

Personal determinants of socio-professional integration of youth in Burkina Faso

Author: Badolo Bawala Léopold

University Joseph Ki-Zerbo, Department of
Psychology and Philosophy, Burkina Faso

E-mail: bawala@ymail.com

DOI: 10.26821/IJSRC.10.11.2022.101009

ABSTRACT

This article aims to examine the role of individual determinants in the socio-professional integration of young people in Burkina Faso. The socio-professional integration of young people is a major challenge facing many African countries. A questionnaire was administered to 120 volunteer participants. The results show that, in addition to socio-economic and political factors, individual factors contribute to socio-professional integration. The most decisive factor was the sense of initiative. We conclude that they combine these different types of factors to increase the chances of socio-professional integration of young people.

Keywords: integration, youth, determinants, Burkina Faso.

1. INTRODUCTION

[1] define socio-professional integration as the successful transition from school to work. This concept assumes that, in a relatively short period of time, people with a diploma have access to a permanent, full-time job related to their field of study. This employment is a guarantee of financial autonomy and adult status. [2] refer to it as the process leading to the integration of a person into his or her social or living environment and into a work environment. When successful, socio-professional integration results in a satisfactory integration for the individual and for society [3]. This success is of particular importance in human life, as work is a criterion for social and professional integration in our society [4]. Socio-professional integration is receiving more and more

attention due to the important place given to work in economic activity and the difficulties many young people have in integrating into the labor market [5; 6]. For [7], the difficulties that mark young people's first steps in the workforce are a socially sensitive indicator of general transformations in work and employment. The question of integration, considered from the point of view of the relationship to employment, brings into play economic and sociological variables that differentiate individual endowments and behavior. This means that the professional integration of graduates is described on the basis of several indicators: duration of access to the first job, employment status (fixed-term or open-ended contract), socio-professional categories of employment, number of jobs held since leaving the education system, duration of unemployment, number of periods of unemployment, salary, correspondence between training and employment, status and type of employers [8]. The ever-increasing rate of unemployment is one of the ills that afflict developing countries, and Africa in particular. It manifests itself in a permanent rationing of employment. This negatively affects growth, individual and social welfare [9;10]. According to the International Labor Office, an unemployed person is someone without a job, available for work, and looking for a job. For young graduates from the education system, unemployment is manifested by non-integration. In the specific case of Burkina Faso, according to the Report on the Transition to Work in 2019, the problem of youth employment is a real challenge. According to [11], the results of the Integrated Survey on Living Conditions of Households over

the period of 2009-2010, already showed that unemployment is an essentially urban phenomenon that particularly affects youth. 11.5% of young people living in urban areas are unemployed, compared to a national average of 2.2%. In addition, the young working-age population has a significant skills deficit. Indeed, about 58% of young people aged 16 to 24 and 71% of those aged 25 to 35 are neither educated nor literate. Only 12.1% of 25-35 year olds and 20.4% of 16-24 year olds have at least secondary education. Slightly less than 2% of 25-35 year olds have a higher education. Among young women aged 16 to 35, about 72% are neither educated nor literate, compared with 54% of young men.

The imbalance between the supply and demand for employment has exacerbated the vulnerability of young people through:

- rising unemployment,
- the decline in the quality of jobs for those who find work,
- increased labor market inequalities between different groups of youth,
- the increasingly long and precarious transition from school to work,
- the distance from the labor market (employment opportunities outside the area of residence) [11].

This observation shows the need to reflect on the ways and means to contain the issue of youth unemployment and underemployment, hence the purpose and interest of this research. Work integration begins when the individual stops dividing his or her time between leisure, studies and unpaid work in order to devote time to paid employment or to job search. It ends when:

- the individual ceases to devote time to job search or to education pursued with a view to gaining employment
- the individual has a sustainable job, i.e. he or she has no information that would indicate that he or she will have to change jobs in the near future
- this job corresponds to the one that the individual considers he or she should keep or accept, taking into account his or her initial project, the information he or she has acquired (during the job or job search), and his or her perception of the constraints and competition on the labor market [12; 8]. Socio-professional integration is an essential stage in the transition from adolescence to young adulthood. It constitutes a first-choice pathway to autonomy and allows the individual to

take charge of his or her life and to develop, through the world of work, his or her adult identity [13]. It is dependent on the quality of orientation (school, university and professional) [14;15] and on the mobilization of personal resources that give the strength and courage to commit to the realization of one's vocational goals, in relation to the context within which these goals must be achieved. In addition to the social factors related to the socio-professional integration of young people that can hinder their progress (level of socioeconomic activity, labor market regulations) [16; 17; 18; 19], there are personal factors that promote or hinder their vocational development and socio-professional integration. These include the person's interests, degree of knowledge of the labor market, clarity of self-concept, ability to be active in the job search, aptitudes, level of education, decision-making ability, level of self-esteem, motivations, as well as aspirations as individual factors that may affect socioprofessional insertion [13]. Despite the importance of youth unemployment in the context of Burkina Faso, explanatory approaches to the factors determining the socio-professional integration of young people pay little attention to individual determinants, hence the purpose and interest of this research. Individual determinants can be understood in two ways: individual demographic determinants (age, gender, nationality, family situation) [20] and individual psychological determinants [21]. We are interested in this second type of determinants. From an empirical point of view, [13] report research results establishing significant correlations between the individual's locus of control and socio-professional integration. These studies establish that the development of an internal locus of control tends to facilitate the person's socio-professional integration process [22]. Conversely, the development of an external locus of control makes this process more difficult. For them, the adoption of an internal or external locus of control is a determining factor in the subject's motivation to take care of his or her orientation or not, depending on the personal conviction that he or she has the power to determine himself or herself rather than having to rely on external circumstances. The locus of control proves to be of great importance by its capacity to distinguish the active and passive attitudes of the individual in relation to his environment. It is an inevitable corollary of the

autonomy and strength of the self. According to [2], the degree and quality of socio-professional integration are associated with the successful integration of the components of personal identity (confidence, autonomy, initiative, industry, identity and intimacy). Self-confidence develops an inner certainty that helps the individual to open up to those around him or her, to recognize his or her own personal value and that of others. It is an important factor in socio-professional integration. A young person who does not have confidence in himself and in others would be more hesitant, less sure of himself and less inclined to trust those around him, which could jeopardize his socio-professional integration. A sense of autonomy provides young people with personal assurance, independence and balanced control in their ability to make choices and direct their future. If they show less autonomy, they may doubt themselves and become dependent on those around them, influential and inhibited. This could have the effect of hindering their socio-professional integration [2]. A sense of initiative allows young people to have a taste for ambition, to carry out projects, to accept challenges and to prepare themselves for future adult tasks. The less developed this feeling is, the more likely they are to be inactive, initiative and fearful of new challenges [2]. Another factor that plays a role in the successful socio-professional integration of young people is their sense of industry. It gives him the desire to accomplish tasks and to succeed at them, a taste for work, the desire to learn and to master his learning, a sense of responsibility, and a feeling of competence. The absence of this feeling develops in the young person feelings of uselessness and futility, a lack of interest in work and new things, all of which are compromising for socio-professional integration. The integration of a sense of identity sharpens the young person's sense of personal direction, healthy self-assertion, self-acceptance and informed decision-making abilities. These are essential factors in the youth's socio-professional integration. The less developed this feeling is, the more the young person would have to deal with a negative self-image, a confused sense of direction, a low level of self-acceptance, few decision-making skills and little confidence in their personal resources. Finally, through a positive sense of intimacy, the youth establishes psychological connections with those around him

or her, develops authentic friendships, and builds meaningful, positive and stable social relationships. This ability to maintain constructive social relationships is a key factor in successful socio-professional integration. The lack of this ability could lead to a feeling of loneliness and stereotypical interpersonal relationships, all of which would diminish the young person's chances of socio-professional integration.

2. METHOD

2.1. The participants

One hundred and twenty (120) young toll collectors (8 females vs 112 males), average age 32 years, participated in the study. We chose to interview participants who have already entered the world of work. This choice is justified by the fact that they are in an ideal position to assess the effective contribution of individual or personal determinants in accessing and/or maintaining employment. It was possible to look at participants who were unemployed. But their assessment would run the risk of being limited to a merely theoretical level.

2.2. Instrument

The information processed was collected by means of a questionnaire based on the factors determining socio-professional integration presented by [2]: confidence, autonomy, initiative, industry, identity and intimacy.

2.3. Procedure

The questionnaire was submitted to the various participants, who each completed it. The time limit for completing the questionnaire was 10 minutes. Each participant should indicate whether or not each of the above factors is involved in socio-professional integration. He/she should then propose a ranking in order of importance of each of these factors in socio-professional integration. The researcher is present and explains the purpose of the survey, how to fill out the questionnaire and provides explanations if necessary.

3. RESULTS

When asked to comment on whether the various individual factors proposed contribute to the socio-professional integration of young people, 100% of the participants answered in the affirmative. The following table provides an overview.

Table 1: Factors determining socio-professional integration

	Number	Frequency
Confidence	120	100%
Autonomy	120	100%

Initiative	120	100%
Industry	120	100%
Identity	120	100%
Intimacy	120	100%

Source: Survey data

The figure below shows the ranking of these socio-professional integration factors in order of importance.

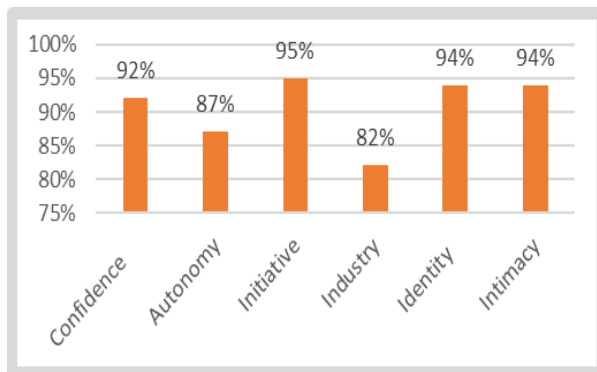


Figure 1: Ranking of insertion factors in order of importance

The figure above shows that the factors identified and proposed are recognized by the participants as effectively determining the socio-professional integration of young people. The percentages are all above 80%. However, it appears that the "Initiative" factor (95%) is recognized as being the most decisive, while the "Industry" factor (82%) and the "Autonomy" factor (87%) are relatively less so. The "Identity" (94%) and "Intimacy" (94%) factors would have the same importance and are placed in the same rank. The "Confidence" factor is recognized, at 92%, as a determining factor in socio-professional integration.

4. DISCUSSION

The objective of this research was to identify the individual determinants of the socio-professional integration of young people, particularly in the context of Burkina Faso. The results obtained from a population of young workers show that individual factors (confidence, autonomy, initiative, industry, intimacy, identity) intervene, in their valence, positively or negatively in the socio-professional integration of young people. In particular, they confirm the results reported by [2], which inspired the design and development of the questionnaire used in this research. However, the convergence between the present results and those of Allard and Ouellette does not prevent us from pointing out the differences that exist. In fact, unlike [2], we have

introduced a ranking by order of importance of the individual factors retained as contributing to socio-professional integration. By highlighting the role of individual factors in the socio-professional integration of young people, the results of this research are to some extent similar to those of:

- [15] on the importance of vocational goals,
- [12] who speaks of the self as a potential worker and researcher,
- [13] who established significant correlations between the individual's locus of control and socio-professional integration.

The identification of the individual determinants of occupational integration opens up a perspective to be taken into account in the initiatives and actions undertaken to combat youth unemployment and to improve the quality and retention of employment. The work of [20] and [12] has highlighted various interdependent and complementary dimensions of successful integration or reintegration into the workforce, including:

- the surrounding socio-political-economic environment
- the self-seen as a potential worker and researcher,
- the place where the job search takes place,
- the method of job search,
- the initial training,
- the qualification,
- the socio-professional category.

From now on, individual determinants should be integrated into training, information and support actions for young people in terms of employment. The different environments (political, economic, technical, social, etc.) must be favorable. However, they should be based on individual psychological resources to have a better chance of bearing fruit. Neglecting or not taking these factors into account could be a silent driver that obstructs access and/or retention in employment for many young people. These various lessons can be framed within the logic of seeking an appropriate response to unemployment, the effects and consequences of which have been analyzed by [9] and [10]. By tracing this line of thought, these different results underline the contribution of psychological factors in the fight against youth unemployment and underemployment. The role and responsibility that are or should be those of each young person in search of employment or already in professional activity are thus valued. It is a matter of deconstructing the wait-and-see mentality and the

idea that nothing depends on him or her with regard to unemployment or underemployment. [13], reported research results that established significant correlations between the individual's locus of control and socio-professional integration. They indicated that the internal locus of control, more than the external locus of control, tends to facilitate the person's socio-professional integration process. Since the work of [22], we know that individuals who have an internal locus of control believe that they have control over their destiny, that their actions have an impact on their environment. Their performance and results are their own responsibility. In contrast, individuals with an external locus of control consider the consequences of their lives as the result of external factors (fate, luck, chance, significant others). In the context studied (Burkina Faso), public employment policies, in their design and application, do not take into account the individual factors whose role in professional integration has just been highlighted in this research.

5. CONCLUSION

Access to employment for young people is a major challenge that every society must meet. This access involves important individual, economic and socio-political issues. Burkina Faso is no exception to this observation. Every year, thousands of young people enter the job market. Not all of them are able to enter the labor market and are left unemployed or underemployed. This research focused on understanding the individual and personal factors that determine the socio-professional integration of young people in Burkina Faso. The participants were interviewed by questionnaire. The results show that different individual factors (confidence, autonomy, initiative, industry, identity, intimacy) participate, at varying levels, in the socio-professional integration of young people. This shows that, in addition to political and/or economic factors that determine the socio-professional integration of young people, the action of individual or personal factors should not be neglected. Efforts to combat youth unemployment and underemployment should be placed in a dual perspective that integrates political and economic contributions and the personal commitment of young people. The fight for access to employment is a shared endeavor and should not be seen as the preserve of any one actor. This points to the need to review public

employment policies in order to emphasize the role that job seekers must play in them. This inscription should subsequently be accompanied by the implementation of specialized training and information programs for young people on the importance of their contribution to the fight against unemployment and for (socio)professional integration. This article has no ambition or claim to generalizability. The results should be read and appreciated in relation to the particular context in which the data was collected. Future reflections on the same theme could deepen the present results, particularly in the aspects of representativeness.

6. ACKNOWLEDGMENTS

Our thanks to the experts who have contributed towards development of the template.

7. REFERENCES

- [1] Fournier G., Monette M. L., Pelletier R. & Tardif, P. (2004). Les diplômés et l'insertion socioprofessionnelle : Résignation déguisée ou adaptation saine à un marché du travail insensé, *L'insertion socioprofessionnelle. Un jeu de stratégie ou un jeu de hasard ?* Saint-Nicolas, Les Presses de l'Université Laval.
- [2] Allard R. & Ouellette J.-G. (1995). Vers un modèle macroscopique des facteurs déterminants de l'insertion socioprofessionnelle des jeunes, *Carriérologie*, 497-517.
- [3] Cugny F. (2019). Analyse de l'insertion socioprofessionnelle des jeunes adultes réfugiés en situation de vulnérabilité, à partir de la perception des acteurs. *Travail de mémoire*, Unité Management public et gestion des ressources humaines. Institut de hautes études en administration publique, Université de Lausanne.
- [4] Lebreton D., McKee-Allain I. et Ouellette J.-G. (2005). La spécificité des femmes en matière d'insertion socioprofessionnelle, *Education et Francophonie*, 33 (1), 124-139.
- [5] Duvoux N. & Vezinat N. (2022). Quand le collectif remobilise l'insertion professionnelle. Un dispositif à contre-courant des logiques d'individualisation des parcours, *Agora Débats/Jeunesse*, 91 (2), 65-82.
- [6] Hallée Y. & Plamondon G. (2018). Les organisations en soutien aux démarches de (ré)insertion socioprofessionnelle des personnes en situation d'itinérance: de nouveaux acteurs en relations industrielles au Québec ? *Relations industrielles*, 73(2), 343-368.

- [7] Aubert F., Sylvestre J.-P. (1999). L'insertion socioprofessionnelle des jeunes en milieu rural, *Les jeunes, l'insertion, l'emploi*, 243-252.
- [8] Trottier C., Laforce L., Cloutier R. (1997). Les représentations de l'insertion professionnelle chez les diplômés de l'université. *Formation Emploi*, 58, 61-77.
- [9] O'Higgins N. (2015). *Youth unemployment*, IZA Policy Paper, 103, 1-21.
- [10] Maguire S. & al. (2013). Youth unemployment, *Intereconomics*, 48 (4), 196-235.
- [11] Darankoum L.C. (2014). Emploi des jeunes au Burkina Faso: état des lieux et perspectives. https://www.norrag.org/fileadmin/Other_publications/Rapport_Pays_Burkina_Faso.pdf.
- [12] Limoges J. (1991). Le trèfle chanceux, support théorique à l'insertion professionnelle. In J. Limoges (éd.), *Réussir son insertion professionnelle* (pp. 15-43). Montréal: Éditions Agence d'Arc.
- [13] Fournier G., Drapeau S. & Thibault J.A. (1995). Croyances vocationnelles des jeunes de 16 à 25 ans en difficulté d'insertion socio-professionnelle selon leur profil socio-démographique, *Revue canadienne de l'éducation*, 20, 2, 109-128.
- [14] Tétreau B. (2005). L'essor d'une psychologie des intérêts professionnels, *Carriérologie*, 10 (1), 77-118.
- [15] Guichard J. (2004). « Se faire soi », *L'orientation scolaire et professionnelle*, 33, 499-534.
- [16] Berahou F. & Abdouni A. (2021). Déterminants des trajectoires professionnelles des diplômés des universités au Maroc: Etude longitudinale. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 2 (6-1), 531-552.
- [17] Calmand J. & Epiphane D. (2012). L'insertion professionnelle après des études supérieures: des diplômés plus égaux que d'autres..., *Formation et emploi*, 117, DOI: <https://doi.org/10.4000/formationemploi.3509>.
- [18] Dupray A. & Gasquet C. (2004). L'empreinte du contexte régional sur l'insertion professionnelle des jeunes, *Formation Emploi*, 87, 29-44.
- [19] Minni C. & Vergnies J.-F. (1994). La diversité des facteurs de l'insertion professionnelle, *Economie et statistique*, 277-278, 45-61, doi : 10.3406/estat.1994.5903.
- [20] Bonnal L. & Fougère D. (1990). Les déterminants individuels de la durée du chômage. *Economie et prévision*, 96(5), 45-82.
- [21] Ravenda-Bouchard E. (2020). Liens entre la motivation au travail et l'insertion socioprofessionnelle des jeunes adultes atteints de troubles neurodéveloppementaux. *Mémoire de Maîtrise en orientation*, Université de Sherbrooke.
- [22] Rotter, J. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80 (1), 1-28.