

# Professional Aspirations of the Girl-Mothers of the Gambela II Neighborhood in Lubumbashi

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**Abstract:** *In Lubumbashi, we observed a large number of girl-mothers in school. Referring to the African tradition, still valid in the Democratic Republic of Congo, when a girl gives birth without being married, this early motherhood often poses many problems. In particular: family members accuse each other, everyone blames the other, the family is dishonored and the girl who is expecting family is left to herself. Hence, the pregnant girl is obliged to break her studies. After having a child, some courageous girls go back to school to continue their studies in their old fields. Others change training courses. But there are also those who permanently stop their studies. In the present research, we are concerned with whether female mothers who are returning to school and those who leave school definitely want to practice a profession after experiencing a form of marginalization in society. If they want to pursue a profession, we also want to find out what types of trades they want to pursue and why they choose these professions. These are the main reasons that justify this study.*

**Keywords:** aspiration, profession, professional aspiration, mother-daughter

## 1. Introduction

The future of the child in society according to Mr. Mwewa (2009), depends on the supervision provided by his parents and the environment in which he lives. This is how children grow up and become mature people.

From birth, the child has rights and duties. For example, parents must clothe, feed, pay for education by ensuring his education to grow in good conditions, that he is also a valuable person in the society where he grows up and that he comes from a well-made man. At the end of this process, the child becomes involved in the active life, that is, he must put into practice what he has received from his parents as education and what he has learned to school to get involved in the work.

Some children fail to achieve a level of student learning following the difficulties of various orders they encounter in life. We mention, for example, the poor supervision that can be caused by parental unemployment and that leads them to not fulfill their duties towards children; the death of parents etc. but other children abandon their studies by their will, but if the parents supervise them efficiently and meet their needs. In this case, girls are in certain situations that may require them to drop out of school early, such as unwanted pregnancies: once pregnant, the girl cannot continue education because of her pregnancy current state and the consequences that flow from his social relations.

NgolaKaseba (2009, p.4), points out that when a teenager is pregnant during her schooling and becomes a mother, society taxes her as a prostitute and puts her on the sidelines. And especially in the traditional society where the girl was exclusively intended for marriage and her education was done only according to this role, prostitution of the girl was not only prohibited, but also considered a taboo and a social misfortune for all his family; and his integration into society was inadmissible.

For some girls, after giving birth, they aspire to go back to school, continue their studies in their old sectors. Others are changing sectors and are looking to specialize in other technical fields such as cutting and sewing, etc. Note that girls choose areas that allow them to meet their needs and those of their children more easily. Their choices of professions are made not only to meet needs, but also to have a consideration in society. In scientific research, it is necessary to review ideas formulated by our predecessors, in order to facilitate our course of action. That is why we are devoting this point to the presentation of the studies that have already been done before us, by the other researchers with regard to our subject of study. And finally we present the difference between their studies and ours. NgolaKasebaFélicité (2009), in "contexts and presentations of the placement of the girls-mothers of the house KilelaBalanda used the observation method and the technique of maintenance. His sample was 15 subjects and his goal was reached in these terms, the girls who give birth while they are still students are excluded to the school circuit following a pregnancy to the detriment of a boy. MaseleMwewaDorothee (2009): "Representations around the early maternity of two daughter-mothers of the NGO Réconfort in Lubumbashi". For the verification of his hypothesis he used methods of observation and investigation, and the techniques of interview, interview and questionnaire. His hypothesis was confirmed at the end of his study in these terms: early motherhood outside the marriage of the girl-mothers is a problem situation, which causes a lot of troubles in the family. People accuse each other, seek to blame the other because a norm has been broken and the family is dishonored. Unlike our predecessors, we talk about the career aspirations of girl mothers in Lubumbashi.

C. Weber (2004, p.474), emphasizes the importance of a profession by saying that, the process of professionalization, the transition from a traditional social order where the status of each depends on the tasks that he performs, and where they are allocated according to "rational" criteria of skills and specialization. In turn E. Durheim (2004, p.474),

specifies by saying: "the professionalization cannot be analyzed only as a tendency to the qualification, it constitutes also a movement towards a certain one tertiarisation". In the face of this reality, which affects many girls in the Democratic Republic of the Congo in general and the city of Lubumbashi in particular, girls who have children without marriage are referred to as "child-mothers". We are interested in these girls because we observe them in large numbers in the districts of urban communes, in schools and school complexes, in secondary schools where they study at the secondary level.

Some girls in the city of Lubumbashi often find themselves in this situation that are caused by the different problems they encounter in society or in their social life such as:

- Socio-political problems; In this regard, we refer to the example of girls who are subjected to sexual violence and who fall involuntarily pregnant. This situation is frequent in Democratic Republic of the Congo in general and more particularly in the zones with conflict of war as in Beni for example.
- Socio-cultural problems such as the perception that some parents do not value the education of girls with the traditional ideas that; the girl was exclusively destined for marriage, and her education were only in that role;
- Socio-economic problems, such as the difficulties parents have in meeting the needs of their children. Some girls, for example, try to meet their needs on their own; they engage in sex before marriage and often become pregnant unwanted.

In our opinion, the girl-mother referred to in this research is any single girl who has one or more children during her school career. They become mothers in a way that is unacceptable to society and unwanted by them. They are mothers differently than others, those who are married and who give birth to their children by being married. For girl-mothers, having a child is a "problem situation" because it can disrupt the girl's living conditions, her morals, her school aspirations, or even her psychological state, which can also be disturbed by the fact that she is surprised by a new situation she did not expect. But, for a married mother, this is not the case because it is allowed in society, which is why her maternity is observed or understood in a manner desired all over the world, as that of a mother-daughter or of a single mother hence the need to pay attention to his situation.

In view of what we have just mentioned, we ask ourselves the following questions: What are the professions that the girls-mothers of Lubumbashi wish to exercise in the community where they live? Why? This research pursues three objectives below: List the occupations that girl mothers aspire to practice in the community in which they live. Classify these occupations according to their order of appearance and identify those which are predominant, and; explain the choice of these trades.

In this research, the hypothesis is an interim response that we seek to confirm or refute after its verification by means of certain scientific methods. We believe that the girl-mothers would like the profession of seamstress, beautician as well as that of teacher who would allow them to fulfill the

household task and even overcome their frustration. This is our research hypothesis.

Since the methods and techniques depend on the objectives pursued, we use the survey method that will enable us to list the occupations aspired to by the child-mothers, and the descriptive method to classify these occupations in their order of appearance and in identify those that are predominant. The technique is defined by A. Lalande (2006, p.1106) as "a set of well-defined and transmissible processes, intended to produce certain results deemed useful". In terms of techniques, we use the questionnaire, structured interview and observation to achieve the above objectives.

Our research is conducted at Gambala II, Lubumbashi. It is here that we met the girl-mothers who are the subject of our study and to whom we are interested in order to discover their professional aspirations and to classify them according to their order of appearance and also to detect those which are predominant. to explain the choice of these trades.

In any investigation, the researcher determines the population to which his study is directed. With that, we will first define the population before describing it or clarifying it. According to R. Muccheilli (1971, p. 204), the study population or the survey universe is the group of human groups concerned by the objectives of the survey, all the people to whom it refers. we want to observe. As each group, society or team acts in its own way, this reason pushes us to reduce our field of investigation, so we consider all of the girl-mothers who live in the Gambela II neighborhood as our study population. We choose this entity because it is where we met them in large numbers.

The possibility of studying a representative sample of population is required according to Raymon Q-L (2006, p.174), when two conditions are met:

- When the population is very important and you have to collect a lot of data for each individual or unit.
- When, on the points which interest the researcher, it is important to collect an image generally in conformity with that which would be obtained by questioning the whole population.

For the sample of our study, we selected 42 female mothers from all of those living in the Gambela II neighborhood. We shot these 42 subjects in an occasional way; they actually participated in this research and constitute the sample that we present in the table below.

**Table 1:** Presentation of the sample

| Categories of Teenage Mothers             | Frequencies |
|---|-------------|
| Educated                                  | 23          |
| Having already completed a training cycle | 11          |
| Not Educated                              | 8           |
| Total                                     | 42          |

This table tells us that there are 23 out of 42 female mothers who are still in school, another 11 have already completed a training cycle, and 8 girls-mothers are no longer in school.

In this methodology part, we present the methods and techniques that we support during the writing of this article. We discuss them in detail in the following lines.

### a) Methods

In this research, we use two methods: the psychosocial and descriptive survey. As pointed out by C. Javeau (2004, p.829), the method is an approach that aims at the established level, rigorously an object of science of social creativity studied according to a reasoning on this object in a more repulsed possible way. These methods are chosen to lead us to grasp the objective facts of our research. The survey has several levels that can be used to describe an opinion or feelings experienced by a group of individuals. With this in mind, we used the psychosocial survey method by going to the field. We went down to the Gambela II neighborhood where we were in contact with the girl-mothers in order to discover the professions to which they aspire. We also used the descriptive method. This method allowed us to describe the occupations that the girl-mothers of the Gambela II neighborhood in Lubumbashi wish to practice and we have classified them according to their order of appearance.

### b) Techniques

Knowing that any method is abstract, it only has value if it is materialized by the techniques. Thus P. Brouillard (1977, p.76), says that techniques are considered as not practical and empirical methods, measuring instruments, social phenomena used for the collection of data and their counting. Regarding the techniques, we chose the questionnaire, the structured interview and the observation. These techniques have been used to produce information commonly known as girl child research data in a scientific way.

## 2. The Results

In this par, it is first a question of presenting the data of our research in the various tables, then of analyzing them and finally proceeding to the interpretation of results.

### 2.1. Justification of the data processing technique

The responses of the girl-mothers were defined according to the level of aspirations of each of them. These responses allowed us to discover the different types of occupations that aspiring mothers want to have and classify them according to the order of preponderance or appearance.

Afterwards, we took care to record in these different categories of responses the frequencies relating to all the communication units related thereto. These frequencies were compared using the Chi-square test whose mathematical expression is according to KambuluNshimba (2019, p.21):  $\chi^2 = \sum \frac{(fo-fe)^2}{fe}$  avec  $dl = K - 1$ .

According to this formula:

- Frequencies observed (fo) = are obtained by observation or by direct experience;
- Expected or theoretical frequencies (fe: expected frequencies) = they are inferred or inferred from certain hypotheses or from a theoretical principle. These are,

indeed, the frequencies that each class would have if, in the same sample, the null hypothesis was absolutely verified. They are fictitious;

- The number of degrees of freedom (dl) = is the number of independent values free to vary. This is actually the number of classes or cells minus the number of restrictions. For Anglophones, it is  $df = \text{degree of freedom}$ ;
- Confidence level refers to the separation limit between a frequent difference and a rare difference expressed in probability. It can be more severe, severe or less severe.

The use of the Chi-square test is explained by the fact that these were the frequencies of the opinions expressed by the mothers-mothers on their career aspirations.

This tool revealed whether there is exactly a systematic difference between the occupations that are desired by the Gambela II girls. In other words, the chi-square helped us discover if there is a profession that is more chosen than the others.

### 2.2. Presentation and analysis of data

In this part, we proceed to the presentation and analysis of data before moving on to the last point concerning the interpretation of results. To make our text more and more understandable, we organized the data obtained in the field in relation to previously defined themes.

#### 2.2.1. The scholarship

Through this first theme of analysis, we want to realize if all the mothers-girls we met are actually enrolled in a school. Thus we formulated the question as follows: "Are you still on the school bench?"

The answers of our subjects are presented in the table n ° 3.1.

**Table 2: Schooling**

| Replie  | Frequencies |
|---|-------------|
| YES   | 23          |
| No, I'm not studying                          | 8           |
| No, I have already completed a training cycle | 11          |
| <b>Total</b>                                  | <b>42</b>   |

This table tells us that 23 out of 42 girls-in-school are in school, while 8 others are not, and 11 other mother-girls have already completed a training cycle. Being in the presence of three groups forming three different types of opinions, we were forced to use the chi-square test to find the group that dominates. Applying his mathematical expression is  $\chi^2 = \sum \frac{(fo-fe)^2}{fe}$  with  $dl = K - 1$ , we realized that the calculated value of 9 is greater than the critical value of 5.99. We reject the hypothesis of nullity. We conclude that there is a significant difference between these three groups. The dominant group is that of the girl mothers who are in school, followed by the one who constitutes the mother-girls who have already completed a training cycle, and finally the mother-girls who are not in school.

Because some of them have already obtained their state diplomas after having been a mother outside of marriage, the

others continue their studies either in the old channels or they studied before being a mother, or in our field of specialization easily leading to the exercise of a specific profession. Although they do not have a job yet, they told us that they also want to do the job.

**2.2.2. The professions which girls get involved**

At this level, we present the occupations that the mothers-in-law of the Gambela II neighborhood desire to exercise in their lives. We present these jobs in three different tables that will be repeated in the following ways:

- The first matrix includes the occupations that are chosen by the girl-mothers who are still in school;
- The second relates to the desired jobs for unmarried girls who are not in school, and;
- Finally, the third table shows the occupations that are desired by the girl-mothers who have already completed a training cycle.

**Table 1:** Professions selected by schooled merry girls

| Professions  | Frequencies |
|--------------|-------------|
| Seamstress   | 5           |
| beautician   | 3           |
| teacher      | 3           |
| model maker  | 2           |
| Marqueteuse  | 2           |
| Secretary    | 1           |
| Hostess      | 1           |
| Journalist   | 1           |
| No opinions  | 5           |
| <b>Total</b> | <b>23</b>   |

By observing the information in the table above, we realize that there are 5 girls-mothers 23 who are in school who want to become a seamstress, 3 others wish the professions of beautician, 3 girls-mothers have chosen the teaching profession, 2 girls-mothers per story prefer to be a Model-maker, 2 others think to be a marquetry in a company, a mother-daughter wants to become a secretary in a company, she is followed by another who expires to the profession hostess, while another prefers to be a journalist. And finally, 5 of the 23 girls who are in school have expressed their opinions on this subject.

**Table 2:** Occupations in which aspirates non-scolarized mother-girls

| Occupations  | Frequencies |
|--------------|-------------|
| shopping     | 2           |
| Household    | 2           |
| cooker       | 1           |
| Baby sitter  | 1           |
| musician     | 1           |
| farmer       | 1           |
| <b>Total</b> | <b>8</b>    |

This matrix gives us the information that, 2 out of 8 girls-mothers who are not in school want to become trades, 2 others, on the other hand, think to become housewives, another mother-daughter wants to be a cook in a big restaurant, she followed by another who has chosen to be a babysitter, a mother-daughter wants to be a musician, and finally, another wishes to become a farmer.

The table below lists the occupations desired by all three categories of child mothers. We compare them, by the same token, in order to determine their order of importance.

**Table 3:** Les Professions Auxquelles Aspirent Les Filles-Meres Ayant Deja Finies Un Cycle De Formation

| Professions     | Fréquences |
|-----------------|------------|
| Couturière      | 5          |
| Esthéticienne   | 2          |
| Commerçante     | 1          |
| Informaticienne | 1          |
| Enseignante     | 1          |
| Magasinière     | 1          |
| <b>Total</b>    | <b>11</b>  |

Ce tableau nous renseigne que 5 filles-mères sur 11 qui ont déjà finies un cycle de formation, aspirent à la profession de couturière, 2 filles-mères sur 11 veulent être esthéticiennes, 1 autres par contre souhaitent devenir commerçante, 1 fille-mère désire être informaticienne, 1 autre fille-mère pense être enseignante et enfin, une autre fille-mère souhaite être magasinrière.

**Table 4:** Professions according to their appearance order

| Professions     | Fo        | fe        | (fo-fe) | (fo-fe) <sup>2</sup> | (fo-fe) <sup>2</sup> /fe |
|-----------------|-----------|-----------|---------|----------------------|--------------------------|
| Seamstress      | 10        | 2,47      | 7,53    | 56,70                | 22,96                    |
| beautician      | 5         | 2,47      | 2,53    | 6,40                 | 2,59                     |
| teacher         | 4         | 2,47      | 1,53    | 2,34                 | 0,95                     |
| shopping        | 3         | 2,47      | 0,53    | 0,28                 | 0,11                     |
| model maker     | 2         | 2,47      | -0,47   | 0,22                 | 0,09                     |
| Marqueteuse     | 2         | 2,47      | -0,47   | 0,22                 | 0,09                     |
| Household       | 2         | 2,47      | -0,47   | 0,22                 | 0,09                     |
| Secretary       | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| Hostess         | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| Computer cience | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| magasinière     | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| Journalist      | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| cooker          | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| Baby sitter     | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| musician        | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| farmer          | 1         | 2,47      | -1,47   | 2,16                 | 0,87                     |
| Without opinion | 5         | 2,47      | 2,53    | 6,40                 | 2,59                     |
| <b>Total</b>    | <b>42</b> | <b>42</b> |         |                      | <b>37,3</b>              |

It can be seen from this table that there are 10 out of 42 girl mothers who want to be seamstresses, 5 want to become beauticians, 4 daughters-mothers want to be teachers, 3 others want to become tradesmen, 2 daughters -mères wishes the profession of marqueteuse in a company, they are followed by 2 others who have chosen the profession of housewife, 1 daughter-mother seeks to be secretary in a company, she is followed by another who aspires to become hostess, 1 other wants to be computer scientist, 1 mother-daughter wants to be a storekeeper, 1 wants the profession of journalist, she is followed by another who wants to be a cook, 1 other mother-daughter wants to become a babysitter, she succeeds the one who has chosen to become a musician, and 1 mother-daughter wants to be a farmer. And finally, 5 girl-mothers did not give their point of view about their career aspirations.

In the presence of different groups of opinions, we used the Chi-square test to find the most dominant profession. After the calculations, we realized that:

- Decision:  $\chi^2 = 37, 3 > \alpha_{.05} = 26,30$ . we reject the nullity hypothesis,  
 - Conclusion: yes, there is a dominant group. The observed difference is not random. In other words, the types of employment chosen by the girl-mothers, there is one that is more dominant. The profession of seamstress dominates, followed by those of teacher, shopkeeper and beautician. In turn, they are followed by other jobs that were not at all representative as can be seen in the matrix above.

It should be noted that the mother-girls do not choose these professions for pleasure. The two main reasons that explain their choices are:

- The girls-mothers wish to exercise these professions, because they will allow them to fulfill also the household task, and;
- The second is that related to the training stream in which each mother-daughter has been trained or continues to pursue training. Let's give the example of those who choose the profession of seamstress: they have been or continue to continue their training in the sector of cutting and sewing. These are the two main reasons that justify the aspirations of the mother-girls we met.

### 2.3. Results interpretation

The dependence of community members is strength. The human being is called to forge lasting relationships with others, to learn to be in harmony, to conform and to adopt the behaviors of others.

The results of our research reveal a presence of career aspirations among the girl-mothers.

This is because of falling back on oneself in community. In the case of unmarried mothers-in-law, neither by their parents nor by the boys who are the perpetrators of their pregnancies, they are looking for ways to find money to meet their needs and those of their children. In order to gain respect from members of the community, and to seek consideration from others, girl-mothers find the desire to practice the different professions in the environment in which they live.

That being the case, the mother-girls choose the professions that allow them to have more money, especially as soon as possible and in most cases they choose the technical professions.

The choice of these professions is justified by the fact that the girl-mothers seek:

- Carried out occupations that allow them to also perform the housework task. In other words, they do not want to practice professions that may have many constraints.
- The second reason is related to the training path in which each mother-daughter has been trained or continues to pursue training. Let's give the example of those who choose the profession of seamstress, because they have been or continue to continue their training in the sector of cutting and sewing. These are the two major reasons that justify the aspirations of the girl-mothers we met.

According to the logic of their choices, we found that they opted more for cutting and sewing, followed by aesthetics and finally teaching. The other professions that were chosen were not much more prominent. These include the professions of model maker, marqueteer, housewife, secretary, hostess, computer specialist, storekeeper, journalist, cook, babysitter, musician, and that of farmer.

It should be noted that the mother-girls also choose their studies by looking for a specialization in the fields of technical studies in order to exercise the professions mentioned above. Those who do not go to school choose occupations that do not require a professional qualification. We mention the profession of babysitter and shopkeeper, for example.

This would be supported by Lukoba Chabala M (2012, p.5), "not all subjects are able to do any study or practice all professions; there are studies and professions that are suitable for each individual in view of his abilities and his interests".

That being so, girl-mothers would not make their choices, only to meet their needs easily, or to have some consideration in society, so their choices would not be made by prestige. In other words, they choose professions based on their abilities and interests as well. The choice of everyone would be justified by the individual differences that are the most salient facts in the human community.

It is therefore appropriate for the girl-mothers who make their choices and the parents or the community who do it in their place to master all these factors in order to promote their social and professional reintegration. Because by exercising a profession, the mother-girls also make themselves useful to the community. That is, they become able to meet their own needs, those of their children, as well as those of the community where they live.

The society that would be responsible for these girl-mothers, must protect them and give them the chance to specialize in their desired areas in order to get them to use their skills, to be at the forefront of new technologies, to use new methods to have even better results, and enjoy the new blood.

In this regard, our observations are consistent with the arguments of Boaz (2013, p.26), who believes that business leaders should harmonize and improve human relations, in particular by creating, developing and maintaining harmonious relations between all members corporate; hiring competent staff and using their efforts efficiently; developing to the maximum the personality of each individual including reconciling with the physical and social environments.

Our conclusions support, in fact, the results of previous studies. We confirmed our hypotheses that the mothers-to-be would have professional aspirations, or would like to be a seamstress, a beautician, as well as a teacher, who would also allow them to perform household chores. "

### 3. Conclusion

This study focused on the career aspirations of the girl-mothers in the Gambela II neighborhood of the city of Lubumbashi. This environment was chosen because it was there that we had the opportunity to meet a large number of school-girl mothers, and even those who are no longer because of many reasons that we do not find important to mention in this study so as not to stray from our primary goals.

The objectives were first to identify the occupations that the mothers-to-be want to exercise in the community where they live, then classify these professions in their order of precedence.

We started from the hypotheses that the mothers-in-law would have career aspirations, or they would like to be a seamstress, cook in large organizations, and / or even become a teacher.

Survey and descriptive methods through the use of written documentation and structured interviewing were used to produce the data, and to strip them. We counted the suction frequencies of the alternatives yes or no. In the presence of diverging opinions, we also used the chi-square test to find the group that predominated among many others.

After analyzing and interpreting results, we came to the following conclusions: most of the girl-mothers, and particularly those in the Gambela II neighborhood, aspire to a profession.

The professions aspired to by these young mothers would be those of: Seamstress, Beautician, Teacher and traders...

These professions are the most desired because they allow the girl-mothers:

- To fulfill also the household task. In other words, they do not want to practice professions that may have many constraints.
- The second reason is related to the training path in which each mother-daughter has been trained or continues to pursue training. Let's talk about those who choose the teaching profession for example, their choice is justified by the fact that they have been or continue to continue their training in general pedagogy. These are the two main reasons that justify the choice of professions mentioned above.

The exclusion or poor supervision of the mother-daughter in the community would not allow her to realize her aspirations and to express her talents in her favor and in favor of the society in which she lives.

We hope that the society in which these young mothers evolve facilitates and promotes their social, academic and professional integration, while showing them their will, to help them to become so autonomous.

We cannot claim to have met all the aspirations of the mother-girls in the community; we have only looked after their career aspirations. Nevertheless, we have opened the

way and believe that further studies may complement this, in order to clarify the issue of aspiration of the girl-mothers in the community.

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