

THE ANALYSIS OF SOCIO-MOTIVATIONAL FACTORS IN THE CAREER CONSTRUCTION OF HIGHER EDUCATION GRADUATES

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Abstract

The paper entitled „The analysis of socio-motivational factors in the career construction of higher education graduates” falls within the *sociological perspective*. Professional career is a broad topic and viewed from different perspectives by each individual. Thus, the motivations of the choice of the theme are given by the complexity of the professional career phenomenon, the desire to identify social and motivational factors with a decisive role in the process of following a professional path.

In this study, I set out to provide an answer to the following research question: What are the socio-motivational factors contributing to the career construction of higher education graduates?. For the conduct of the research, I used as methods and techniques: documentation, semi-structured focused interview, theoretical sampling; the investigated population being made up of 10 graduate subjects of the „Human Resources” specialization. The practical dimension of the research focused on the following themes: professional career; socio-motivational factors in career planning; the relationship between studies and the labour market; personal and professional development; educational, personal, and social barriers in career construction.

Keywords: human resources, career, family, higher education, social environment, labour market, motivation, capital, career patterns.

Résumé

L'article intitulé „Analyse des facteurs socio-motivationnels dans la construction de carrière des diplômés de l'enseignement supérieur „ s'inscrit dans la *perspective sociologique*. La carrière professionnelle est un sujet vaste et vu sous différents angles par chaque individu. Les motivations du choix du thème sont conférées par la complexité du phénomène de carrière professionnelle, le désir d'identifier les facteurs sociaux et motivationnels avec un rôle décisif dans le processus de suivi d'un parcours professionnel.

Dans cette étude, j'ai cherché à apporter une réponse à la question de recherche suivante: Quels sont les facteurs socio-motivationnels qui contribuent à la construction de carrière des diplômés de l'enseignement supérieur?. Pour au déroulement de la recherche, j'ai utilisé comme méthodes et techniques: documentation, l'entrevue centrated semi-structurée, échantillonnage théorique; la population faisant l'objet d'une

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enquête composée de 10 sujets diplômés de la spécialisation „Ressources Humaines”. La dimension pratique de la recherche a porté sur des sujets tels que: la carrière professionnelle; facteurs socio-motivationnels dans la planification de carrière; la relation entre les études et le marché du travail; développement personnel et professionnel; les obstacles éducatifs, personnels, et sociaux dans la construction de carrière.

Mots-clés: ressources humaines, carrière, famille, enseignement supérieur, environnement social, marché du travail, motivation, capital.

Rezumat

Lucrarea cu titlul „Analiza factorilor socio-motivaționali în construcția carierei absolvenților de învățământ superior” se încadrează în *perspectiva sociologică*. Cariera profesională reprezintă un subiect amplu și privit din perspective diferite de către fiecare individ. Astfel, motivațiile alegerii temei sunt conferite de complexitatea fenomenului de *carieră profesională*, dorința de a identifica factorii sociali și motivaționali cu rol decisiv în procesul de urmare a unui traseu profesional.

În cadrul acestui studiu, mi-am propus să ofer un răspuns următoarei întrebări de cercetare: Care sunt factorii socio-motivaționali care contribuie la construcția carierei absolvenților de învățământ superior?. Pentru derularea cercetării am utilizat ca metode și tehnici: documentarea, interviul centrat semistrukturat, eșantionarea teoretică; populația investigată fiind alcătuită din 10 subiecți absolvenți ai specializării „Resurse Umane”. Dimensiunea practică a cercetării a vizat teme precum: cariera profesională; factorii socio-motivaționali în planificarea carierei; relația dintre studii și piața muncii; dezvoltare personală și profesională; bariere educaționale, personale, și sociale în construcția carierei.

Cuvinte cheie: resurse umane, carieră, familie, învățământ superior, mediu social, piața muncii, motivație, capital.

1. Introduction

Over time, this topic of career choice has attracted, thanks to its multiple nature, academic, and professional attention. Career planning is an essential process in the life of each individual because it is, we might say, a projection of his professional future.

The notion of career has been assigned various conceptualizations and operationalizations, depending on the approaches of practitioners in the field (Onofrei et al., 2017). From the perspective of the author Richișeanu (2019) noted that career represents a succession of occupational roles held by individuals throughout life, as well as the subjective way in which individuals relate to them. In essence, there is no official definition unanimously accepted to date. In general, the meaning of the career term is compatible with *the idea of upward movement or advancement of a person in a desired field of activity, to obtain more money, more responsibility or to gain more prestige and more power* (Lezeriu, 2013, p. 109).

Over time, specialists in the field have formulated points of view that have resulted in theories that explain career planning and development. Although

relatively distinct, they have a common denominator; more specifically, the fact that individuals' career decision is a long-term one that requires time, information, planning and not only (Anton et al., 2020, p. 55). This decision begins as early as childhood, continuing throughout school and life, and being influenced by a range of factors with which individuals interact.

The career choices that students have to make are a constant phenomenon of our days (Şoitu, 2015). The career field theorists have addressed, over time, various aspects of *career decision-making, involvement, and achieving a high level of career performance, career stability, and satisfaction* (Miclea et al., 2010, p. 10). While some authors, through the prism of theories, highlight the role of individual characteristics and argue that psychological mechanisms are the basis of career choice and development (Mazde, 2011; Avram & Lupu, 2017; Blănaru & Medeleanu, 2017), others emphasize the role of the environment in designing the educational and professional trajectory (Miclea et al. 2010, p. 10; Niles & Bowsbey, 2015, p. 8). At the same time, some theories explain individuals' choices about their careers in terms of various internal and external factors. For this reason, I consider it important to identify and study the factors that influence professional choices for young graduates of higher education. Through this study, it was proposed to identify socio-motivational factors involved in the career construction of social-humanist science graduates, as well as how they were influenced by them. I believe that the issue of graduates is of general interest, especially in the context of a dynamic, competitive labour market (Medeleanu, 2013) and a highlighted demographic decline in our country.

At the same time, although the field offers high mobility on the professional level, graduates of faculties with a social-humanist profile generally face career difficulties (Asiminei et al., 2017). These may occur because of the generality of the domain, but also because of the existence of compressed-staffed sectors of work. For this reason, it is important to follow their professional path; how their career planning process in this field began and continued, as well as the difficulties they encountered during the socio-professional trajectory (Mazade, 2011).

I think that this paper could be in the area of interest of people in academia, the professional environment, and students.

2. Theme and objective of the research

The qualitative research aims to identify and analyze the socio-motivational influences underlying the choice and construction of the career of higher education graduates, as well as the obstacles encountered during the socio-professional trajectory.

The general objectives of my qualitative study are:

Objective 1: Identifying the social factors contributing to the career construction of graduates of the „Human Resources” specialization;

Objective 2: Determining the motivating factors underlying the choice and development of a professional career in the field of human resources;

Objective 3: Identifying educational, personal, and social barriers to career planning.

The main concepts underlying theoretical and practical groundwork are *career*, *social factors*, and *motivation*. In the research I have undertaken, I started from the premise that, in the planning and career-building process, there is a range of socio-motivational determinants that exert an important influence on the choice of a professional trajectory. *Social factors* include *individuals or groups of people who influence a student's choice regarding the orientation towards a certain field of study* (Richițeanu-Năstase, 2019, p. 80). *Family* is one of the social factors with a role in planning the vocational route, and also, an important reference point in delineating the options for a certain profession. Parents are considered to be a strong influential factor in children's career decisions (Witko et al., 2005). Cultural stimulation could have an important influence; well-known phrases such as „desire for self-exceeding” and „book appetite” are developed and transmitted within the family.

Regarding the *motivational side*, I focused my attention on identifying factors of intrinsic and extrinsic nature, respectively; this being the most common form of classification in the literature (Pânișoară et al., 2013). *Motivation refers to those emotional and cognitive states and processes that can determine, direct, and support various behaviours and activities* (Albulescu, 2015, p. 10). Several previous studies have found that career choices are driven by various reasons. In principle, they can be classified into *cognitive personal factors* (need for independence/ autonomy, social recognition and status, financial gains, experience acquisition (Anton et al., 2020) and personal development need), and into *contextual or environmental factors* (family tradition, labour market situation) (Haase, 2011, p. 3). According to Mullins (1999), extrinsic motivation refers to tangible rewards such as compensation, fringe benefits, work environment, work conditions, and job security.

Over the past few years, many authors have shown interest in identifying students' motivations and career influences. Thus, the results of such a qualitative study carried out within the „Academy of Economic Studies” in Bucharest in 2014-2015 attest to the following social factors as the main determinants in the career: family, higher education, and socio-economic level (Marinaș, 2015). As for the motivating factors in career choice, the most often invoked in respondents' options was an extrinsic one, namely, the financial gain.

The conclusions of another quantitative research on the motivation of students at the „Polytechnic University of Bucharest” listed as reasons for choosing this career: non-acceptance at the desired faculty; the imposition of this faculty by the parents (either as a continuation of the family tradition or as a fulfilment of the desire of parents to pursue this career); the prospects offered by the faculty through the high chances of being employed in this field (Chircu, 2015).

3. Research methodology

This study is the outcome of a qualitative exploratory research carried out in May 2020. In this paper, I opted for qualitative research, because I wanted to analyze in-depth the chosen theme. Each individual has, depending on his social context and experience, his vision and perspective on reality. The chosen research method must be appropriate to the field of study. Thus, through qualitative research, I wanted to outline the nature of the phenomenon studied at a descriptive level. At the same time, I opted for qualitative research as it uses a range of methods adapted to the interpretation of phenomena, human subjectivity and social constructs (Jupp, 2010, p. 86) understood by means of motivations, symbols, expectations, in this case, knowledge being all-encompassing (Iluț, 1997, p. 41).

Once we enter the field, we need to collect the data. This is done through data collection methods, techniques, and tools. In this paper, I used the semi-structured focused interview as a research method; a semi-formal interview-based, as a rule, on predefined themes and questions, without a predetermined order. An interview is a fundamental technique in sociological research and most used in *data collection in the qualitative investigation of the social-human* (Agabrian, 2004, p. 43). Etymologically, the term represents *the meeting and conversation between two or more people* (Chelcea, 2001, p. 263). As a research technique, the interview is *a technique of obtaining, through questions and answers, verbal information from individuals and human groups to verify the hypotheses or for the scientific description of socio-human phenomena* (Chelcea, 2001, p. 267). I chose this type of interview for several reasons: it is flexible and exploratory; researchers have the opportunity to use their skills and knowledge to explore unexpected themes and ideas. It also provides a detailed picture of the experiences of the interviewees, as they can describe in their own words that which is significant from their point of view; it enables the researcher to examine more details and to ensure that the participants interpret the questions as they were intended.

To have a clearer view, overall, of the social influences in the choice and career construction of highly qualified people, it is necessary to research this segment of the population to which the phenomenon is specific – people who have graduated a form of higher education. But an exhaustive population-wide analysis requires a high use of human resources and time.

Thus, the universe of our research included graduates of the „Faculty of Philosophy and Social-Political Sciences” within the „Alexandru Ioan Cuza” University of Iași. The research sample consisted of ten subjects: three male subjects and seven female subjects, being aged between 22 and 26 years; as shown in Table 1 in which the investigated population is presented. All subjects graduated from the „Human Resources” specialization during 2017-2019. Six of them work in the human resources field, having an experience between three months and three years, only one subject has reoriented professionally, and two of the subjects are current postgraduate students with no work experience.

The sampling technique I used in this research is „theoretical sampling”. Sampling according to several criteria consists of *gradual sampling strategies based on theoretical sampling* (Agabrian, 2004, p. 36). The latter was founded in 1967 by Glaser and Strauss who described it as follows: *Theoretical sampling is the process of data collection for the generation of the theory by which the analyst unites the collection, encoding and analysis of his data and decides what data to collect and where to find them to develop his theory as it emerges* (Agabrian, 2004, p. 36). More specifically, in my research, I started from a theory, and the subjects were found in relation to it.

In the context of the current pandemic situation, the study was conducted online. Some of the respondents gave the interviews in a written form, being sent by e-mail, and the other part through the online application Zoom. They were recorded and transcribed in their entirety. All respondents agreed to the recording of the interviews. During the research, I also used e-mail, to communicate with the subjects to collect certain additional information. At the end of each interview, I asked them for some relevant socio-demographic data. I also respected the confidentiality of respondents' names and assigned for each of them a number to protect their identity. Requested data included: gender, age, socio-professional status, work experience, and year of graduation from undergraduate studies.

Table 1. *Structure of the qualitative research sample*

Gender	Age	Socio- professional status	Code	Work experience	Year of graduation from undergraduate studies
M	25	Recruiter	Subject1	3 years	2017
F	23	Junior HR Consultant; Postgraduate student	Subject2	2 months	2018
F	25	HR Junior Recruiter	Subject3	8 months	2017
F	23	Recruiter	Subject4	1 year and 9 months	2019
F	23	Postgraduate student	Subject5	2 months	2019
F	24	Recruiter	Subject6	2 years	2018
F	25	Recruiter	Subject7	3 months	2017
M	23	Postgraduate student	Subject8	-	2019
F	23	Postgraduate student	Subject9	-	2019
M	24	Economic official; Postgraduate student	Subject10	1 year and 8 months	2018

4. Data analysis and findings

The instrument of my research, the interview guide, was organized on five themes divided in turn into sub-themes, designed to meet the objectives proposed in this research. Thus, the interview guide was built around some main themes, which deepened aspects related to a professional career; socio-motivational factors in career planning; the relationship between studies and labour market; personal

and professional development; educational, personal, and social barriers in career construction.

4.1. Professional career

The first dimension of our research – professional career – has determined my study given that it represents a complex, broad theme that can be examined from a range of distinct theories and perspectives. The first chapter of the analysis aims to identify the career significance for each interviewed subject and to highlight their socio-professional trajectories. I also wanted to outline the motivations behind the choice of this field of study; as well as to find out if and how their perceptions of the Human Resources specialist profession have changed. From the respondents' point of view, career represents the idea of professional development; or „*the totality of the jobs a person occupies in a particular area throughout his lifetime.*” (S6). Thus, while some emphasize the intrinsic side, other respondents associate their professional career with extrinsic factors (financial aspects, prestige, social status): „*I associate my career with the intention to obtain more money, responsibility, prestige, recognition from others and even power.*” (S2).

About the socio-professional trajectory of the subjects, I have identified some defining elements of their educational and professional path, as well as differences. The concept of „social trajectory” is associated particularly with the name of Pierre Bourdieu and refers to *the succession of different sequences (positions/roles/identities) in the social evolution of the individual (group, it presents in comparison with the classical (structural) static variables, the advantage of introducing in research a dynamic dimension (temporal and spatial)* (Stănculescu, 1996, p. 243). Subjects graduated from university during 2017-2019; and most of them are at the beginning of their careers, with experience in human resources ranging from three months to three years. While some subjects have engaged since their studies to an entry-level position and along the way have been able to advance professionally, others have had an entry into the workforce after completing their undergraduate studies.

4.2. Socio-motivational factors in career planning

The decision to pursue university studies and, by implication, to choose a particular career, is a process under various social influences. Based on this premise, this study aims to identify these influences that interfere with students' choices when it comes to their professional career and the elements to which they attach importance in this decision-making process.

Social factors include individuals or groups of people who influence a student's choice of orientation towards a particular field of study (Richițeanu-Năstase, 2019, p. 80). Following the collection and analysis of data obtained from respondents, it appears that the decision of the subjects to pursue a career in the field of human resources was under certain *social influences*. A first social determinant in the delimitation of the vocational path that I have identified relates

to *family*. The subjects argued that it played an important role in their career both in decision-making terms, some of them not having the freedom to make their own choice: „*In my case, my parents told me I had to go to Human Resources and that's it. Dad said he wouldn't give me money if I chose another college. It was a decision dictated by the parents...*” (S8); financially: „*The family has always supported me financially, as well as in the choices I have made regarding my educational and professional route.*” (S5). In the other subjects case, parents were a *career model* (career pattern); they wanted to respect the „family tradition” and focus on the same field of work: „*My mother has been working in human resources for several years; she didn't study in this field, but she has that inspector course. She likes what she's working on, and somehow, I think that pleasure has been passed on to me*” (S4); „*My aunt suggested me to apply to Human Resources.*” (S8).

Another source of influence in the construction of the subjects' career that I identified is the *group of friends*. They believe that friends played a very important role because they were made aware of the existence of this university specialization: „*I found out about the Human Resources specialization from a friend.*” (S10), and other subjects pursued this career only because it was chosen by people from their social group. Also, the fact that certain stereotypes or myths about a career are formed within a group, can put *social pressure* on some members. This social pressure perceived was quite relevant in the decision-making process of some of the subjects, as they confessed: „*I didn't want to be mocked by my friends, so I chose this career in human resources.*” (S8).

A society can promote certain desirable areas on the labour market, which is done through the *media* at its disposal. It happens that a profession is being valued and promoted by society. In this case, the number of interested and oriented individuals in that area of work is very likely to increase, thus leading to the depreciation of other professions. For example, for some respondents, the media played an important role in the decision-making process: „*In addition to family and friends, I was also influenced by the media to some extent by seeing in the news various human resources specialists analyzing problems and being presented as a field of the future.*” (S8).

Labour market requirements and its stability can have a fairly significant impact on career choices. In this current context of a very high tech labour market, the higher education system has the mission to balance the labour market supply with labour demand. But, according to respondents, the adequacy of educational supply to labour market demand is a problem that Romania faces.

Along with the social factors with a role in career choice and construction, a function equally, or perhaps even more important, is the *motivational component*. The responses provided by the respondents show that they were motivated for both *intrinsic* and *extrinsic* reasons. The subjects were very attracted to the idea of working and relating to people, and this was decisive in their choice: „*The intrinsic factors are those who have said their word in my career because I always rely more on this part of intrinsic, then the one in my pocket.*” (S9). But most were motivated by external factors of the activity undertaken: „*I was very motivated by*

salary, position, social status... because at some point, if you become a human resources manager you feel like you have some powers.” (S5); „I had seen that there were quite high salaries for our country in human resources, and somehow, that had the highest contribution in my decision.” (S2). We can easily see that the two different types of motivation overlap, in some cases resulting in a mix between intrinsic and extrinsic factors.

4.3. The relationship between studies and labour market

This theme aims to identify the subjects' vision of the relationship between university education and the labour market, as well as the quality of the studies followed. Thus, the majority consider that the graduated faculty was the „*binder that ensures the transition from theoretical to the labour market.*” (S5); the theoretical basis they needed to be able to specialize and, therefore, work in the field of human resources. Subjects working in the field found it much easier to perform their duties because they had already started with a college base of what this sector entails. At the same time, the faculty played a vital role especially in terms of interacting with people with diverse professional experiences, who shared their opinions and broadened their knowledge horizons. Thus, the subjects enriched their *cultural and social capital*; concepts closely related to Bourdieu's „*Capital Theory*”. On the other hand, two of the subjects consider that the faculty did not play an important role in their career, as it did not provide them with the practical basis they needed complementing the theoretical one.

During the years of studies, subjects interacted with the work environment through extracurricular activities (volunteering, internships), part or full-time jobs. In addition to these activities of acquiring a minimum of professional experience, the *knowledge networks* and *professional circles* that the subjects have formed, have contributed to the construction of their careers. Knowledge networks and formal and informal relationships are closely linked to the concept of „*social capital*”, the latter being one of the concepts widely used in today's social sciences. Pierre Bourdieu is among the first sociologists to define this concept. According to him, social capital represents *all the real or potential resources related to the holding of a sustainable network of more or less institutionalized relationships of knowledge and mutual appreciation* (Bourdieu, 1986, p. 21). The network of connections is being built gradually; first, within the family and the social environment of belonging, and then, throughout life (the education system, the labour market), being something that requires time and interaction.

4.4. Personal and professional development

The interactions of the subjects with the labour market were represented by internships, volunteering, training, workshops, practice mobility with Erasmus, meetings with specialists in Human Resources through specialized practice, and events organized by the faculty. All these activities through which they made contact with the sphere of work contributed not only to their professional development but also to their personal development. They were initial training

which ensured the acquisition of transversal skills necessary for the pursuit of a profession. The subjects also developed, through these activities, as well as through courses and seminars, some of the skills and abilities required by the business environment. Thus, they gained both *soft skills* (communication/ public speaking skills, teamwork, creativity, time management, adaptability), but also *hard skills* (digital skills). All these skills later helped respondents in the labour market insertion process, in adapting and fulfilling job-specific tasks.

4.5. Educational, personal and social barriers

In the career construction process, individuals may encounter various obstacles or difficulties. Thus, through the latest research theme, I wanted to identify the educational, personal, and social barriers that research subjects encountered throughout their careers. After analyzing all the answers, I found that the socio-professional trajectory of the subjects was not a linear path, but on the contrary, they encountered various difficulties, such as insufficient specialized practice: „*The lack of specialized practice was the main obstacle because I didn't dare to submit a CV to a company and get hired. I felt very weak professionally.*” (S5), as well as „*the lack of opportunities in the Iași market in which to do your summer practice, or something to enter a multinational and learn a trade.*” (S3).

For other respondents, the career impediment was the socio-economic level of the family because they did not have the chance to study at a prestigious university abroad which, in their opinion, would have brought them more professional opportunities. At the same time, they did not have access to certain companies to carry out the sociological researches and projects required at the faculty, as well as to training and refresher courses, and workshops in the field.

5. Conclusions

The main purpose of this qualitative research was to identify and analyze socio-motivational factors involved in the construction of the career of higher education graduates, as well as the importance of these determinants in the professional path. At the same time, the aim was to identify educational, personal, and social barriers in the process of shaping a professional career.

Following the qualitative study that I conducted, I responded to the interrogation of the research, and at the same time, I confirmed the premise from which I started, namely that the decision of the subjects to build a career was under various social and motivational influences. Thus, the social determinants that I have identified as relevant are family, group of friends, labour market requirements, media, and higher education/ education system. It is the family and the perceived social pressure on her and the social group of belongings that have spoken out in the decision-making process of the subjects. Media, another social factor identified, is generally considered to be an unreliable source of information and influence, as it presents a false reality, distorted information, and promotes only certain professions and desirable fields in the labour market, such as Medicine

or IT. Overall, these social factors have formed a mix of influence, along with the individual judgment of each subject.

The motivational factors I have identified are both intrinsic (work and relationships with people, interest in a career in human resources), and especially extrinsic (salaries, social status, prestige, and career opportunities). I noticed that extrinsic motivation had a very large contribution to the decision to follow the field of human resources.

Following the analysis of all the responses collected, I also identified socio-institutional influences (career patterns) in the career subjects' choices. Some of the respondents had as a career model either family members working in the field, or academics who were important support in terms of their career orientation, or specialists in the field.

Regarding the relationship between studies and the labour market, the subjects consider that there is an imbalance between the university curriculum and the requirements of employers in the field of human resources. However, they consider that the faculty played an important role in their career because it laid the theoretical backgrounds for the exercise of the profession and represented a context meant to facilitate the interaction with human resources specialists. Although the university supports students to have an easier insertion into the labour market through the „Service for students and graduates”, I have noticed from the research that most students do not know the existence of this centre which offers, among other things, counselling and career orientation. In this regard, the centre should be made more visible to students.

A central theory that was a benchmark in the study is Pierre Bourdieu's „Capital Theory”. In his view, there are three types of capital that individuals can accumulate: social, cultural, and economic. The theory helped me both in the design of qualitative research and in interpreting the data I collected. Accumulating cultural capital requires time and investment. The research subjects have accumulated this type of capital by acquiring the diploma at the end of their bachelor's studies, by participating in internships, volunteer programs, training, workshops. The social capital was enriched through the prism of the academics, colleagues, and human resources specialists with whom they interacted. The knowledge networks and professional circles that the subjects formed, facilitated their socio-professional integration. By cumulating the two types of capital, cultural and social, during their studies, some of the graduates found jobs meant to support their financial needs. Therefore, they acquired economic capital based on previous experience.

Following the research, the need for collaboration between faculty, students, and employers was identified to better correlate the educational offer to labour market requirements. This collaboration implies a link between universities and the professional environment to offer internships to students in which they can apply the theoretical knowledge accumulated; so that they have a much easier insertion into the workforce and the lack of practical experience no longer represents the main impediment in pursuing the desired career.

6. Limits and future directions of research

The main limit of the research is that the sample was a small one, strictly delimited. Therefore, the results obtained reflect the social reality only of the profiles that we have included in the research analysis. The epidemiological context was also another limitation in my research, as it did not allow me to conduct face-to-face the interviews, and the activity was carried out on-line, which restricted the obtaining of more extensive information on the topics reached in the interview guide.

The information and data I obtained in this research are relatively few and characteristic of only a small sample, which requires further research. To have a more exhaustive picture of the social and motivational aspects related to career construction and development, it is necessary to expand the research at a macro level; with a diversified sample (students, graduates from several university centres, employers, career counsellors). In this sense, qualitative and quantitative methods and techniques can be combined to have both a descriptive picture of the phenomenon studied and to determine its characteristic parameters, such as frequency or intensity.

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