

Employability of University Diplomas Outgoing on the Labor Market in Likasi / DRC

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Abstract: *The labor market remains a crossroads for job seekers and jobseekers who adopt behaviors that allow one to obtain a skilled workforce and others to access jobs through their skills. It is in this logic that this article on "Employability of outgoing university graduates on the labor market in Likasi" appears. A cross-sectional survey of 50 outgoing graduates from Likasi University using the 9-item questionnaire reveals that these graduates are not able to meet the immediate needs of the labor market in Likasi due to the lack of transversal skills demanded by this market*

Keywords: Employability, labor marketing, university.

1. Introduction

University education continues and completes the training of individuals started since kindergarten or primary school. Graduates of university education, knowing that they graduate from higher education, feel more valued by society and generally develop a high self-esteem (Kanga, 2014).

Currently on the labor market, employers impose conditions and criteria for the selection of out-going graduates, including work experience for a certain period of time, implicitly implying that these outgoing graduates are questioned, which has prompted us to reflect on university education and employability of outgoing finalists in the labor market in Likasi because we observe that these graduates take a long time without finding work.

The university is a group of schools named, according to the countries, faculties or colleges, which provide the higher education Larousse (1968); a group of schools belonging to higher education grouped together in an administrative district (Larousse illustré, 2009), a public higher education establishment grouping several schools (Dictionnaire Universel, 2010). We consider the university as a school higher education or university education aimed at training the managers of a country and promoting scientific research.

The university environment is thus a place of formation par excellence, a harmonious formation of Congolese man useful to himself and to the society for which he is destined, reason why, Decroly quoted by Theunissen (1986) revealed the fundamental idea of his pedagogy which is to help the child to become aware of his environment in which he lives and to integrate.

The author argues that this is done in three stages, namely:
Observation,
Association in time and space,
Expression or abstraction.

It is in this context that Khan (2013) recalls that when people talk about education, they often mix several ideas.

- The first touch to learning and teaching,

- The second is that of socialization,
- The third is the diploma.

At the end of their university education, graduates of our educational system are poured into the labor market to sell their skills and their work force.

Many authors agree to define the labor market as a place of confrontation (often concrete or real and possibly abstract or potential) where transactions take place between the sets of offers and individual or collective applications for employment Meeting place of resources and manpower needs (Kabambi, 2000, Bremond, Couet, and Salort, 1998).

Silem and Albertine (1999) define the labor market as a conventional expression applying to all employment problems, whereas in neoclassical theory, the labor market is the equilibrium mechanism of the labor supply and the demand for work. The labor market is the employment situation in a given region (Larousse encyclopédique en couleurs, 1979).

Instead of adapting and integrating into the environment for which they are destined, graduates of our educational system go through three periods of unemployment: the unemployed, middle unemployment and chronic unemployment according to Adou quoted by Kanga (2014). . The duration of each of these periods varies.

However those mentioned by Adou correspond to the reality of the Democratic Republic of Congo more precisely that of the city of Likasi. For example, recent unemployed graduates with duration of less than two years are considered, with average graduates ranging in duration from two years to three years and those with chronic unemployment are those with duration of more than three years.

Employability is defined as the individual's ability to acquire and maintain the skills needed to find and keep a job (Robert, 2013).

For Tshilonda (2014), employability is the ability of an individual (or a group of individuals) to hold a job. This ability requires a constant review of one's skills and

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knowledge for adaptation. Permanent to the current dynamic technological evolution. This poses a lot of problems for young people who finish higher and university education, which seemingly do not know the current situation of the labor market, and stigmatize the selectivity of unemployment that would only hit the category of young people.

Employability is measured by the average duration of unemployment. On the theoretical level, it expresses the unity of work capacity and willingness to work as it includes degrees. Employability varies in relation to:

- At age: old workers (over 50) are underemployed.
- To the sexes: women are underemployed,
- Physical abilities: the underprivileged are underemployed,
- socioprofessional characteristics: maneuvers whose vocational training is very insufficient are also
- Ethnically or nationally: foreigners and migrants are also affected. The variations are very important according to the trades and the branches of activities. The Tshilonda study showed that the employability of Congolese graduates would decline, which is why Congolese law would raise the probationary period for new recruits to their positions at six months.

From the foregoing, a double concern has been the subject of this reflection:

- Are Likasi university graduates able to meet the immediate needs and expectations of employers in the labor market in Likasi?
- Would their level of initial training, their intellectual and social capacities allow them to access the available jobs and adapt to the labor market in Likasi?
- In light of these two concerns raised above, the outline of responses is summarized as follows:
- Likasi university graduates would not be able to meet the immediate needs and expectations of the labor market and employers on the labor market in Likasi
- their level of initial training as well as their intellectual and social capacities would not allow them immediate access to available jobs and adapt to the labor market in Likasi because it would require transversal skills not mastered by the graduates of our Likasi education system.

In answering this double questioning, our objective is to describe the current trend of the labor market by scrutinizing the employability of graduates coming out of our educational system in order to propose types of qualifications and psychological profiles sought on the labor market. in Likasi which is in perpetual evolution.

To reach the goal we set ourselves, we surveyed the young finalists of the University of Likasi using a questionnaire consisting of five items to capture the acquisition of transversal skills to materialize the employability of applicant's job.

2. Methodology

The target population was 1344 graduates from Likasi University, registered at the National Employment Office in 2015 in the city of Likasi, who were supposed to be looking for a job in the labor market, of which 208 women

represented 15.5% and 1136 men represented 84.5% and their ages ranged from 18 to 49 years.

This survey was conducted using a random sample of 50 participants, graduates from Likasi University, including 30 graduates and 20 graduates enrolled at the National Employment Office in 2015. This sample consisted of 12 women and 32 men, men aged between 24 and 49 years old. The statistical analysis was performed using the Chi-square test to test the difference between the frequencies observed.

Two indicators of the research were retained namely:

- The means of easy access to employment operated by items 1 to 5,
- And the acquisition of transversal skills by outgoing graduates of the University operated by items 5 to 9.

3. Results

At the end of our field trip, the following results were observed:

With regard to access to employment through the National Employment Office, the table below gives us the content:

Table 1: Easy access to employment through the National Employment Office

Reviews	Frequency	%
Yes	42	84
No	8	16
Total	50	100

The table above shows that 84% of the participants in this study hope that registration at the ONEM is an easy way by which they can find employment through this state office. With a $dl = 1$, le $\chi^2_{obs}(23, 12) > \chi^2_c(3, 84)$; $p.05$. We see a very significant difference between participants hoping to get a job through ONEM and those who do not expect it. The null hypothesis is rejected.

Table 2: Existence of the official directory of trades at the National Employment Office

Reviews	Frequency	%
Yes	50	100
No	0	0
Total	50	100

All the participants affirm the absence of an official directory of trades at ONEM in Likasi.

Table 3: Micro survival strategy

Reviews	Frequency	%
Yes	33	66
No	17	34
Total	50	100

From this table, it emerges that 66% of the unemployed interviewed use some micro strategies to survive so that the tiny portion is 34% of them say they do nothing.

Calculating the difference gives the $\chi^2_{obs}(23, 12) > \chi^2_c(3, 84)$; $p.05$, with a $dl = 1$, the null hypothesis is invalidated; which implies that there is a significant difference between

the unemployed who resort to micro survival strategies and those who are idle.

Table 4: Existence of State Strategies for Supervising the Unemployed

Reviews	Frequency	%
Yesi	13	26
No	37	74
Total	50	100

The results of this table show that 74% of the unemployed interviewed say that there are no state strategies of their management despite a fringe of 26% of them who think that there are some strategies of supervision of the unemployed.

Table 5: University Education Related to Jobs Offered

Reviews	Frequency	%
Tes	20	40
No	30	60
Total	50	100

Regarding the university training of the unemployed who register at ONEM Likasi, 60% of the participants in this study say that their training does not correspond to the few jobs that are offered in Likasi, so that the 20 participants remaining or 40% of them claim that their university courses better match the jobs offered in the labor market in Likasi.

With a $dl = 1$, the $x_{obs}^2(2) < x_c^2(3, 84)$; $p.05$. The null hypothesis is rejected, so there is not a significant difference between the participants who say that their university education corresponds to the jobs offered on the labor market in Likasi and those who say the opposite.

Table 6: Existence of additional training

Reviews	Frequency	%
Yes	11	22
No	39	78
Total	50	100

The results in this table show that 39 participants or 78% of the respondents never received additional training in their initial training so that 11 participants or 22% say they have already taken other additional training.

With a $dl = 1$, the $x_{obs}^2(15, 68) > x_c^2(3, 84)$; $p.05$. The null hypothesis is rejected, so there is a significant difference between participants who say they have received additional training and those who have never experienced it.

Table 7: Mastery of Word and Excel

Reviews	Frequency	%
Yes	18	36
No	32	64
Total	50	100

Regarding the control of office automation and Excel, 32 participants or 64% of our study say they do not master both modules despite 18 participants or 36% who confirm that they master this program.

With a $dl = 1$, the $x_{obs}^2(3,92) > x_c^2(3,84)$; $p.05$. The null hypothesis is rejected, so there is a significant difference

between the participants who claim to master the computer programs of management and those who are ignorant of these programs.

Table 8: Mastering another foreign language than French

Reviews	Frequency	%
Yes	19	38
No	31	62
Total	50	100

As far as the mastery of a foreign language is concerned, the results show that 19 participants (38%) say they can master another foreign language that can be used in active job search, although the vast majority, 31 participants %, do not speak any other foreign language other than French.

With a $dl = 1$, the $x_{obs}^2(2,88) < x_c^2(3,84)$; $p.05$. The null hypothesis is rejected, so there is no significant difference between participants who have mastery of another foreign language and those who only know French.

Table 9: Advanced Training Course by the Unemployed

Reviews	Frequency	%
Yes	8	16
No	42	84
Total	50	100

With respect to post-graduation, many of the unemployed, with 42 participants representing 84%, say they have never completed a refresher course while 8 or 16% said they have done so.

With a $dl = 1$, the $x_{obs}^2(3,92) > x_c^2(3,84)$; $p.05$. The null hypothesis is rejected, so there is a significant difference between participants who have already completed a refresher course and those who have never done so.

The synthetic results are as follows:

- Difficult access to employment despite registration at the National Employment Office,
- The absence of the Official Directory of Professions (ROME),
- The majority of people registered with the National Employment Office are in the period of average unemployment,
- Micro survival strategies depleting and sinking into misery,
- The lack of state supervision strategies,
- Non-harmonious university education,
- The lack of additional training,
- Lack of mastery of transversal skills, (computer: Word and Excel, another foreign language than French),
- The absence of a refresher course to keep his skills intact.

4. Discussion

These results demonstrate to the naked eye that the fields of study which are more embraced by the graduates of our university education are mainly theoretical and non-technical whereas the labor market of Likasi offers technical jobs which are the least interesting for the students. University of Likasi. University graduates are looking for clerical jobs, this raises the problem of the foundations of educational and vocational guidance which must take into

account aspects such as individual differences, socio-economic balance, social justice and information needs.

Young people who enroll in this university, must have information on the areas in which they are strong and those in which they are weak. This information should be brought to their attention objectively by guidance counselors, unfortunately the Democratic Republic of Congo in general and the city of Likasi in particular do not have guidance centers, which can provide young people who embrace university education of information about their aspirations and professions that may correspond to their aptitudes.

In this logic, Bernaud and Lemoine (2007) confirm that the mission of the guidance counselor is:

- To get young people in difficulty to progress in their professional integration path,
- To help young people at work in project development by putting them in contact with the educational and professional environment,
- To identify the opportunities for fruitful interactions between these three components to initiate consistent professional trajectories and generate satisfactions for the interlocutors,
- create a permanent reception, information and orientation (PAIO),
- To provide opportunities for the skills of young people who need the information,
- To give the idea of the professions that would please ignorant young people the reality of the labor market in Likasi.

The second aspect covered by the information concerns studies. The subject must be informed about the organization of the studies, the specific requirements, the necessary preliminary training.

The third aspect of information concerns the professions. The current number of professions is impressive, as are the various business sectors.

The individual needs to know, what are the professions of which he has knowledge and some others that he would ignore. This task could correct some erroneous information.

Lastly, the individual should be informed of the possibilities offered by his or her environment to do a particular study or profession because there would be no point in doing studies whose profession does not exist in the community or which requires very high costs.

On the same occasion, we must provide clear information about the possibilities of employment at the end of his training because having studied and ending up without work, leads to unfortunate consequences and an imbalance of personality while the family of the individual would lose all his investment in this capital which will not be beneficial to them.

Long unemployment would make access to employment very difficult because of the decline in employability as it is established that there is a negative correlation between duration of unemployment and employability (Tshilonda,

2014), the more lag in unemployment, the more the aspects of employability are lost, although employment is a public service for the following reasons (Kanku, 2006, Rivero and Walinne, 2004):

- It is governed by official texts including the constitution, the code of labor and social security and other legal texts,
- It is of public utility and that the life of all the nation depends on it, it is like the health, the teaching...
- It aims to satisfy the general interest, as such, it meets certain criteria such as equality, continuity, free, adaptability or change, regularity etc.

For this, our University must focus on the pedagogy of mastery as supported by Mwenze (2007) who continues to condemn the intellectual overproduction that emanates from the negative pedagogy, promotional that characterizes the Congolese education system. Here, the school produces independently of the real needs of society, the school is modeled on a curriculum that does not reflect the needs and realities of the society of its establishment.

Many young people coming out of this discounted education system fail to get into the labor market not only because of lack of employment but also because of the lack of skills required for the scientific qualifications obtained at the school. The result of the events also organized so as to favor a mass education and not an elitist education.

Khan (2013) emphasizes the three aspects of education that are confused at the present time because they are run by the same institutions and are going to university according to her for:

- To learn: at this level, the school achievements are the prerequisites for any insertion in the professional world by allowing for this effect, the individual to integrate into a community of men,
- discover life: this discovery of life is an aspect that seems to be neglected in our country where the teaching of a theoretical nature still takes precedence over technical education although we begin to reorient the learners towards the technical sections. It is through the practical lessons, the internships of professionalisation that we will be able to link this theoretical teaching with the practice which will facilitate the young people to undertake their own activities in case they are not hired in the companies and institutions which exist.
- to obtain a diploma: the diploma is an attestation of the acquisitions allowing to the one who holds it, the enjoyment of all the advantages and the privileges attached to it on conditions that it demonstrates the possession and the putting into practice of the knowledge of which it is supposed to control .

The school being in, for, and by the society, when we forget that it must be assured according to what will be the society of tomorrow, in its conception and its organization, will lead to a divorce between it and the Life says Mwenze (2007).

Our educational system must therefore be placed in its environment in order to scrutinize all the professional sectors that make up the social microcosm, in order to adapt the fields of study to the professions we find in the labor market, which would favor professional integration and, moreover, the development of our society through the fruits

of our educational system. This presupposes that the University masters the needs of society with regard to the workforce in order to translate this into concrete skills to be acquired.

In these days, the results of pedagogical school work are diplomas conferred on anyone who succeeds in tests which, in the majority of cases, do not seem to reflect what they are capable of on a professional level. Why Khan (2013) insists on the pedagogy of mastery, a theory that the learner must master a concept very well before submitting another more elaborate one.

Ideally, graduates who leave our education system at any level of education, demonstrate mastery of the skills in the areas of their training, both theoretically and practically to successfully deal with problems they meet in their socio-professional life as argued by Mwenze (2007).

These graduates from our educational system are considered in school planning as outputs that the theoretical model Mwenze (2007) subdivides into three categories:

- 1) The identical output: which is the type of finished product of the school, identical to its source society and embodies and reflects the social values and institutionalized norms constituting benchmarks of its society, consistent with its environment and able to contribute to the permanence of this one and to the continuity of the culture.
- 2) Constant output: This finished product of the school is epistemologically constant. It does not reflect his society, his background, his school or his training and transformation circuit. It is the product of the promotional school.
- 3) For this type of output, we can speak of wastage in the economy of education following the antithetical cleavage between the educational ideal and the actual achievements of the subjects. This output, presents shyness, speculation, digression, complaints, idleness as characteristic psychological traits,
- 4) The modifying output: it is the result of a pedagogy in evolution. This result indicates that the school has achieved its mission. The topics that come out of it are specific responses to the expectations of parents, society and the professional world.

The modifying output is subject of which its training base is pedagogical revisionism. He is dynamic, animator and operator in the development of society. He has the baggage, the performance and skills to think and act as an educated and knowledgeable man.

He has the ability to conceive, organize, and make do, to become, to challenge, to question the usual realities of his society, to analyze, to consider the formulas of therapy, to decide and to proceed in the process of solving problems that arise in his social, technical and professional life. He is therefore a repository of the necessary knowledge that he uses at every moment in case of need, it comes from the pragmatic and revolutionary and Reconstructionist school.

As such, the modifying output is the product that will put an end to the crying in case of absence of employment contracts because it will know by its capacity of creative imagination,

to set up a project of self-employment which him First and foremost, it will solve its own employment problems and those of its community.

5. Conclusion

Our thinking focused on the university education and employability of graduates leaving the labor market in Likasi.

The twofold concern that was the subject of this reflection was summarized as follows:

- Are graduates of higher education and university education system Congolese able to meet the immediate needs and expectations of employers in the labor market in Likasi?
- The level of initial training, their intellectual and social abilities would they allow them to access available jobs and adapt to the labor market in Likasi?

From this dual concern, it emerges that the majority of Likasi university graduates are unable to meet the immediate needs and expectations of employers in the labor market in Likasi because the results show that their level of training meeting of limits which result in the following:

- Non-harmonious university education,
- The lack of additional training,
- The lack of mastery of transversal skills, (computer: Word and Excel, another foreign language than French),
- The lack of a training period,
- Difficult access to employment despite registration at the National Employment Office,
- The absence of the ROME at the ONEM which would serve in the orientation of the learners,
- Micro survival strategies depleting in the miserabilism,
- The lack of state supervision strategies.

Our aim was to describe the current labor market trend by scrutinizing the employability of graduates coming out of our educational system in order to propose types of qualifications and psychological profiles sought in the labor market in Likasi which is in perpetual evolution. to boost the development of our society through our own development.

A survey of unemployed people leaving the University of Likasi registered at the ONEM was carried out using a questionnaire consisting of seven items to capture the acquisition of transversal skills to materialize the employability of job seekers revealed the mixed employability of outgoing graduates.

For better access to employment and the development of our society, our university should, apart from the general knowledge offered by each faculty, focus on transversal skills that would improve the employability of graduates of our system. teaching and developing by practical means, the proactivity of the latter after extensive research to adapt our training system to the needs of society.

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