

ENHANCING ORIENTATION AND SENSITISATION FOR INFORMED CAREER CHOICES FOR CAMEROONIAN UNIVERSITY STUDENTS

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Purpose: this study examines the escalating issue of graduate unemployment and underrepresentation in certain academic programmes in Cameroon. It aims to evaluate the effectiveness of orientation and sensitisation programmes at Cameroonian universities and their impact on students' career development and choices.

Design/methodology/approach: using a descriptive survey methodology, the study engaged 200 students across various universities and disciplines in Cameroon. The research employed both online and in-person questionnaires, with data analysis combining descriptive statistics, correlation analysis and ANOVA to assess perspectives across institutions.

Findings: the results highlight a significant lack of adequate career orientation and sensitisation among students, revealing disparities in the quality of orientation and the need for improved career guidance strategies.

Research limitations/implications: while the study offers valuable insights, it acknowledges the limitations of its focus on specific universities and survey-based data collection. It suggests further research into the barriers to effective guidance and the long-term impact of orientation programmes.

Practical implications: the study underscores the need for universities to enhance orientation programmes involving expert collaboration and online platforms to ensure students make informed career decisions.

Social implications: addressing orientation disparities, particularly in rural areas, is critical for equitable access to career guidance, which has implications for social equality and quality of life improvements.

Originality/value: this paper contributes new insights into the impact of orientation and sensitisation on students' career choices within the Cameroonian context, offering a foundation for future policy and educational practice enhancements.

Keywords: student orientation, sensitisation, career choices, universities, Cameroon.

1. Introduction

For myself, Yaje and Gooh, as well a majority of Cameroonian students, the transition from secondary school to university is one of the most challenging stages in our academic and professional career development. Unlike elsewhere such as in South Africa, where roughly 90% of university education graduates are expected to find work (Walker, Mathebula 2020, p. 1194), the situation in Cameroon is significantly different. Despite a decrease in unemployment rate, from 7.00% in 2021 to 6.87% in 2022, youth unemployment in Cameroon remains persistently high (Macrotrends, 2023). Although Achankeng et al. (2023, pp. 19-20) found that a majority of the students in state universities in Cameroon, for example, receive adequate academic support in their first year of enrollment as part of the transition facilitation process; it is rather unfortunate that this support is often only limited to helping the students adjust to their new environment emotionally and psychologically. In other words, many counsellors across universities in Cameroon focus on helping new students relate with friends, address issues related to Continuous Assessments (CAs), personal belongings and health (Achankeng et al., 2023). While orientation for health and psychological wellbeing is equally important, exclusive focus on it seems contrary to the primary and longstanding tradition of a majority of universities that conduct orientation and sensitisation programmes with the objective of reshaping and serving students to make decisions concerning their career trajectories (Chen et al., 2022; Ngope, Coetzee, 2023; Ramnund-Mansingh, Seedat-Khan, 2020). This partly explains why the orientation and sensitisation of students in Cameroon may not have significantly contributed to resolving challenges related to academic and career choices at the university level, even though it starts early on in secondary school. Even with every secondary school and university equipped with a guidance counsellor, there has been arguably insufficient evaluation in the academic literature of the influence of effective career orientation and sensitisation for university students in Cameroon on their subsequent career trajectories. Abubakar (2018, p. 17) confirms this argument by stating as follows:

The implications of poor participation in career guidance activities could have both short- and long-term effects on the students' career decisions on the one hand and on the quality of labour to be produced through the process on the other. In the short run, low participation in career guidance prevents students from making considered career decisions based on personality variables such as skills, values, aptitude, and so forth, resulting in competency mismatch.

Contestably, what may be called injudicious orientation and sensitisation are one of the causes of lower percentages of graduates in specific fields (e.g., software engineering), frequent programme changes, and a notable disproportion between the number of students admitted and those who eventually graduate from specific departments in Cameroon's higher education institutions. As a result, this paper explores the impact of effective student orientation and

sensitisation on students' career choices. We start by discussing the scholarly literature on orientation and sensitisation and their importance to students' career choices as it relates to Cameroon. We next discuss the obstacles that Cameroonian universities face, such as dropout rates, frequent programme changes and preferences for particular programmes by students, to determine whether these are due to inadequate and poor student career orientation and sensitisation of students. We then attempt to integrate the Social Cognitive Career Theory (SCCT) into the subject of career orientation and sensitisation and its impact on students' career choices in the Cameroonian context. We used a descriptive survey methodology with 200 participants to frame the situation in Cameroon, emphasising the importance of improved orientation and sensitisation in empowering students to make informed career choices with long-term beneficial for educational policy and practise on professional career development.

2. Literature on career orientation and sensitisation

Extensive academic literature already exists on the subject of career orientation and sensitisation on a global, regional and even country and even university level. These literatures tackle issues of the influence of career orientation and sensitisation on transition from secondary school to university (Achankeng et al., 2023), retention and academic success rates of students (Cavalletti, 2021; Bradford, 2017), industry-specific needs such as leadership behaviour in the medical and transport industries (Cabras, Mondo, 2018) and switching from one programme or university to the other (Hale, 2019), among others. As stated by Martin et al. (2018) and Mauritti et al. (2023), making well-informed career choices has led to increased emphasis on effective orientation and sensitisation strategies within educational institutions, providing justification for both the inevitability and vitality of orientation and sensitisation programmes for university students over the years. Interestingly, orientation and sensitisation programmes have emerged as fundamental tools in helping students to navigate the intricate pathways of education and professional career development during and after studies as part of the preparation for graduate studies and lifelong learning (Gardiner, Juras, 2019; McNair, Bonneville, 2021; Warner-Gryphon et al., 2023). While orientation involves the systematic provision of information about academic programmes, campus resources and support services, ensuring that students possess the necessary knowledge to make informed decisions consistent with their career choices (Sullivan, 2021; Jonson et al., 2022), sensitisation, on the other hand entails the process of raising awareness among students about the diverse career choices available to them, enabling them to explore and understand the breadth of opportunities across various fields (Brown, Lent, 2005). Consequently, career orientation and sensitisation seem inherently intertwined and are both necessary to see students through the journey of making the best out of their intelligence while at the university.

Multiple research works also underline the central role of orientation in influencing students' career decisions. For instance, adequate orientation has been linked to heightened academic engagement in recent years, improved retention rates and enhanced career satisfaction by Brown and Krane (2000) Brown et al. (2003) and Brown and Lent (2005). Students who undergo effective orientation programmes tend to exhibit a clearer understanding of their academic pursuits and career aspirations, consequently increasing the likelihood of aligning their programme choices with their envisioned professional paths (Abubakar, 2018; Langher et al., 2018). Thus, the value of orientation lies not only in facilitating academic integration but also in fostering the formation of well-informed career goals for these students. Another important point is that the orientation needs of students are often influenced by their educational backgrounds. International students, for example, may require tailored orientation strategies to navigate unfamiliar academic and cross-cultural transitions that can be very challenging (Newsome, Cooper, 2016; Bethel et al., 2020, p. 1). Even within the Cameroonian context, the ethnic construct of the country with students often coming from as many as 250 diverse ethnic groups require careful consideration. Moreover, the extent of students' prior exposure to career-related information can significantly impact the effectiveness of orientation programmes. Students with limited prior knowledge about various career options may profoundly benefit from comprehensive orientation programmes that provide them with a broader understanding of potential pathways (Kuh et al., 2006; Njogu, 2019; Darling-Hammond et al., 2020). Another factor addressed by Nyakundi and Orodho (2020) is the geographical context within which students are situated plays a pivotal role in shaping their perceptions of career opportunities. In Cameroon, as in numerous other countries, students' access to information and resources is often contingent upon their geographical location. Urban areas typically offer greater exposure to diverse career options and resources compared to rural areas (Sanfo, 2023). This disparity shapes the importance of considering the geographical context when designing orientation and sensitisation strategies, as the availability and effectiveness of resources can vary significantly based on location.

A study conducted on Kumba, a town in the South West Region of Cameroon by Bama and Borokonda (2019) brought to light the significant impact of career orientation and sensitisation on students' ultimate career choices in secondary schools. The study revealed the following (Bama, Borokonda, 2019, p. 311):

Career information provided by school and career counsellors in the context of career guidance positively enhances learners' choice of career; career fairs organised on school campuses by resident school or career counsellors in the context of career guidance positively impact the choices that students make of their careers as these fairs enable students to make suitable and informed career decisions, which could have lifelong optimistic effects on their lives; and school career days have a very positive incidence on students' career choice.

As a result, it may be enough to assert that career orientation and sensitisation are an essential environmental influence in assisting learners in making appropriate professional choices in their lives. Shumba and Naong (2012) conducted another study to determine the characteristics that influence South African students' job preferences and goals. The home environment, the individual learner's ability to define their intended professional route, and the role of instructors in shaping students' career paths were identified as significant factors in this study. Furthermore, data from research done in Uganda by James and Denis (2015) found that students typically base their career choices on their own experiences and interests (30.2%), as well as familial influences (15.5%). Another study undertaken in the South African setting by Abe and Chikoko (2020) revealed a unique viewpoint that underlined the crucial roles that families, personality traits and external expectations play in the complicated process of professional decision-making. The significance of these studies lies not in their existence per se, but in their generalisability and the lessons they offer in terms of career orientation and sensitisation in their individual countries, educational settings of other African countries and the world as a whole.

2.1. Knowledge gaps

Whereas the above literature demonstrate that several studies, including those by Achankeng et al. (2023), Bama and Borokonda (2019) and Sanfo (2023), have already been conducted and have emphasised the significance of career orientation and sensitisation in shaping informed decisions among students outside of and within Cameroon's educational sector, these studies have failed to address the issue of the value effective career orientation and sensitisation have for students with the context of the Cameroonian university. The study conducted by Achankeng et al. (2023), for example, sheds light on the correlation between academic support and the social adjustment of newly enrolled students in state universities in Cameroon. Nevertheless, it fails to show how orientation and sensitisation programmes during studies can help students to better prepare for their professional careers. Also, informal workplace learning contributes intensively to the growth of individual skills and career advancement Muzam et al., (2023). Unfortunately, it is only becoming popular in Cameroon now furthering emphasising timeliness of this study.

Similarly, the study by Mkong et al. (2019) provides insights into factors influencing career choices among Cameroonian university students in the agricultural sector. However, several knowledge gaps remain. To begin with, there is a need for a more in-depth exploration of the reasons behind students' perceptions of employment opportunities in agriculture and the impact of societal attitudes on career decisions. The study should also consider the influence of cultural and regional variations in a diverse country like Cameroon. Furthermore, analysing the effectiveness of existing orientation efforts and identifying barriers to their success can enhance the study's insights. Exploring the role of digital platforms and modern communication channels in shaping career perceptions and choices should also be integrated for a holistic

perspective. A study conducted by Mah (2023) indicated that knowledge gaps exist in the education system, political sector, economic and social system due to a systematic racism in Cameroon. Essential knowledge ends up unnoticed due to systematic racism and favoritism which go a long way to negatively impact career orientation and sensitization choices.

The study conducted by Bama and Borokonda (2019) adds to our understanding of career guidance's impact on students' choices within a specific Cameroonian region. Yet significant knowledge gaps persist. A deeper understanding of the mechanisms through which career information and guidance activities affect students' decisions is essential. Exploring the psychological processes underlying information processing and internalisation can enrich the study. Investigating obstacles that hinder effective access and utilisation of career guidance services would provide valuable context. Additionally, a comparative analysis of diverse guidance interventions could yield nuanced insights. Lastly, the long-term effects of career guidance activities on students' career paths and job satisfaction remain unexplored and should be pursued for a comprehensive grasp of the subject.

In order to advance a comprehension of enhancing the quality and necessity of orientation and sensitisation for informed career choices among Cameroonian university students, addressing these knowledge gaps became imperative to us. Our study delves into these areas and marks a pioneering attempt to examine the impact of the quality and influence of orientation and sensitisation on university students in Cameroon, employing the Social Cognitive Career Theory (SCCT) as its guiding framework.

2.2. Social Cognitive Career Theory (SCCT)

The theoretical framework that underpins this study is the Social Cognitive Career Theory (SCCT), as proposed by Lent, Brown, and Hackett (1994). This theory forms a pivotal foundation for understanding how orientation and sensitisation programmes influence students' career decisions within the context of Cameroonian universities. SCCT emphasises the interplay of personal factors, contextual cues, and self-efficacy beliefs in shaping individuals' career choices. The central objective of this study was to examine the impact of orientation and sensitisation programmes on the career decisions of university students in Cameroon. To comprehensively address this objective, it was imperative to delve into the factors and mechanisms that guide students' career choices. SCCT aligns seamlessly with that objective by providing a robust theoretical lens through which to analyse how orientation programmes contribute to students' self-efficacy beliefs, ultimately influencing their career decisions. The way we think determines the way we act and the way we act is based on how we think Mah et al. (2023). Self-efficacy and self-esteem have greatly impact career orientation and sensitisation amongst university students in Cameroon. The study conducted by Mah et al. (2023) helps us to understand that our thoughts have an important role in our career choices and the actions we take.

In the broader context of the literature review, SCCT offered insights into the significance of making well-informed career choices, which have led to an increased emphasis on effective orientation and sensitisation strategies within educational institutions (Martin et al., 2018; Mauritti et al., 2023). This theoretical framework substantiates the argument that orientation plays a fundamental role in helping students navigate the complex pathways of education and career development (Constance, 2019; McNair, Bonneville, 2021; Warner-Gryphon et al., 2023). Additionally, SCCT elucidates that sensitisation raises awareness among students about diverse career options, enabling them to explore and understand opportunities across various fields (Brown, Lent, 2004).

The role of SCCT is particularly pronounced in understanding the impact of orientation on career choices. Extensive research underscores how orientation enhances academic engagement, retention rates, and career satisfaction (Brown, Krane, 2000; Brown et al., 2003; Brown, Lent, 2005). Students who undergo effective orientation programmes exhibit a clearer understanding of their academic pursuits and career aspirations, aligning their choices with envisioned professional paths (Abubakar, 2018; Langher et al., 2018). Thus, SCCT emphasises that orientation facilitates academic integration and fosters well-informed career goals. SCCT also accentuates the influence of educational background on orientation needs. International students and those with limited prior knowledge about career options may significantly benefit from comprehensive orientation programmes that broaden their understanding of potential pathways (Kuh et al., 2006; Nyamwange, 2016; Darling-Hammond et al., 2020). The theoretical framework, therefore, underscores the relevance of considering students' diverse backgrounds in designing effective orientation and sensitisation strategies.

SCCT was seamlessly integrated into the study's data collection and analysis. SCCT's focus on self-efficacy beliefs aligns with the study's exploration of students' perceptions regarding the impact of proper orientation on their career choices. By employing a Likert-type scale to assess students' agreement or disagreement with statements about the influence of orientation, the study aligns with SCCT's emphasis on individuals' beliefs shaping their career decisions. The study's results mirror the predictions of SCCT, with a substantial number of students believing that they could have chosen better career paths with proper orientation. This finding underscores the theory's premise that self-efficacy beliefs play a pivotal role in career decision-making. Moreover, the study's exploration of the influence of school location on orientation quality resonates with SCCT's recognition of contextual cues affecting career choices. The findings highlight the need for nuanced orientation strategies that consider both students' perceptions and the actual impact of location.

Finally, our integration of the Social Cognitive Career Theory (SCCT) into this study's framework provides a comprehensive understanding of how orientation and sensitization programmes influence the career decisions of Cameroonian university students. SCCT's emphasis on self-efficacy beliefs, personal factors, and contextual cues aligns seamlessly with the study's objectives, literature review, research methodology, and findings.

This theoretical framework serves as a guiding lens through which to analyse the intricate relationships between orientation, career choices, and students' backgrounds, contributing to the broader discourse on educational policy and practice.

3. Research method

The study employed a descriptive approach that used the survey method to understand various aspects of the student population within the University of Bamenda (UBa), the University of Buea (UB), and other universities in Cameroon. To ensure unbiased representation, a completely randomised sampling design was adopted. This allowed for the participation of a total of 171 students from diverse academic backgrounds, including undergraduates, master's students and others in an online survey administered through Google forms. This questionnaire was meticulously designed to encompass a range of questions pertinent to the study's focus. To ensure comprehensive coverage and participation, the questionnaire was disseminated through various school-affiliated social media groups, primarily on platforms like WhatsApp and Telegram. Additionally, acknowledging the importance of an inclusive approach, the questionnaire was also distributed in a physical format to 29 students on the University of Buea campus. This strategy aimed to engage students who might have had limited online access or who preferred a more traditional method of response. The responses gathered through both the online and offline channels were meticulously recorded to facilitate subsequent analysis.

The questionnaire featured a set of carefully formulated questions that delved into the subject matter. The hybrid approach to questionnaire distribution, involving both online and offline methods, further enhanced participation and accuracy in data collection. The collected data subsequently underwent rigorous analysis, leading to valuable insights that could contribute to informed decision-making and a deeper comprehension of the educational landscape in Cameroon with regards to the quality and value of orientation and sensitisation of students on their career choices.

Below are details on the survey's logistics:

- The total number of participating students is 200.
- Duration of the survey (one month to two months, etc.)

Out of the questions, seven were designed in the Likert-type scale format. The analysis of the collected data encompassed various techniques, including descriptive statistics, correlation analysis, and analysis of variance (ANOVA). To assess disparities in viewpoints across distinct higher education institutions such as University of Buea, The University of Bamenda and a host of other private institutions. The ANOVA was carried out based on the following categorised treatments:

1. Number of students who never had proper orientation.
2. The number of students who believed the location of their school influenced the level of orientation and sensitisation they received.
3. Number of students who believe they would have chosen something else if they were properly oriented.
4. Number of students who agreed that those in the interior have little or no proper orientation.

5. Findings of the study

The majority of respondents were from the University of Buea (59%) and The University of Bamenda (22.5%), indicating the prominence of these institutions. Undergraduates constituted 78% of participants, followed by master's students (13%). Notably, 60% reported inadequate orientation before enrolling. While 65% believed proper orientation could have led to better career choices, 33% disagreed. Location played a role; 66.5% received A-level education in major towns. Over half of the students linked school location to orientation quality. Suggestions included expert involvement and online platforms. The study places emphasis on the need for inclusive orientation strategies to bridge regional disparities.

5.1. University attendance and background

The results indicate that the respondents were primarily from two universities: the University of Buea (UB) and the University of Bamenda (UBa), with a small portion from other institutions. Among the students surveyed, 59% were from UB, 22.5% were from UBa, and 18.5% were from other universities. This distribution highlights the dominance of these universities in the sample, emphasising the need for tailored orientation strategies.

5.1.1. Educational Levels

The study captured a diverse representation of academic levels among respondents. The majority of participants were undergraduates (78%), followed by master's students (13%), and a smaller portion were classified as "other" (9%). This distribution reflects the enrollment composition of the surveyed universities, suggesting that the findings can be generalised to a broader student population within these institutions.

5.1.2. Orientation and sensitisation

The research investigated whether students had proper orientation before enrolling in university programs. The results reveal that 40% of respondents had received proper orientation, while a larger portion (60%) reported having little or no orientation. This disparity raises concerns about the effectiveness of the orientation processes in place and suggests the need for improvement to ensure that all students receive comprehensive information.

5.1.3. Perception of career choice impact

The participants' perceptions regarding the impact of proper orientation on their career choices were explored. A majority of students (65%) agreed that they could have chosen something better if they had been properly oriented. However, 35% disagreed, indicating that a significant portion of students felt their initial choices were appropriate despite lacking proper orientation.

5.1.4. A-Level education location

The study delved into whether the location of students' A-level education influenced their orientation and sensitisation. The results show that 66.5% of respondents completed their A-level education in major towns in Cameroon, while 33.5% completed it in the interior regions. This distinction prompts the question of whether students from different locations receive varying levels of orientation and information about career choices.

5.1.5. Influence of school location

The survey aimed to determine if students believed their school's location had an impact on their level of orientation and sensitisation. Among the respondents, 55% answered "yes", indicating they perceived a link between school location and the quality of orientation. Additionally, 24% responded with "maybe", and 33% chose "no". This diverse range of responses highlights the need for a nuanced approach to orientation strategies, accounting for both students' perceptions and the actual impact of location.

5.2. Suggestions for improving orientation

Students were given the opportunity to suggest ways to enhance orientation and sensitisation for secondary and high school students in the Anglophone region of Cameroon. A recurring theme in the responses was the involvement of experts and university representatives. Several suggestions included forming expert teams to visit schools, involving university students in orientations, and providing online platforms for information dissemination. These suggestions underline the importance of collaborative efforts and multi-faceted approaches to improving orientation.

5.3. Perception of village orientations

The study explored students' perceptions of the orientation received by students in rural areas. A significant majority of respondents agreed (77%) or strongly agreed (119%) that students in most Cameroonian villages receive little to no proper orientation. This collective sentiment reinforces the urgency of addressing orientation disparities across various regions.

Table 1.*University attendance*

Category	Frequency	Percent
University of Buea	118	59
University of Bamenda	45	22.5
Other	37	18.5

Table 2.*Level of education of respondents*

Category	frequency	Percent
Undergraduates	156	78
Master's students	26	13
Other	18	9

Table 3.*Orientation and sensitisation status before enrolling in the university*

Characteristic	frequency	Percent
Had proper orientation	80	40
Had little or no orientation	120	60

Table 4.*Respondents could have chosen something better if they were properly oriented*

Category	frequency	Percent
Agree	130	65
Disagree	70	35

Table 5.*Location where they had GCE A-level*

Characteristic	frequency	Percent
In a major town in Cameroon	133	66.5
Other	67	33.5

Table 6.*Table used for analysis of variance*

Replicates\groups	UB	UBa	Others
I	62	27	31
II	42	37	42
III	67	32	36
IV	83	55	58

Table 7.*Analysis of variance (one way ANOVA)*

Source of variation	Degree of freedom	Sum of squares	Mean square	Variance ratio, F
Treatment	2	1536.17	768.085	4.027
Error	9	1716.5	190.722	
Total	11	3252.67		

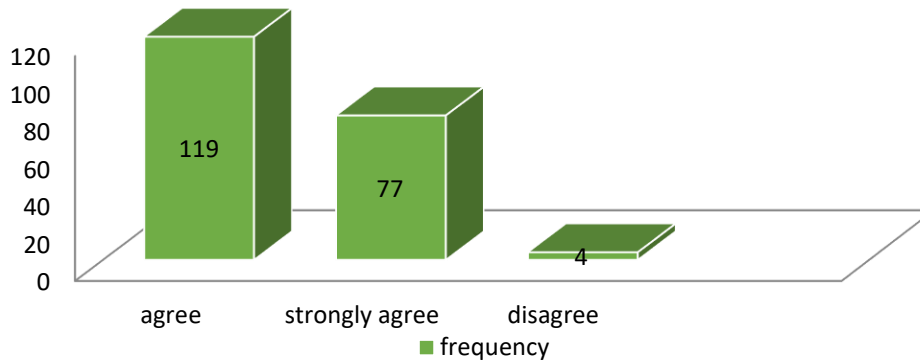


Figure 1. distribution of students who believe those in in the interior receive little or no proper orientation.

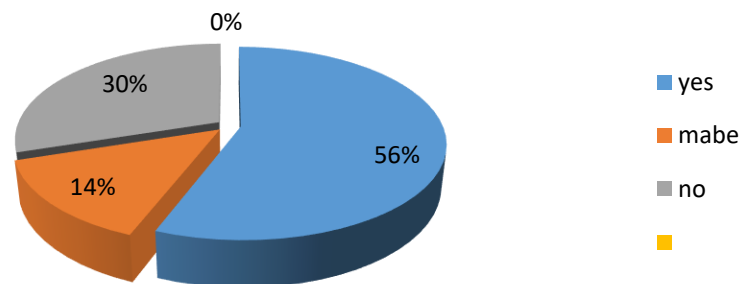


Figure 2. Distrubiton of students who think school location had an influence on level of orientation and sensitization.

6. Discussion and implications

The research findings underscore the crucial role of orientation and sensitisation in shaping students' career aspirations and choices. The absence of significant differences among respondents from different universities suggests a need for a comprehensive approach to improving orientation across all institutions. The considerable number of students who believe they could have chosen better with proper orientation highlights the potential positive impact of enhancing orientation processes.

The influence of location on orientation and sensitisation is a noteworthy aspect of the study. While a substantial number of respondents perceived this connection, the diverse responses suggest that factors beyond location also contribute to students' perceptions of orientation quality.

The suggestions provided by respondents for enhancing orientation strategies offer valuable insights. The emphasis on expert involvement, both from within universities and through collaborative outreach efforts, showcases a consensus on the need for multi-stakeholder engagement. Additionally, the idea of utilising digital platforms for information dissemination acknowledges the changing technological landscape and the potential for a wider reach.

The concerning perception that students in rural areas receive inadequate orientation reflects the need for targeted interventions to bridge this gap. Ensuring equitable access to proper orientation is essential for empowering students from all regions to make well-informed career decisions.

Furthermore, the analysis revealed that there were no notable distinctions in the responses provided by the three groups of respondents (with a calculated F value of 4.027 compared to the tabulated F value at a 95% confidence interval of 4.256). Consequently, the implications suggest a shared imperative for students to enhance their orientation and sensitisation programmes prior to student registration.

7. Limitations

While the study presents valuable insights into the influence of orientation and sensitisation programmes on Cameroonian university students' career decisions, it has certain limitations. The focus on specific universities restricts generalisability. The reliance on questionnaires for data collection overlooks other valuable approaches. Potential researcher bias due to involvement in data collection raises concerns. A cross-sectional design prevents establishing causal relationships. The study could benefit from exploring barriers to effective guidance and the long-term effects of orientation. Additionally, the theoretical framework's application and Likert-scale responses oversimplify the complex factors shaping career decisions and nuanced viewpoints. The ANOVA analysis, while informative, does not establish causation between treatment categories and outcomes. The absence of in-depth qualitative analysis limits a deeper understanding of open-ended responses. Finally, the study's geographical focus on Cameroon limits its applicability to broader contexts.

8. Conclusion

This study highlights the importance of orientation and sensitisation in influencing students' career choices and aspirations. The findings underscore the need for universities to enhance their orientation processes to ensure that students receive comprehensive and relevant information before making crucial career decisions. The suggestions provided by respondents offer practical insights into the potential strategies that could be adopted to improve orientation quality.

Moreover, the study draws attention to the influence of location on students' orientation experiences, emphasising the need for nuanced approaches that consider both students' perceptions and the actual impact of location. The findings also shed light on the perceived disparities in orientation quality between urban and rural areas, urging policymakers and educational institutions to address these disparities to ensure equitable opportunities for all students.

This research serves as a foundation for future endeavours aimed at refining orientation processes in Cameroonian universities and beyond, ultimately empowering students to make well-informed career choices that align with their passions and aspirations.

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Disclosure statement

There are no competing interests to declare.

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