative expectations on other students, it is likely that his interactions with them goes in the direction of the confirmation of those expectations. These behaviours refer to any perception or expectation of the teacher/lecturer that modifies the students' behaviours in order to conform to the original expectation (Good and Brophy, 2000). Several studies have reported that the practice of physical and sports activities out of normal academic Physical Education (PE), such as participation in School Sport Association (SSA), has a positive influence on academic Achievement (Pfeifer & Cornelissen, 2010). Other studies have also shown that if this practice is regular, it is more correlated with good grades than if it is irregular, occasional or non-existent (Laure & Binsiner, 2009). Factors such as interactions initiated by teachers also influence learners' academic performance (Sarrazin, Trouilloud, Tessier, Chantal and Bois, 2005). But it should be noted that the studies referenced above were carried out in general establishments where sports practices are not normally included in the academic agenda. Students who participate in sports associations and other para-school activities are generally the most effective at the beginning. They spend less time than their colleagues in the preparation of classes. For this reason, they have more spare time that they reserve for other activities, including sports. On the other hand, since their entourage (including their teachers/lecturers) are informed of their extra-class activities they thrive on giving their best to succeed so that no academic failure find it explanation in their sport practices. The situation in the STAPS department where sport activities take place every day is not similar to what the literature reported above.

Student's expectations: Interactions between teacher/lecturer and student are often subjected to prejudice where the teacher generally think the student do not do enough (Rivano and Bru, 2001). Likewise, the student believes that the teacher asks too much while he does little or does not always do his part of the job. It is known to everyone according to what the literature reports that the teacher/lecturer has expectations on his student and that the quality of the said expectations have a positive or negative influence (depending on the case) on their relationship and consequently on the academic results of the student, and therefore on his expectations in a certain way. But less research has focused on the expectations of the student toward his teacher/lecturer. However, it is essential for a learner to have expectations from his teacher/lecturer. Besides, the choice of a university programme or a vocational training depends on the student's expectations regarding that particular programme. Since the teacher/lecturer is the representative of the institutions to which he is attached, he is the main authority in charge of passing on the knowledge and skills to the student, and the way in which this latter wishes to have it. The choice of the student is for that reason based on the training offers of the chosen sector and also of the job offers which are attached to it (Edoh, Messan, Dosseville and Cakpo, 2012). The teacher/lecturer being the one in charge of training the student to achieve his goal by materialising what was initially just a wish. Everyone has his own expectations based on his situation and on the resources he has to meet his expectations. This is also the case for the student who chooses his

programme according to his background and his technical qualities in order to have the best chance of meeting his expectations. Sex is not to be excluded in the choice of the training programme. Indeed, in at INJEPS, women enrol more in STASE (23, 50%) than in STAPS (18.52%) (Edoh and Biga, 2019b). Moreover, Female students do better in the STASE department than they counterpart males while in the STAPS department, there is no gender differences regarding the academic results (Edoh and Biga, 2019a and b).

The model of Lent, Brown and Hackett (1994): This model, based on the socio-cognitive theory of Bandura (1989), is related to the orientation of the transition between schooling and professional life. According to that theory, the transition from higher education to employment is part of a general framework of the individual's career guidance process, and begins before the end of his or her training to continue after the acquisition of a University degree. After graduation, the problem of employability is still theirs. In fact, the entrance in the world of labour market is preceded by a long period of anticipation and preparation and is followed by another long period of adaptation to professional activity and / or other roles in the labour market (Slow, Hackett & Brown, 1999, 2004, Blustein, Phillips, Jobin-Davis, Finkelberg, Roarke, 1997). In the National Institute of Youth, Physical Education, and Sport (INJEPS), the situation without being different, is not quite the same and varies while going from one of the two departments to another. In the STAPS department, for example, all intermediate year students (from 100-Level to 300-Level are) are required to have one teaching training day per week during the academic year in secondary School, and final year students are required to have a hole semester internship. At the end of their training, they are almost all under a paying contract in public and / or private secondary schools. As for the STASE department, internship also last from a few weeks to an entire semester depending on whether the student is in the intermediate year or in final year. However after graduation and unlike their STAPS colleagues, they have to multiply more volunteer internship to maximize their chances of being recruited. Their skills, being transversal, give them more varied perspectives that direct them to NGOs, municipalities and international organizations where their insertion once acquired, preserves from need. Whatever the circumstances, the transition from school to work is a complex process from early schooling to employment (Reitzle, Vondracek and Silbereisen, 1998). With job vacancies becoming fewer, unlike the number of graduates, the question of employability is becoming more difficult day by day. Therefore, the transition process between higher education, and access to a job must be understood and taken into account in all its dimensions by all the actors (lecturers and learners) involved in the training in order to be integrated into the main objectives (expectations) of the student (Vieira & Coimbra, 2005). The socio-cognitive theory of Lent, *et al.* (1994) is organised into three distinct but interrelated models. These models describe the predominant causal paths that link the variables to each other. The three main theoretical elements (person, behaviour and context) influence each other in a multi-directional way, so that over time, for some people, some variables will exert a different causal effect.

Socio-cognitive theory postulates the existence of important reciprocal relationships between self-efficacy, expectation of results, and goal systems. This figure presents a socio-cognitive model restricted to the description of the transition

between higher education and employment. In this figure, the arrow A represents the influence of self-efficiency on the expectation of results regarding job seeking behaviours. The Arrow B represents the direct influence of self-efficiency on professional goals (career goals) once the studies are completed. The Arrow C represents the direct influence that expectation of results regarding job-seeking behaviours have on career goals once the higher education is completed. The dashed arrows represent direct links to the anticipation of success of the transition to employment.

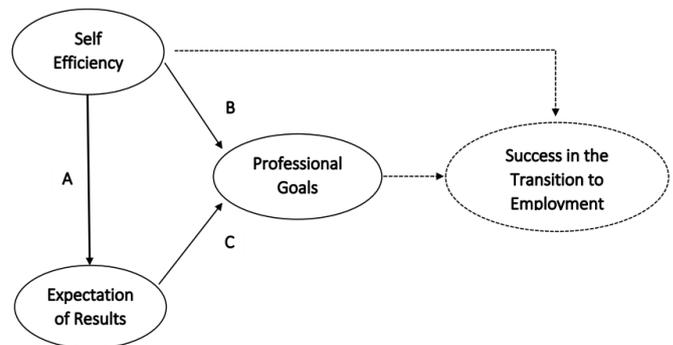


Figure 1. Socio-cognitive model of the transition from higher education to employment

Hypothesis: Referring to Edoh, *et al.* (2012), who indicated that STAPS offer more job opportunities than other training sector, we assume that the influx of students to the STAPS department is due to the fact that training in that department offer more prospects of employment than the STASE department.

Objective: The objective of this study is to appreciate the reasons why students enrol more in the STAPS department than in the STASE one.

MATERIALS AND METHODS

The study population made up of all students enrolled in INJEPS during the 2017-2018 academic year is 862 students (658 enrolled in STAPS and 204 in STASE). Sampling, using the Schwartz (1995) method, help to retain 293 students enrolled in STAPS and 91 students in STASE, making a total of 384 students. To these, we must add 6 lecturers, members of the administration of INJEPS. The 384 selected students were submitted to a questionnaire and the 6 lecturers to an interview. The information gathered from this sample made it possible to assess the reasons underlying the choice of each of the two departments of study by the students in relation to the job opportunities (job prospects) they offer. As a result, the 10 items of the questionnaire were divided into two sub-themes (5 items per sub-theme) relating to the reasons for choosing to enrol in STAPS or STASE and the training-employment adequacy at the end of the education. The subjects were 23.22 ± 0.83 and 22.47 ± 0.85 years old respectively for STAPS and STASE students. As for the information collected from the lecturers, they made it possible to know what they think about the choice of the study programmes of the students, as well as the guarantees that the training offers them in term of employment.

Statistical Analysis: Data were analysed using R (3.3.0) statistical analysis software.

Table 1. Reasons underlying the choice of the STAPS department by students

	Number	Percentage
Staff member	255	87.03
Parents	32	10.92
Others	6	2.05
Total	293	100

Table 2. Reasons underlying the choice of the STASE department by students

	Number	Percentage
Staff member	48	52.75
Parents	33	36.26
Others	10	10.99
Total	91	100

Table 3. Motivation of students to choice STAPS or STASE

	STAPS		STASE		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Yes	220	75.09	54	59.34	274	71.35
No	63	21.50	34	37.37	97	25.26
Not specified	10	3.41	03	3.27	13	3.39
Total	293	100	91	100	384	100

Table 4. Student's profile after graduation profile and Odd Ratio

Department	Profile	SE	OR	95% CI
STAPS	0.8667	0.0219	2.6	[1.35-4.91]
STASE	0.7143	0.054		

OR: Odds Ratio; 95% CI: Confidence interval

Table 5. Student's qualification after graduation and Odd Ration

Department	Qualification	SE	OR	95% CI
STAPS	0.8417	0.0573	2.95	[1.61-5.38]
STASE	0.6429	0.0236		

OR: Odds Ratio; 95% CI: Confidence interval

Binomial logistic models have been constructed to identify the relationships between the variables of interest and the variables of comparison. When a statistical influence exists, Odds Ratio (OR) is calculated to assess the level of this influence between the different categories. 95% confidence interval (CI) is used for the analysis.

RESULTS

The Results are presented in tables and they indicate the reasons that motivate the choice of a student to register at INJEPS (STAPS or STASE department). This choice are made based on the advice of parents, a third party or by oneself. Almost ninety percent (87.03) % of students who enrol in the STAPS department make it by their own choice. The reasons guiding the choice of students to enrol in the STASE department are also threefold as for their colleague of the STAPS department. More than half (52.75%) of STASE students choose to enrol in that department by their own and 36.26% did it under the guidance of their parents. From the 384 INJEPS students who participated to this study, 87.03 of those enrolled in STAPS did so by personal choice against only 52.75% of those enrolled in the STASE department. More than seventy-five percent (75.09%) of STAPS students participating to this research said that they are enrolled in that department for the employment opportunities it offers to the end of the training compared to 59.34% of STASE students who reported the same reason with $p = 0.03 < 0.05$ (Table 3). Students of the STAPS department consider more (2.6 times) the profile, the title (certified teacher) they will have at the end

of their education than their comrades in the STASE department do. Students of STAPS give three times more importance (2.95 times) to their qualification than their colleagues in STASE and this counts in their orientations.

DISCUSSION

From 1974 to 1986, the students (the first) of INJEPS were intrinsically motivated for studies in STAPS (Edoh *et al.*, 2012). Their presence in this vocational training school was a response to their desire to satisfy their passion for sport, improve their knowledge and show that they have mastery of certain sports disciplines. It should be noted, however, that in this period, the question of professional insertion hardly arose in the public service in Benin where graduates of the National University of Benin (the only one at that time) were systematically distributed in the different services of the public and para-public administration. According to the same research, from the 1986 to 2005 (a period marked by economic sluggishness and the quasi-total freezing of economic activities and recruitments), student enrolments stagnated at INJEPS as in other institutes, schools and faculties. But since the hopes aroused by the advent of the regime of change in 2006 and the resumption of the various programmes of professional insertions especially in some priority sectors including education (Edoh, Messan and Dosseville, 2014), the enrolments in STAPS have therefore known, a gradual increase. It is thus proof that the choices of university training structures answer mainly to the job offers they propose rather than to training offers, even if the two are not antinomic. The results mentioned above (Edoh *et al.*, 2012; Edoh *et al.*, 2014)

are consistent with those of this research. Indeed, the new undergraduate students flock to the STAPS department, not necessarily because they have affinity to sport or wish to improve what they started in sports associations as indicated by their elders in the 80s, (Edoh *et al.*, 2014), but because they are aware that, once their training is completed, they are sure to systematically have an employment that will enable them to be financially independent. This also resemble the work of Tanimomo *et al.*, (2009) who showed that Beninese female footballers engage in football, not for pleasure, but in the expectation of making money. Before getting enrolled in a study at university, the new comers enquire about the job opportunities offered by their chosen sector at the end of training. What is actually the main purpose of a training. We therefore understand why we observe a higher rate of student enrolment in STAPS than in STASE. Although in the STAPS department, the working conditions and success rate are not the best. The students agree to sacrifice themselves by not choosing necessarily what is easier, but often what is more difficult but promising, so that at the end of their training, they obtain what they desire.

Meanwhile, the profile at the end of the training is not to be discarded; the title of certified teacher in sport, coupled with that of sports coach is no less incentive for the new coming student who wants to apply. Despite its status as a prestigious vocational school in the sub-region in West Africa, INJEPS mostly welcomes middle-class students who are more concerned with the issue of short-term employment. This is one of the reasons of the massive enrolment rate in STAPS unlike STASE. It is not excluded that most of the students who enrol in this second department (STASE) are from higher socio-professional circles, and are not absolutely focused on the quick employment issue. They prefer to take the time to look for a job that corresponds to their status and are strongly encouraged by their parent who are willing to assist them till they find an interesting job (36.26% of students in STASE are enrolled on the advice of their parents against 10.92% in STAPS). It should be noted that students who graduate from STASE as Administrator of Social and Cultural Action, Andragogy, Community Development or Recreology are more inclined to jobs in NGOs including international organizations. The choices are more influenced by future expectation of consistent income flows than by quick and mean income. This result is based on the assumption that students correctly perceive that certain fields of study allow privileged access to occupations that offer more income and security. While some channels offer higher income opportunities, they may also be riskier. Apart from the potential job opportunity and the study programs, the INJEPS students also enrol for the profile and the qualification they will have at the end of their training. The majority of the lecturers interviewed went in the same direction as the students regarding the different reasons of enrolment in INJEPS. They said that the very opportunities STASE students are looking for exist, but are rare. Some of them think that the two departments are job providers in the same way because for any training, the self-efficiency on the expectations of results and the professional objectives play a determining role in the search for an employment.

Conclusion

The present research was carried out in order to assess the expectations of INJEPS students according to the choice of their area of study (STAPS or STASE departments). It also

aims to see if these expectations justify the influx of students to one of the two departments (STAPS), while the enrolment numbers remain stable in the other (STASE). The results show that the choice of department (STAPS or STASE) is actually based on the expectations of the students (training offer and especially the expected job opportunities after graduation). Students who are primarily concerned with a very short-term employment massively move to STAPS. This is the case of the majority of young Beninese from low-income-class who make the quick employment issue a key issue. The others who choose the STASE department, without neglecting the issue of their professional insertion, are in the perspective of taking the time to look for a more consistent job so that once they are employed, they could have a high standard of living. Based on this study results, it is not easy to mention which students' choice is the best. Any commitment carries risks and also benefits. Everyone makes his choice based on their expectations and their resources. The most important thing one should do will be to try his best to meet his expectation.

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