

Original Article

Descriptive Analysis of the Professional Integration Difficulties of Graduates of Higher and University Education in the Democratic Republic of Congo

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Abstract: The study focuses on the question of professional integration of graduates of Congolese universities. She used a questionnaire survey to collect field data from 30 graduates of Congolese universities. The collected data was processed through content analysis and statistical analysis. The study arrived at the following results: Graduates of Congolese universities have not yet found employment after their work and are not integrated into the job market. Difficulties such as lack of employment, lack of information on opportunities, lack of experience, the nature of the speciality and the training-employment mismatch are those encountered by graduates of Congolese universities.

Keywords: Professional integration, graduates, university, higher and university education.

I. INTRODUCTION

Employment-related problems continue to grow in both industrialized and developing countries, with high numbers of women and men at risk of unemployment or confined to precarious, temporary or poor-quality jobs. In developing countries, where few can afford to be voluntarily unemployed, the problem arises more in terms of underemployment and low-paid or mediocre work in both the modern and informal sectors. This is why the promotion of productive employment for men and women occupies a special place in the ILO's activities.

The Democratic Republic of Congo, like the countries of sub-Saharan Africa, is currently going through a difficult socio-economic situation. The latter is considered a fragile state. Economic and social difficulties remain worrying; the large Congolese population faces challenges, the most important of which are poverty and unemployment. The active Congolese population continues to grow every year, and to this, we must add, in particular, the growth in the number of university diplomas. The problem of integrating young people and their integration into the job market remains one of the major challenges to be addressed.

The job market is a place where supply and demand meet. The latter needs a workforce; individuals invest in education, training, and accumulation of skills to be successful in the workplace and hope to find a good job corresponding to the skills and effort provided; it turns out that the latter poses a problem, and the difficulties of integration are at the root of the current social crises in Africa and the world, and this constitutes a brake on economic growth and has a negative impact on social well-being.

II. REVIEW OF LITERATURE

Socio-professional integration is the successful transition between training and working life. According to Rabah (2002), professional integration is a relatively recent concept that appeared in the 1970s. The analysis of the problem of professional integration began to be felt with the movement of shrinking of the labor market; that is to say, the more the labor market shrinks, the more precarious professional integration becomes. As a result of this situation, young people leaving the education system would find it increasingly difficult to find a job. The population that finds itself in a situation of integration at a given period is most often young and has just left the school system.

According to Fournier and Monette (2000), socio-professional integration is defined as the successful transition between training and working life. They were able to show the importance of training in the process of socio-professional integration. Entering working life requires the individual to have training. Consequently, people with a diploma or qualification would have easier access to permanent, full-time and better-paid employment.



However, within the framework of this study, we consider professional integration as being the way in which young people leaving university enter the professional environment. In this sense, this integration can be characterized, on the one hand, by obtaining a stable job, that is to say, one which corresponds to the level and training required by university graduates, and in which -this is required to remain in a lasting manner and on the other hand to find one which is precarious, in other words, one which does not have a certain duration. For example, part-time employment.

Benhadda-Brun Julien (2017) concluded in his study that professional integration is nowadays a key process to master in order to best enter the job market. Several variables were considered, such as sectors, age, professional experience, and capital. Insertion is a complete and long process, so understanding its roots could help anticipate students' entry into the job market.

Concerned by the situation of graduates in Abidjan, Irigo (2008) studied the professional integration of higher education graduates in Abidjan. This study made it possible to perceive the situation of professional integration of higher education graduates. Nearly 66% of graduates are employed. Graduates generally work in small companies, that is to say, whose workforce does not exceed ten employees. Nearly half of these companies are not declared to the CNPS, which is a sign of the insecurity that higher education graduates face. Holders of a level above the bac+2 integrate better. More than 60% of higher education graduates who have less than the minimum wage as a fixed salary have passed the bac+1/2 level. Underemployment is present among higher education graduates. The share of unemployed is not negligible as it is estimated at 34%. The unemployed are mostly first-time job seekers, relatively young (under 35). Women are more affected by unemployment than men. We have long-term unemployment because more than 78% of the unemployed have been unemployed for at least a year. Salaried employment is the primary aspiration of the unemployed and only 4.7% of the unemployed are interested in self-employment. Nearly a quarter of unemployed people are looking for a job in public administration, and around 35.5% are more interested in a job in a large company. The minimum average income for which they are willing to work is estimated at 207,398 FCFA.

Konde (2013) studied the problem of professional integration of graduates of Higher and University Education in Kinshasa. In his study, he sought to discover the factors that most hamper the professional integration of ESU graduates in Kinshasa. The results obtained by the descriptive studies indicated that discrimination in hiring and the increasing number of university graduates in the job market are considered by the majority of these graduates, i.e. 30.7% and 27.6%, respectively, as being the factors which most handicapped their professional integration. In other words, if university graduates from Kinshasa enter the job market without success, it is because of discrimination in the labor recruitment process, on the one hand, and their offer, which is much higher compared to vacancies within this market, on the other hand.

In addition, the option favored by these graduates (workers 45.5% or unemployed 34.6%) in their search for employment is the mobilization of family solidarity networks and personal relationships. Note that the massive use of this subjective method of job search can be the source of numerous ills, such as the discouragement of those who do not have relationships that can help them find employment, discrimination, and asymmetry of employment. Information, and to a certain extent, it can encourage corruption. In addition, 23% of workers and 7.3% of graduates who are unemployed plan to seek employment by going directly to employers, and those who use competition represent 25% of workers and 16.1% of unemployed. The Internet is considered a means of job searching by 5.8% of workers and 14.6% of unemployed. This low rate of Internet use is justified by the fact that most of these graduates have not yet mastered the use of computer tools. There are 2.9% of workers and 6.1% of unemployed people who use ONEM, and also 2.9% of workers and 5.3% of unemployed people use classified ads to look for work. Let us point out that this low rate of placement agencies undoubtedly comes from their poor knowledge and geographical coverage. This explains the lack of transparency of information within the labor market in Kinshasa and, therefore, in the DRC. Frictional unemployment can only set in. Few graduates seek employment through personal efforts.

In the same vein, 35.3% of these graduates complete additional training. In comparison, 32.3% prefer to complete an unpaid professional internship in order to be more attractive on the job market, and 28.4 % opt to undertake professional training sought by companies. ESU graduates think that employers base themselves less and less on the diploma (7.6%) than on professional experience (72.3%) and personal qualities (13.8%). These graduates (43%) do not voluntarily seek employment because they are waiting for a response to a job application submitted by companies. As a result, they are no longer motivated to look for a job because they are sure that they will be hired using personal relationships as their job search method, and 7.6% do not look for a job because they want to work for themselves. 17.6% give involuntary reasons such as there is no job, there are not enough jobs corresponding to my field of study, and do not think they can get work. This confirms the results of the 1-2-3 surveys carried out in 2012 according to which nearly 5 million people are inactive because they are discouraged by these involuntary reasons.

Of 52% of employed university graduates, 27.9% work in private companies, while those who are no longer young (33.8%) find themselves confined to public administration. 14.7% are in a micro-enterprise or on their own account, and 5.8% have a job in a public company. This low percentage is justified by the fact that young university graduates are less integrated into public companies. Instruction supplemented by additional training formed the statistically insignificant interaction variable. Thus, due to the lack of information which characterizes the Kinshasa labor market, most university graduates undertake additional training which does not meet the requirements of the labor market, which creates an integration obstacle.

From all of the above and based on the relevance of this fact, this study analyzes the professional integration challenges of Congolese graduates. As a result, the integration of young people into employment is becoming more and more difficult, following the increase in the number of graduates looking for work and unemployed. This study attempts to make its contribution to this.

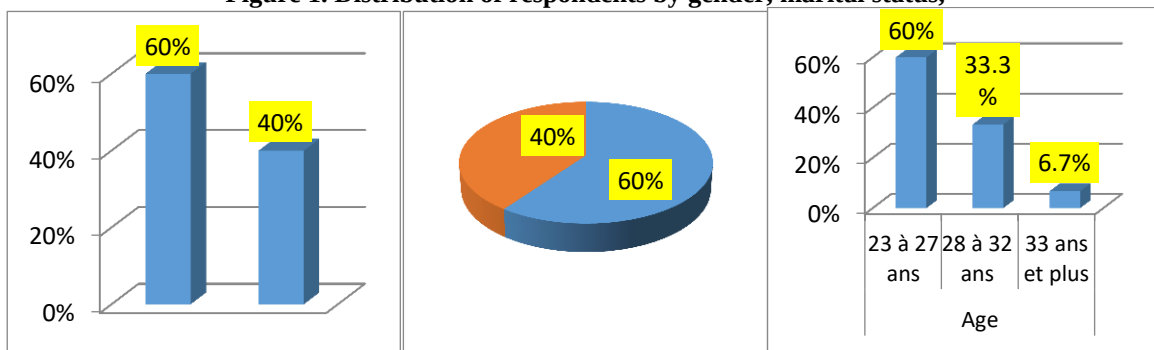
III. RESEARCH METHODOLOGY

Our study population concerns all graduates of Higher Education and University. As it was difficult for us to work on the entire population, it was imperative to draw or extract a sample. The sample for this study includes 30 graduates respectively from three Congolese universities. The data for the study were collected by a survey questionnaire submitted to graduates of the targeted universities. The qualitative data from the semi-open and open-ended questions were analyzed using content analysis. The quantified data from the closed and semi-closed questions were also analyzed using the statistical technique using SPSS 20 software.

IV. STUDY RESULTS

The data in Figure 1 show that 60% of respondents are male, while 40% are female. So, the majority of our respondents are male.

Figure 1. Distribution of respondents by gender, marital status,



Concerning marital status, it should be noted that 60% of respondents are single; on the other hand, 40% of respondents are married. It should be noted that the majority of these young graduates are single. The results in relation to age reveal that 60% of young graduates are aged between 23 and 27 years old. 33.3% of respondents are in the age group of 28 to 32 years, and 6.7% of respondents are aged 33 and over.

Table 1. Employability after studies

Reactions	n_i	%
Yes	8	26.7
No	22	73.3
Total	30	100

Reading this table reveals that 22 subjects, or 73.3%, have not yet found employment since they finished their studies at Congolese universities. On the other hand, 8 subjects, or 26.7%, have found employment since finishing their studies. Therefore, the majority of our respondents have not yet found a job since finishing their studies.

Table 2. Difficulties encountered in the job search

Reactions	n_i	%
Lack of job opportunities	11	36.7
Lack of information on opportunities	10	33.3
Lack of experience	4	13.3
Nature of the specialty	3	10
Training-employment mismatch	2	6.7
Total	30	100

The results of this table indicate as follows, the difficulties that the 30 subjects encountered during the job search. These are lack of job opportunities (36.7%), lack of information on opportunities (33.3%), lack of experience (13.3%), nature of the speciality (10%) and training-employment mismatch (6.7%).

Table 3. Duration before obtaining a job

Reactions	n _i	%
More than 7 years old	9	30
4 to 6 years	2	6.7
1 to 3 years	12	40
Less than a year	7	23.3
Total	30	100

The results of this table show that 40% of respondents waited between 1 to 3 years before getting a job, 30% of respondents waited more than 7 years, 23.3% of respondents served less than a year, and 6.7% of respondents waited between 4 to 6 years to get a job. The vast majority of our respondents, therefore, found employment between 1 and 3 years after their studies.

Table 4. Status of employment opportunities

Reactions	n _i	%
Lots of opportunities	24	80
Little outlet	2	10
No outlet	2	10
Total	30	100

This table tells us that 80% of respondents affirm that there are many opportunities in the job market; 10% of respondents say that there are few opportunities; other respondents (10%) think that there are not even any outlets.

Table 4a. Weaknesses of the State regarding the professional integration of graduates

Reactions	n _i	%
The state does not have enough accurate information on the unemployment rate	9	30
Favoritism in recruiting new candidates	8	26.7
The Congolese state does not provide jobs for new graduates, even if the job is found to not correspond to the individual's field of study.	7	23.3
The state does not create and does not have enough jobs	6	20
Great negligence and corruption have grown	6	20
The integration system is done by commission or by relationship	6	20
Lack of adequate training in entrepreneurship	5	16.7
There is too much shenanigans in the job market	5	16.7
Use of agents who should already be retiring	4	13.3

The results of this table reflect the criticisms made against the state regarding the professional integration of graduates. According to them: the state does not have enough accurate information on the unemployment rate (30%), favoritism in the recruitment of new candidates (26.7%), the Congolese state does not provide jobs for new graduates, even if the job does not correspond to the individual's field of study (23.3%), the state does not create and does not have enough jobs (20%), great negligence and corruption which has grown (20%), the integration system is done by commission or by relationship (20%), absence of adequate training on entrepreneurship (16.7%), there is too much fraud in the job market (16.7%) and use of agents who should already be retiring (13.3%).

Table 4b. Weaknesses of universities regarding the professional integration of graduates

Reactions	n _i	%
Lack of improvement in teaching style	7	23.3
The lessons are not given by specialists	7	23.3
Training-employment mismatch	6	20
Virtual non-existence of practical teaching theories	6	20
Lack of professionalism in teaching management	6	20
Does not prepare students to take their first step into the world of work	5	16.7
Teaching does not make students competitive	5	16.7
Lack of quality teaching in relation to the sector	4	13.3
Tolerance and facilitation of corruption	4	13.3

A dead, vast education which does not allow on the job market	4	13.3
Points are given for free	3	10
Teaching too theoretical	3	10

It can be seen that the respondents made criticisms of the GEEOT department regarding the integration of graduates. They detected the following flaws: lack of improvement in the teaching style (23.3%), teaching is not given by specialists (23.3%), training-employment mismatch (20%), almost no non-existence of practical teaching theory (20%), lack of professionalism in the management of teaching (20%), does not prepare students to face their first step into the world of work (16.7%), teaching does not competitive students (16.7%), lack of quality teaching in relation to the sector (13.3%), tolerance and facilitation of corruption (13.3%), dead, vast teaching which does not suitable for the job market (13.3%), points given for free (10%), teaching that is too theoretical (10%).

Table 4c. Weaknesses of graduates regarding their professional integration

Reactions	n _i	%
Lack of desire to train, lack of developing a spirit of research	6	20
Refusal to face the world of work	6	20
Lack of serosity, discouragement and giving up	5	16.7
The laziness	5	16.7
Unable to create jobs themselves	4	13.3
Laziness, because in their heads, there is only corruption	4	13.3
No research spirit	4	13.3
Most of these students do not know what they came to do	4	13.3
Lack of wanting to learn	3	10
Lack of will, intellectual instability	3	10
Lack of spirit of innovation and learning in their studies	3	10
Lack of wanting to be trained and train themselves	3	10
Do not take their studies seriously	3	10
In this area, the student has a large part of the responsibility because it is his future that is at stake (unconsciousness)	2	6.7
Graduates do not master the lessons learned	2	6.7

This table shows the criticisms made against graduates of Congolese universities. The respondents identified the following flaws: lack of desire to train, lack of developing a spirit of research (20%), refusal to face the world of work (20%), lack of serosity, discouragement and decline arms (16.7%), laziness (16.7%), unable to create jobs themselves (13.3%), laziness, because in their heads there is only corruption (13.3 %), no research spirit (13.3%), most of these students do not know what they came to do (13.3%), lack of desire to learn (10%), lack of will, intellectual instability (10%), lack of a spirit of innovation and learning in their studies (10%), lack of wanting to be trained and train themselves (10%), do not take their studies seriously serious (10%), in this area the student has a large share of responsibility because it is his future that is at stake (unconsciousness) (6.7%), graduates do not master the lessons learned (6, 7%).

Table 5a. Proposals to the state in the context of professional integration

Reactions	n _i	%
Motivate agents and put them in good conditions	6	20
The state must realize the very high rate of unemployment and take the necessary measures to create jobs.	6	20
Create new jobs in various sectors	5	16.7
Send all these old people into retirement so that there are vacant places	5	16.7
Take care so that the insertion can take place correctly	4	13.3
Rehabilitate businesses	4	13.3
ban corruption because everything must be earned	4	13.3
Create jobs	3	10
Avoid the system of integration by commission or relationship	3	10
Expand the job market	3	10
The state must review its employability system	2	6.7

The results of this table present the proposals made to the state concerning the professional integration of Graduates. This involves motivating agents and putting them in good conditions (20%); the state must realize the very high rate of unemployment and take the necessary measures to create jobs (20%), create new jobs in various sectors (16.7%), send all these old people into retirement so that there are vacant places (16.7%), ensure that integration can go well (13.3%), rehabilitate businesses (13.3%), ban corruption because everything must be earned (13.3%), create jobs (10%), avoid the system of

integration by commission or relationship (10%), expand the job market (10%), the state must review its employability system (6.7%).

Table 5b. Proposals to universities in the context of professional integration

Reactions	n _i	%
Provide training adapted to the course of study	6	20
Adapt training to the world of work	6	20
Prepare young people for practice and the realities of work or employment	6	20
Adapt teaching that prepares the student to conquer the job market	5	16.7
Implement managerial strategies for good participatory management	5	16.7
Add special seminars to students in the subjects of entrepreneurship and job search technique	4	13.3
Review the teaching program	4	13.3
Avoid corruption	4	13.3
Give practical lessons	3	10
Improve the quality of teaching	2	6.7

This table lists the proposals concerning the professional integration of graduates. This involves providing training adapted to the field of study (20%), adapting training to the world of work (20%), preparing young people for practice and the realities of work or employment (20 %), adapting teaching that prepares the student to conquer the job market (16.7%), provide managerial strategies for good participatory management (16.7%), add special seminars for students in the subjects of entrepreneurship and job search techniques (13.3%), review the teaching program (13.3%), avoid corruption (13.3%), give practical lessons (10 %), improve the quality of teaching (6.7%).

Table 5c. Proposals for graduates in the context of professional integration

Reactions	n _i	%
Beyond studies, professional training must be added	6	20
Assimilate the lessons well in order to be valid in the world of work	6	20
Give yourself to work and conquer work	6	20
Master your domain	5	16.7
Make efforts to learn, research and further deepen their knowledge	5	16.7
To continuously train in subjects that are not taught at universities	4	13.3
Surpass yourself outside the student zone	4	13.3
From getting involved to being a researcher beyond the courses given at the university	3	10
Remove the spirit of corruption	3	10
Give yourself to studies	2	6.7

The data in this table includes the proposals made by the respondents to graduates of Congolese universities. They say this: beyond studies, we must add professional training (20%), assimilate the lessons well in order to be valid in the world of work (20%), give ourselves to work and conquer work (20%), master their field (16.7%), make an effort to learn, do research and further deepen their knowledge (16.7%), to continuously train in subjects that are not taught at the universities (13.3%), surpassing oneself outside the student area (13.3%), getting involved in being a researcher beyond the courses given at the university (10%), removing the spirit of corruption (10%), devote themselves to studies (6.7%).

V. DISCUSSION OF RESULTS

In this section, we discuss the results of the study. The study sought to examine the integration process of graduates from Congolese universities. On this, the results found showed that graduates of Congolese universities have not yet found employment after their work and are not integrated into the job market. These results are different from those of the study by Irigo (2008), who studied the professional integration of higher education graduates in Abidjan and concluded that nearly 66% of graduates were already employed. These graduates generally worked in small companies, that is to say, with a workforce of no more than ten employees.

Furthermore, the study attempted to identify the difficulties that graduates encounter in their professional integration process. However, the results revealed that difficulties such as lack of employment, lack of information on opportunities, lack of experience, nature of speciality and training-employment mismatch are those encountered by graduates of Congolese universities. Konde's study (2013) showed that discrimination in hiring and the increasing number of university graduates in the job market are considered by the majority of these graduates, respectively 30.7% and 27.6%, as being the factors which most handicap their professional integration. In other words, if university graduates from Kinshasa enter the job market without success, it is because of discrimination in the labor recruitment process, on the one hand, and their offer, which is much higher compared to vacancies within this market, on the other hand.

Considering the results of the study, the following model of professional integration difficulties should be identified:



Figure 2. Theoretical model of graduates' professional integration difficulties.

VI. CONCLUSION

This study analyzed the question of professional integration of graduates of Congolese universities. She used a questionnaire survey to collect field data from 30 graduates of Congolese universities. The collected data was processed through content analysis and statistical analysis.

The study arrived at the following results: Graduates of Congolese universities have not yet found employment after their work and are not integrated into the job market (73.3%). Difficulties such as lack of employment (36.7%), lack of information on opportunities (33.3%), lack of experience (13.3%), nature of the specialty (10 %), and the training-employment mismatch (6.7%) are those encountered by graduates of Congolese universities.

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