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**Perceived self-efficacy and volition in the job  
search process among post-graduates:  
An exploration of employability intentions among  
young Cameroonians**

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**Abstract.** Socio-professional integration is today, better than in the past, a social issue, a thorny issue that worries and leaves no one indifferent. It is a problem as old as the world, but which is still outdated because so far, we have not yet managed to control it in order to reduce it. According to the National Institute of Statistics (INS, 2010), about 75,000 young people arrive on the job market each year and nearly 40% of unemployed young people are higher education graduates. This research makes it possible to postulate that perceived self-efficacy is a determining factor in the volition of the job seeker.

**Keywords.** perceived self-efficacy; effectiveness; economic volition; employment.

**JEL.** B41; B53; E32; E52; E65.

## **1. Introduction**

**S**ocio-professional integration is today, better than in the past, a social issue, a thorny issue that worries and leaves no one indifferent. It is a problem as old as the world, but which is still outdated because so far, we have not yet managed to control it in order to reduce it. In this logic, socio-professional integration appears to be a major issue, not only for students, but also for government authorities and higher education establishments in particular, universities because it is increasingly and permanently very problematic. In Cameroon, the economic crisis that hit the country between 1985 and 1994 reduced the chances of young people to have access to salaried employment (DSRP). Attempts to remedy this problem have given rise to the establishment of numerous public policies in the fields of education, the labor market and even training systems. These include mainly the National Employment Fund (FNE); the National Observatory for Employment and Vocational Training (ONEFOP); the Integrated Support Program for Actors in the Informal Sector (PIASSI); the Rural and Urban Youth Support Program (PAJER-U). However, it is clear that the integration of young people remains worrying in view of the alarming unemployment rate. Indeed, the combined efforts of the public authorities have not succeeded in reducing unemployment. Thus, 30% of individuals spend an average of 2 years

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unemployed (ECAM2, 2005) and the average duration of unemployment is 38.5 months; and at the same time, 52.2% of the unemployed are the first job seekers (INS, 2010). Higher education graduates are not spared; they are the most affected. According to the National Institute of Statistics (INS, 2010), nearly 75,000 young people enter the labor market each year and nearly 40% of unemployed young people are graduates of higher education. Indeed, the large number of university graduates (massification of graduates), the mismatch between training and market needs, the increasingly increasing demands of employers, the scarcity of job offers and many others explain partly this unpleasant situation. All this inevitably leads to concern about the employability of young graduates.

Employability was defined by Hillage & Pollard (1998) based on three elements. These elements are: the ability to obtain an initial job, very often conditioned by the educational system; the ability to keep one's job and grow professionally within the same organization; and the ability to find another job if necessary. Gazier (2004) for his part apprehends employability as "the relative ability of an individual to obtain a job, taking into account the interaction between his individual characteristics and the labor market". In all cases, employability is the ability to perform a job and to respond adequately to the requirements of that job. It helps individuals navigate a turbulent job market (Fugate *et al.*, 2004). Dealing with the employability of students requires identifying the determining factors. Indeed, the studies carried out in this direction focus on factors internal and external to the student. Thus, students' self-perception of employability is the intersection of several factors that interact with each other. For Rothwell (2009), the factors that are likely to influence the student's self-perception of employability are, among others, professional knowledge, the possibility of learning, the university institution attended and mastery of the job search techniques. Furthermore, Mâalejet Boudabbous (2011) looks at self-confidence and the situation of the external labor market. To these factors are added uncontrollable factors such as gender, age, ethnic origin and many others. This research is particularly interested in academic training, which remains an important element in the context of the perception of student employability.

Academic training being the prerogative of universities, Bekolo (2002) points out that the latter have a duty to provide training to young people in such a way as to enable them to enter the job market. Following the same logic, Reverdy (2014) thinks that universities now have a third mission, after research and teaching, to integrate and monitor students in their professional life. However, we realize that this is really not the case. This is why some people think that it is the University which rather favors the difficulty of professional integration since the level that one has just after the baccalaureate generally exceeds that after license, because generally arrived at the university, the learners think that they are already at the top and they don't have to try too hard anymore. The central question that guides this research is worded as follows: how does efficiency affect the transition to job search among young graduates? To come to the academic framework, Martinelli & Prost (2010) think that the contents of the lessons differ from one academic course to another. In this sense, it can be said that academic training makes it possible to establish disparities or to differentiate individuals in terms of the duration of unemployment or the ease of access to employment. Thus, the self-perception of employability is differentiated from one student to another

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depending in particular on the training course. To this end, students with a university degree in psychology, sociology and anthropology experience a higher unemployment rate than students in other training courses (Martinelli & Prost, 2010).

## **2. Theoretical framework**

### **2.1. Understanding self-perception theory**

Self-perception theory is a theory that arises from the criticisms and shortcomings of cognitive dissonance theory. It was developed in 1967 by Bem based on the work of Fritz Heider (1958). Self-perception or self-perception theory states that people develop attitudes by observing their behavior while describing which attitudes may have caused the reaction. Indeed, when uncertainty exists as to attitudes or emotions, the individual tolerates inferences from his behavior and the circumstances in which this behavior occurred, in order to interpret them. And this phenomenon occurs especially when the perceived internal messages are ambiguous or too weak to prevail. Thus, an individual can end up believing what he says, simply by listening to himself say it; even if it is not in line with its fundamental values. It is in this way that a process of what one believes in develops by listening to one's own words and this draws a perception that one will have of oneself. Also, according to Bem, people don't think much about their attitudes; unless they conflict. His idea is that people develop attitudes by observing their behaviors and linking them to the attitudes that caused them; especially when the clues are light and confusing. In this circumstance, individuals are seen as external observers of their own behaviors and they must then assess themselves afterwards. It is a question here of basing oneself on external indices to evaluate its capacities, potentialities, in short its own or internal state. Thus, self-perception theory suggests that people adapt their attitudes without having access to cognitions or mood states. The interpretation that can be given is that individuals infer their attitudes or even their perceptions of their behaviors.

Thus, if graduates are questioning their employability, it is because they have difficulty integrating professionally. That said, students will have a good perception of their employability if they are convinced that they are suitable for certain jobs with the academic training they have received. Here, then, students who guarantee practical potential will also have a good perception of their employability and will be willing to consider academic training as a factor in their aptitude for trades. Moreover, following the same logic as Bem and basing himself on the theory of cognitive dissonance or induced submission, Aronson (1969) reformulated the theory by linking it to the concept of the self; which then clarifies the dissonance that appears between two cognitions. To translate Aronson's idea, knowing that academic training is supposed to be professionalizing, the student should be able to integrate professionally without the need for another (professional) training. The bad perception of the employability of the student would then come from the paradox which arises from the impossibility of this one to integrate directly after his academic training, in spite of its professionalizing character

## 2.2. Contribution of the theory of self-perception in self-perception

The theory proposes that individuals watch their actions as an outsider might observe a character and draw conclusions. Because, the individual becomes what he wants to become from our self-observations and not from our free will and the state of moods at the same time. And when we observe ourselves and draw conclusions afterwards, this has a very positive consequence: we realize that many judgments made about ourselves are not always true and can be wrong. The state of cognitive coherence is maintained by the fact that the attitude somehow justifies the behavior. Thus, a student who is accustomed to applying for job offers or going to companies to file his job applications will always do so until he has a job because he is used to it. to do so and that he sees no obstacle to doing so. The theory of attribution therefore finds fertile ground here in the case of a situation of low involvement. A student who perceives himself weakly will not dare to apply for job offers or to file job applications in companies because he has only followed academic training and therefore he is not operational. It is in this sense that Folkes (2014) points out that most research on attribution deals with how people form causal inferences. And according to him, there are three types of antecedents for causal inferences: motivations, information and prior beliefs.

## 2.3. Self-perception: influence of our own actions on the image we have of ourselves

Bem showed that we model postures towards ourselves and others in the same way through observation. Very often, by observing his own behavior, the individual comes to certain conclusions about himself. Thus, individual actions influence the image that one has of oneself. For example, when the individual demonstrates acts of courage, it is very likely that his general posture goes in the direction of justifying his actions: the individual has the feeling of being more courageous. And the more often he performs courageous acts, the more he rewarding image of himself will be reinforced. To come to the present research work, when a student is autonomous and capable of initiative and innovation, he dares to apply in companies and look for job offers; we understand that he sees himself fit to occupy a position, from which he sees himself efficient and operational. And the more regularly he does these exercises, the more his impressions of his employability will change positively and he will see himself employable sooner than he remains feeling sorry for himself and thinking that he can never find a job with the training he needs. 'He had. Bem calls this mechanism self-perception theory. Thus our behaviors can modify our postures over time. It is therefore possible to initiate a change by acting on behavior. For example, it is possible to reflect on his recurring behaviors and then draw conclusions about his personality. Then take action to live your values on a daily basis and improve your self-esteem. In this way, we can determine the values that are relevant, the qualities that we wish to develop and then the actions to be implemented to modify our habits, our postures and improve our self-esteem. In this effort, an optimistic state of mind is of great help. To do this, you have to know how to rely on your own resources, that is to say, constantly seek the opportunity to get out of your comfort zone; being aware of one's emotions and needs; ...

#### 2.4. Feeling of self-efficacy related to hiring

Self-efficacy is the feeling of feeling ready, of knowing that we can do many things in many areas. So, this feeling allows you to make good decisions in difficult situations, even in the context of employability. Many job offers exist in many ways: through friends, relations, social networks, etc. In addition, many longitudinal studies have proven that perceived efficacy better predicts hiring among job seekers. Kanfer & Hulin (1985), for example, tested employees for their perceived effectiveness in exploring various aspects of job search. Admittedly, many other factors likely to contribute to hiring were detected, but the feeling of efficiency appeared to be the only significant factor in subsequent hiring. Indeed, the higher the perceived efficacy, the greater the job search behavior and the higher the hiring rate. For his part, Clifford (1988) also realized that unemployed people convinced of their effectiveness in finding a job were more likely to be employed; whereas neither the cause of unemployment nor general personality characteristics exerted an influence on their rehiring. In addition, researchers from the Michigan Institute for Social Research have set up a multi-faceted program to immunize workers against the demoralizing effects of job loss in order to restore their effectiveness in finding quality employment while relying on relative knowledge of personal effectiveness (Vinokur, *et al.*, 1991). These workers therefore received training on how to do an effective job search and they also participated in role plays. They were able to identify potential obstacles and therefore developed problem-solving techniques aimed at finding alternative solutions that enabled them to persist despite disappointments during their search. In follow-up evaluations conducted shortly after the program and several years after, project participants had a higher sense of job search efficacy, had also found jobs faster and of better quality than those who did not. had not followed the program. Van & Vinokur (1992) found that the effect of this rehiring program on job search behavior was entirely mediated by perceived self-efficacy. The greater participants' beliefs in their effectiveness in doing actions that bring employment, the more positively they viewed job search efforts. Of course, the mediating role of efficacy beliefs was confirmed after controlling for the effects of age, gender, family income and level of education. The brief conclusion to retain is that the feeling of perceived efficiency exerts a great weight in determining the employability of individuals, whether they are students, graduates or unemployed.

### 3. Hypothesis and objectives of the study

This research work mainly involves two variables: an independent variable and a dependent variable. The independent variable of our study is the following: academic training. And the dependent variable is entitled as follows: level of self-perception of students' employability. Knowing that the university is the place par excellence of the expression of the educational policy of the State, part of the responsibility of the State which is to ensure the professional integration of young people is given to the universities, even if this responsibility can be assumed by various institutions. Thus, on the pedagogical level, each university must define its general training policy according in particular to the strategic sectors of activity, emerging issues, etc. This is what led Zuinen & Varlez (2004) to say that training is a set of measures adopted with a view to acquiring a professional qualification for workers. It

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involves teaching or equipping an individual with skills and knowledge. Thus, this research work aims to make the professionalizing color of academic training. In other words, as academic training aims to professionalize with the L-M-D system, students must now be able to integrate easily without the need for other (professional) training. Thus, the objectification of this vision gives the opportunity to formulate the hypotheses according to which: the level of self-perception of students' employability is determined by the knowledge contained in the lessons (HR<sub>1</sub>), the level of self-perception -perception of student employability is influenced by the professionalization of teaching (HR<sub>2</sub>), the level of self-perception of student employability is impacted by the type of pedagogy favored in teaching (HR<sub>3</sub>), the level of self-perception of students' employability is determined by the professional socialization of trainees (HR<sub>4</sub>)

### 4. Methodology

#### 4.1. Study website

A Cameroonian university chosen at random served as the site for this study, it is the University of Maroua in Cameroon. The University of Maroua has 7 establishments, including 4 faculties and 3 Grandes Ecoles. Regarding the faculties, there are among others the Faculty of Economics and Management (FSEG) / Maroua, the Faculty of Sciences (FS) / Maroua, the Faculty of Legal and Political Sciences (FSJP) / Maroua and the Faculty of Arts and Letters and Human Sciences (FALSH) / Maroua. As for the Grandes Ecoles, we have the Ecole Normale Supérieure de Maroua (ENS), the National Higher Polytechnic School of Maroua (ENSPM) and the Faculty of Mines and Petroleum Industries (FMIP) transformed into the National Higher School of Mines and Petroleum Industries (ENSMIP)

#### 4.2. Participants and sampling technique

Our sample was composed of 71 third-year undergraduate students in psychology, sociology and anthropology. The sampling technique we adopted for this study is the probabilistic one. And more precisely the cluster method. The participants were between 20 and 27 years old. 41 (57.7) were male and 30 (42.3) were female. 38 students were enrolled in psychology, ie 12 (16.9) in social psychology and 26 (36.6) in developmental psychology. 27 students were enrolled in sociology, 7 (9.9) in political sociology, 9 (12.7) in sociology of development, 6 (8.5) in sociology of organizations and 5 (7.0) in urban sociology and rural. In anthropology, we selected a staff of 6 students, ie 2 (2.8) in visual anthropology and 4 (5.6) in social and cultural anthropology.

#### 4.3. Material and procedure

*Scale of perception of training.* 18 items have been designed by us, based on recruitment criteria in the fields of the Faculty of Arts of the University of Maroua, with the aim of evaluating the perception of training in relation to employability among young students. All the statements are coded upside down, they nevertheless attest to an acceptable homogeneity ( $\alpha = .66$ ) for an exploratory study. Participants must position themselves on a 7-point Likert-type scale ranging from 1. Strongly disagree; to 7. Strongly agree passing respectively through: 2. Disagree; 3. Slightly disagree; 4. Neither disagree nor agree; 5. Slightly disagree; 6. In agreement,

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*Scale of self-perception of employability.* 5 items were designed by us, based on recruitment criteria in the departments of the Faculty of Arts of the University of Maroua, with the aim of evaluating young students' self-perception of employability. All the statements are coded upside down, they nevertheless attest to an acceptable homogeneity ( $\alpha = .66$ ) for an exploratory study. Participants must position themselves on a 7-point Likert-type scale ranging from 1. Strongly disagree; to 7. Strongly agree passing respectively through: 2. Disagree; 3. Slightly disagree; 4. Neither disagree nor agree; 5. Slightly disagree; 6. In agreement,

### 4.4. Ethical considerations

The participants of the study were informed beforehand verbally of the objective of the study, the confidential and voluntary nature of their participation, as well as the possibility of withdrawing from the study at the desired time. Subsequently, they were given an informed consent form which they had to read and sign if they approved their participation in the study.

### 4.5. Data analysis

In this study, we carried out a correlation analysis. This correlation analysis is undertaken between the different variables of the study (FA and ANAE). It made it possible to test whether these different variables are linked, through the estimation of the Spearman coefficient ( $r$ ) under SPSS 23. This analysis is a preliminary condition for a mediation analysis.

## 5. Results

**Table 2.** Results of the analysis of the correlation between the research hypotheses

		value	Asymptotic standard error	T approximated	Approximate meaning
Ordinal by Ordinal	Kendall's Tau-B	,786	,024	22,120	,000
	Spearman correlation	,849	,026	13,369	,000 <sup>c</sup>
Interval by Interval	Pearson's R	,808	,020	11,405	,000 <sup>c</sup>
HR <sub>2</sub> crossing (PE x ANAE)					
		Valeur	Erreur standard asymptotique <sup>a</sup>	T approximated <sup>b</sup>	Approximate meaning
Ordinal by Ordinal	Kendall's Tau-B	,860	,033	21,837	,000
	Spearman correlation	,903	,032	17,450	,000 <sup>c</sup>
Intervalle by Intervalle	Pearson's R	,862	,026	14,125	,000 <sup>c</sup>
Number of valid observations		71			
HR <sub>3</sub> Croisement (SP x ANAE)					
		Value	Erreur standard asymptotique <sup>a</sup>	T approximated <sup>b</sup>	Approximate meaning
Ordinal by Ordinal	Kendall's Tau-B	,795	,032	11,301	,000
	Spearman correlation	,849	,035	13,322	,000 <sup>c</sup>
Interval by Interval	Pearson's R	,833	,023	12,514	,000 <sup>c</sup>
Number of valid observations		71			

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		Value	Erreur standard asymptotique <sup>a</sup>	T approximated <sup>b</sup>	Signification Approximate meaning
Ordinal by	Kendall's Tau-B	,930	,021	24,694	,000
Ordinal	Spearman correlation	,962	,015	29,264	,000 <sup>c</sup>
Interval by Intervalle	Pearson's R	,930	,018	20,999	,000 <sup>c</sup>
Number of valid observations		71			
a.	The null hypothesis is not considered.				
b.	Using the asymptomatic standard error in the null hypothesis.				
c.	Based on normal approximation				

The table above shows the relationship between the knowledge contained in the lessons and the level of self-perception of students' employability. The observed data show a correlation coefficient different from zero ( $r = 0.84$ ). This value is high; indicating that there is a strong relationship between these two variables. Indeed, the value  $r$  being different from zero, we accept  $H_a$  and we reject  $H_0$ . Moreover, the value  $P$  ( $0.00$ ) which is the probability of making an error being below the significance level, this result can be generalized to the entire population.

The data in this table describes the link between the professionalization of teaching and the level of self-perception of student employability. Thus, the correlation observed in this table indicates that there is a very strong link ( $r = 0.90$ ) between the two variables. In other words, the value of  $r$  being already greater than zero, we reject the null hypothesis ( $H_0$ ) and we accept the alternative hypothesis ( $H_a$ ). Moreover, the value of the significance level ( $P=0.00$ ) being lower than the alpha value ( $0.05$ ), the results can be generalized to the entire population.

The table submitted for our assessment here presents the correlation between the type of pedagogy favored in teaching and the level of self-perception of student employability. The data observed in this table show that there is a strong relationship ( $r = 0.84$ ) between the two variables. This implies that we reject the null hypothesis ( $H_0$ ) and we accept the alternative hypothesis ( $H_a$ ) which states that there is a significant relationship between the type of pedagogy and the level of self-perception of the student employability. The value of the significance threshold  $p$  ( $p = 0.000$ ), being lower than alpha ( $0.05$ ), we conclude that the results obtained from the sample can be generalized to the entire population. The table above presents the relationship between the professional socialization of trainees and the level of self-perception of student employability. It appears that there is a very strong link between the two variables because  $r = 0.96$ . This means that we reject the null hypothesis ( $H_0$ ) and we accept the alternative hypothesis ( $H_a$ ). This amounts to saying that there is a significant relationship between the professional socialization of the trainees and the level of self-perception of the employability of the students. Moreover, since  $p = 0.00$  which is less than the value of alpha ( $0.05$ ), we deduce that the results obtained from the sample can be generalized to the entire study population.

## 6. Discussion

After verification of research hypothesis No. 1 according to which the knowledge contained in the teachings modify the level of self-perception of employability, it is confirmed. Since the variable "teaching content" is broken



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down into three indicators: knowledge, know-how and interpersonal skills, it has been established that the relationship is more significant between the level of self-perception of employability and the know-how and the skills. On the other hand, this relationship is very weak when we compare theoretical knowledge with the level of self-perception of employability. Indeed, skills or aptitudes are normally acquired in the context of academic training if such is the case that the lessons are now professionalizing. It is moreover in this sense that Dunne & Rawlins (2000), think that it is the responsibility of higher education to develop in the student, the capacities and professional skills allowing him to meet the professional requirements or employer requirements. In addition, Gilbert (2016) considers that higher education must provide the student with the four (04) major educational areas of knowledge, know-how, being and interpersonal skills. However, the results reveal to us that the teachings are much more theoretical. To take another orientation but complementary to the previous one, let us call upon the idea of Bem (1967) with his theory of self-perception. As we said above, the author argues that people do not generally think about their attitudes; but they can at least think about it when these conflict. Within the framework of our study, there are indeed two facts which are in contradiction: the training which should normally lead to employment, and finally this training which does not lead to employment as expected. Indeed, as academic training is professionalizing, graduates should no longer need another (vocational) training to integrate professionally. But the sad reality is that they are faced with the unfortunate fate that leads academics either to unemployment or to vocational training necessarily, even necessarily. In this circumstance, graduates are seen as outside observers of their own reality and most believe that after academic training the chance of finding a job is very low. Therefore, after their academic degrees, they perceive their chance of being employable at a very low level. The self-perception theory does not allow us to rely on cognitions or moods to account for our attitudes. Thus, the theory would allow for example that the individual is based on the objective factors. In this sense, students can rather consider elements such as the professionalization of teaching, the knowledge contained in the teaching, the preferred type of pedagogy, etc. to assess their level of self-perception of employability. In this logic, considering all these elements, the students actually surveyed maintain that academic training does not contribute much to their professional integration. It is therefore for this reason that after their academic training, they do not really see themselves as employable; hence the low level of perception they have of their employability. Based on the results obtained from the data collected, theoretical knowledge constitutes the majority of teaching in universities; although new government policies require a shift to more practical teaching in order to operationalize students. The analysis and interpretation of hypothesis No. 2 allowed us to confirm that the professionalization of teaching influences the level of self-perception of student employability. When we address issues related to the contribution of the professionalization of teaching, we enter fully into the fundamental elements of teaching that provide practical knowledge to students. Indeed, there is no longer any need to demonstrate that the professionalization of teaching is an essential factor for the professional integration of young people. This is what justifies Cameroon's adherence to the License Master Doctorate (LMD) system in 2007. The aim was to professionalize the teaching in order to promote better

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integration of graduates into the job market. If the professionalization of teaching is slow to take the oil stain in the context of academic training, does this mean that students must sit idly by to wait for employment to come and find them at home? Impossible thing, the theory of causal attribution of Fritz Heider (1958) proposes that the student integrates the principle of internal attribution. Internal attribution justifies the outcome of everything by its own acts. Thus, if the student understands that it is on him that his future or his professional success depends entirely, he will not hesitate to give the best of himself to fit in at all costs. Because in fact, very often, it's not because the training we received doesn't allow us to fit in, but it's just because we got stuck in our heads that we think that there is really no point in getting tired of searching. It is in the same logic that Bandura (2003) puts forward the idea that high self-efficacy determines the persistence of behaviors and the great resilience of people in the face of unforeseen events and difficulties. Moreover, according to Vincens (2006), professionalization inevitably passes through content and pathways. With regard to content, it is a question of creating professional courses and familiarizing the student with the world of work through practical internships. As for the courses, it is a question of professionalizing them so that they promote the match between the skills required or demanded on the labor market and those acquired by students in an academic environment. In the same perspective, according to Vincens (2006), professionalization consists of professionalizing students, reconfiguring certain training courses and modifying the relationship between universities and companies with a view to their professional integration. From all these orientations, we note that the professionalization of teaching goes through academic internships, the familiarization of the student with the world of work, the development of professional projects, the intervention of professionals in training and many other elements. Thus, it has one and the same objective, which is to improve the employability of students. On the question of the impact of the type of pedagogy favored in teaching on the level of self-perception of the employability of students. Thus, let us first specify that our third hypothesis has been confirmed. In other words, we were able to realize that the type of pedagogy favored in the lessons has a significant effect on the level of self-perception of the employability of students in psychology, sociology and anthropology at the University of Maroua. Three indicators allowed us to reach this conclusion, namely: traditional pedagogy, active pedagogy and project-based pedagogy. Of these three indicators, two mainly have been validated, in particular those relating to active and project-based learning. The one on traditional pedagogy, on the other hand, has been invalidated. In this logic, the student is more active and becomes autonomous. Likewise, lessons are interactive between teachers and students. This means that the teacher exchanges with his students and, it is by exchanging with them that he better perceives their limits. Moreover, it is important to note that active pedagogy takes into account the competency-based approach which stipulates that teaching, through exchange, must guarantee the learner a maximum of capacities allowing him to face the realities of life. Moreover, all the students who think that the preferred pedagogy is project-based all believe that they have a significant level of employability. Indeed, over time we realized that teaching should not be done randomly, it should in the long term follow specific guidelines according to the professional projects of the students. Thus Vaatstra and De Vries (2007) believe that project-based

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learning makes it possible to acquire more general skills and capacities for reflection (skills self-assessed by young people). Indeed, when lessons are structured and organized according to the professional projects of the students, they easily make their way to employment. Once this path has been defined, these students give themselves the necessary means to achieve it; which positively influences their level of self-perception of employability.

Our last hypothesis aimed at verifying the relationship between the professional socialization of trainees and the level of self-perception of their employability has been confirmed. To verify this variable, we used three indicators: collaborative training, the association of personal projects with collective projects and the use of external knowledge. It was a question, in formulating this hypothesis, of first seeing if there is a relationship between collaborative training, the association of personal projects with collective ones, the use of external knowledge and professional integration by considering the students degree 3 in psychology, sociology and anthropology from the University of Maroua. Secondly, it was necessary to see from the opinions of each other what appreciation they have of the level of perception of their employability. The confirmation of this hypothesis shows that the professional socialization of the trainees has an effect on the level of self-perception of the employability of the students. The previous results given by other researchers reflect the importance of supporting students in their academic training. This accompaniment can be done in a reciprocal way, between students, or it can simply be the prerogative of the supervisors who will be able to a certain extent to call on outside knowledge. This knowledge will then allow students to better immerse themselves in the realities of the world of employment. This scenario refers to the social learning referred to by Bandura (2003) in the construction of personal effectiveness.

It is also in this logic that in 1977 develops in his analyzes on childhood, the idea of socioconstructivism. For him, the child needs to be accompanied by peers or adults to better build his knowledge. Thus, a student should have support made up of resource persons in the event of academic or professional difficulties. Such a situation would comfort the student more in the face of the complexity of the job market and would allow him to have more self-confidence and remain optimistic about his professional integration. This promotes a better self-perception of one's employability.

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