

Recruiters' Opinions On The Employability And Socio-Professional Integration Of Recent Graduates

وجهات نظر القائمين على التوظيف حول قابلية التوظيف والاندماج الاجتماعي والمهني للخريجين الشباب

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Abstract:

Unemployment is a pressing issue in Algeria, especially among university graduates. Despite the government's attempts to reduce the unemployment rate, this group continues to struggle. To address this situation, it is essential to promote coordination between various stakeholders and improve the employability and socio-professional integration of young graduates.

This article aims to explore the reality of professional integration for higher education graduates in Algeria and the expectations of potential employers regarding suitable profiles. To achieve this goal, we interviewed recruitment officers or directors in public and private companies. Our findings reveal that recruiters prioritize factors beyond academic credentials and place increasing value on the technological proficiency of young graduates. Moreover, these recruiters value the motivation and enthusiasm that young graduates bring to the workforce, as they bring fresh perspectives to the company.

Keywords: Employability; vocational integration ; young graduate ; university training.

JEL Classification Codes: A23, J21, J64, M53

ملخص:

تعتبر البطالة في الجزائر مشكلة شائعة تعرف أبعادا مقلقة خاصة بين خريجي الجامعات. على الرغم من الجهود المتعددة التي تبذلها الدولة لتقليل معدل البطالة ، إلا أنها استمرت في التأثير بشدة على هذه الفئة . في مواجهة الوضع الحالي ، يعد التنسيق بين مختلف المتعاملين أمراً ضرورياً لتحسين إمكانية توظيف الخريجين الشباب وتسهيل اندماجهم الاجتماعي والمهني.

سنحاول من خلال هذا المقال أن نعرض واقع الاندماج المهني لخريجي التعليم العالي في الجزائر، وما هي توقعات أرباب العمل في المستقبل من حيث الكفاءات و المهارات المناسبة، لتحقيق هدفنا ، اخترنا مقابلة المديرين أو مسؤولي التوظيف في الشركات الخاصة والعامة. تظهر النتائج أنه بصرف النظر عن الشهادة ، يولي القائمون بالتوظيف أهمية لمعايير أخرى للاختيار ، و الاتجاه نحو استقطاب فئة الخريجين الشباب أكثر فأكثر نظراً لإتقانهم للتكنولوجيا. وبسبب حماسهم لفكرة العمل في بداية حياتهم المهنية و جلبهم لأفكار جديدة و مبتكرة.

كلمات مفتاحية: إمكانية التوظيف، الاندماج المهني، خريجي الجامعات، التعليم العالي

تصنيفات JEL: A23, J21, J64, M53

INTRODUCTION:

Employability and socio-professional integration are major concerns which are of interest to several stakeholders. Nowadays, the diploma no longer guarantees a job position (Fournier & Monette, 2000). Young students seem to be discouraged from pursuing their studies, and remain uncertain about their future; especially in the face of their graduate peers experiencing unemployment. This causes them a feeling of regret for opting for university studies.

Today Algeria is faced with the thorny problem of youth employment. Unemployment is particularly worrying among university graduates, since young people constitute a significant group. If we look at the figures a little, according to the National Institute of Statistics (ONS, 2019), the Unemployed population in the sense of the International Labor Organization (ILO) , is estimated at 1.449.000 people, the unemployment rate has reached 11.4% at the national level, this is down 0.3 points from September 2018. Moreover, the distribution of the unemployed according to the diploma obtained shows that 663.000 unemployed have no diploma, or 45.8% of the total unemployed population. Graduates of higher education make up 27.8%, while graduates of vocational training make up 26.5%. Unemployment among university youth is a significant proportion of the overall unemployment rate.

It is clear that Algeria is determined to reduce pressure on the labor market and restore social stability (Musett, Isli & Hammouda, 2003). Except that the means and devices that have been deployed have not really achieved the expected results (ONS, 2019).

Despite the government's efforts to lower the unemployment rate, the rate continues to hit young graduates (Fondeur & Minni, 2004). Thus, Algeria has the challenge of pursuing its policy of promoting employment and combating unemployment with a targeted reinforcement towards this category of job seekers. The latter sometimes find themselves victims of education and training systems whose programs are deemed unsuitable for labor market requirements (Zemali, 2017). That said, coordination between the various stakeholders in the labor market in order to create stable and sustainable jobs in substitution for precarious jobs is essential in the current situation.

Tapping into a recruiter's eye is not always easy when you're a young graduate. Our reflection in this work translates into problematic questions, what are the expectations of future employers when they hire young recruits? Is the diploma enough to be hired? What do recruiters think about the employability of these young graduates, their university training is adapted to the needs of the company?

Through this article, we will try to answer these questions and to reflect on the reality of the professional integration of graduates of higher education in Algeria, to define and analyze personal and socioeconomic factors the aim is to identify the needs of enterprises in terms of appropriate profiles at academic and behavioral levels. To analyze our problem, we first have. To Clarify the concept of employability and socio-professional integration through a literature review, we will question the LMD system, the professionalization of its offers and its contribution through surveys, field observations, In a second step, an empirical analysis is done in order to respond to our problem.

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1- Employability and the professional insertion

Much has been written about the concept of employability since its emergence in the early 19th century in England (Ben Hassen & Hofaidhllaoui, 2021). The concept referred to “employability in order to prevent unskilled, casual, undisciplined and unstable poor from becoming false unemployed” (Bencherqui et al., 2013, p. 105). Indeed, it has generated renewed interest in the changing socio-economic environment of enterprises and the changing relationship between employer and employee (Yanat & Bonnet, 2001).

The time travel of this evolutionary concept has highlighted several employability approaches. In 1940, the economist Nixon differentiated three approaches to employability. The first approach is technological employability, which means the productive qualities of the individual appreciated by the aptitude tests; the second is economic employability which corresponds to the variations in the labor market and the third approach is about socio-economic employability. An institutional grouping of conventional or legal aspects governing access to employment for various categories of workers (Hofaidhllaoui & Peretti, 2013).

During the 2000s, other approaches to employability emerged. These include perceived employability and self-perceived employability. Perceived employability refers to the beliefs of individuals about their ability to find employment. Self-perceived employability is defined as a current assessment of people’s ability to navigate the world of work in the future (Bencherqui et al, 2013).

Today, the concept of employability is at the heart of the concerns of several stakeholders (Ben Hassen & Hofaidhllaoui, 2021): the individual, the company and the state. This is in a context marked by strong instability and a changing environment.

As for socio-professional integration, theoretically it can be defined as a set of discourses, policies and social practices involving actors from different fields of the social space. The notion of insertion is also explained by the comparison between an initial and an end state of the process of entering the working life (the beginning and the end of the process of insertion) (Vultur, 2003). However, integration is not simply limited to the moment of access to employment; it is more a «dynamic process which characterizes the transition of the education system to a relatively stable position of activity» (Mansuy et al, 2001)

2- The adequacy approach: The theoretical basis

Over time, the relationship between education and employment has aroused the curiosity of several researchers (Schultz, 1961; Becker, 1962; 1964; Mincer, 1974). Starting with the theory of human capital, which argues that education, is responsible for increasing individual productivity (Panczuk & Point, 2008). In this way, it provides access to higher incomes (Krugman & Wells, 2008). In other words, a better educated population is more likely to be working. Better degrees also call for wage benefits (Krugman & Wells, 2008). In some countries, these benefits are very important, reflecting better employability and a wider range of wages in the labor market.

The theory of the signals, on the other hand, treats the results or rather the consequences of asymmetry of information on the individual strategies of economic agents in a situation of uncertainty (Arrow, 1973). It therefore assumes that the labor market does not

have pure and perfect information. In this case, the employer will not be able to determine the future productivity of the candidate he wishes to hire (Arrow, 1973). It takes into account two categories of observable variables during the hiring phase. The first variable is the unalterable characteristics (such as sex, age, etc.), and the second variable, which is controllable by the individual, is the level of human capital; called signals (Fraisie-D'Olimpio, 2009).

Filter theory remains very similar and similar in the reasoning it brings to signal theory. (Riley, 2001). Both theories are called "twin theories". The two concepts "filter and signal" have long been substituted in the economic literature. Nowadays, they are grouped under the generic concept of "Sorting Model" (Arrow, 1973) because they are based on the same reasoning which is the asymmetry of information and the sorting of individuals (Fraisie-D'Olimpio, 2009).

On the other hand, the adequacy approach is not always supported by the general public. Taking as an example the work of Fournier and Monette (2000), who bring a more at least opposite vision of this approach. They argue that the diploma is insufficient to obtain a job. This is given the gap between young people's expectations and the realities of the job market. They go so far as to support the obsolescence of the adequacy theory of employment.

3- Employability: university and state intervention

Today, the university's historical missions of knowledge transfer are outdated. Improving the employability of young graduates remains at the heart of higher education.

Indeed, the gap between the expectations of firms and the qualifications of applicants has been the subject of several empirical studies. Gazier, discussed the mismatch between supply and demand for employment. According to the same author, the problem can be solved by means of a training adaptation action; in order to satisfy the skill needs of companies. In view of the crucial role played by the university in improving employability, it is constantly trying to find appropriate solutions within this framework. This is done by setting up vocational integration schemes to help students get closer to the world of work and help them find a job.

With this in mind, the university is trying on the one hand to contribute to the implementation of measures aimed at the personal and professional development of students. And on the other hand, offer training tailored to the needs of businesses (Lemoine, 2014).

In this context, the flexibility of the university is necessary to allow an optimal harmonization "training/employment" by adopting an intense, diversified and regular cooperation between higher education, companies and the world of employment. Empirical work by (Van Der Velden & Wolbers, 2003) shows that a successful education system contributes to reducing unemployment. On the other hand, education systems cannot act alone as stakeholders. State intervention seems to be essential to reduce the unemployment rate. This is in a context marked by the arrival of a large number of Algerian students graduating each year, who face obstacles and difficulties in the labor market. (Zemali, 2017, p. 3). In the face of an increase in unemployment, the State makes use of the various employment policies, which are, for their part, a primary tool to combat the persistence of underemployment. They are embedded in a wide range of public policies (social, macroeconomic) and labor market institutions (Benhabib, 2017).

Measures to promote employment and combat unemployment since 1989 have helped to reduce the level of job seekers and have given young unemployed people hope (Benhabib,

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2017). However, job creation has not been proportional to the youth labor supply. The different schemes have had more of a social lull than a catalyst in the labor market (Benhabib, 2017). Rather, they are “waiting” jobs and fixed-term contracts designed to alleviate the difficulties of the most disadvantaged. Therefore, it is not unemployment itself that is the real problem but the quality of employment (Musette et al, 2013).

We can judge the effort made by these measures through the rate of integration into the labor market. This being said, the difficulty of integration into the world of work shows that policies in this area have not produced the results expected and mobilized by the public authorities.

4- The LMD system: What university reform?

In fact, the Algerian university was confronted with the movement that favored the LMD system. This new system presented itself as a major reform of higher education. This new system seeks to adapt university training to the various changes currently taking place in the world. The professionalization of training is one of the features of this new system. These courses are designed to meet the profile needs of companies and to respond positively to current labor market requirements; and thus increase the employability of young graduates (Zemali, 2017).

The adoption of this new system aims to make the university play a central role. On the one hand, by providing young people with high-quality training that provides them with the necessary skills for better integration into the labor market, and on the other hand, by meeting the human resource needs of businesses (Mesrs, 2011).

The radical socio-economic changes experienced by the world, including the transition from an administered economy to a market economy, have pushed Algeria towards the implementation of the LMD reform scheme. In order to adapt training to the needs of the labor market and thus increase the employability of young graduates. Implemented for more than a decade at the University, the objectives of the LMD reform are, on the one hand, the renovation of governance, pedagogy and research and, on the other hand, the matching of training with jobs. But given the strategy of its implementation at the University, the lack of involvement of the main actors – teachers, researchers and employers – and the characteristics of the local socio-economic fabric, this reform represents-It is an asset or a handicap for the integration of graduates into the labor market (Ghouati, 2019). Based in principle on a logic of competences and a professionalization of training offers, the «LMD reform» was also to make it possible to quickly train an adaptable workforce adapted to the demands of employers, this means to “the student at the center of pedagogy”, these transformations were to lead to “managing differently”, “teaching differently” and “professionalizing” the trainings to promote “student success” and ultimately better integrate them professionally. For the Ministry of Higher Education (Mesrs, 2011) Professionalization is the setting up of vocational courses. While the Ministry of Higher Education claims an appropriate approach and insists in its discourse on the construction of a training-employment relationship, in higher education institutions, few researchers have been involved in the LMD reform (Ghouati, 2006). The university’s mission is to support the economic and social integration of its students, which translates into the ability of a student leaving the training system to find a job in line with his

qualifications and aspirations. This capacity is now referred to as “employability”, which defines both the ability to find a job, to keep one’s job, and even to move towards new jobs. Fournier and Monette (2000, p. 62) have shown the importance of training in the process of occupational integration.

Undergraduate students have found themselves faced with a paradox: private or public employers – starting with the state civil service that recruits on competition – do not recognize LMD-type diplomas, especially licenses (Ghouati, 2012), This put pressure on the license holders to do a Master, to have more chance in the job market, But on the other hand, the teaching places were limited and the enrolment in a master was selective by the teachers and the administration, which caused a lot of frustration and repeated strikes, since then, the Ministry of Higher Education has focused its interventions more on opening the largest number of “teaching places”. This is to the detriment of the quality of training and professionalization, given the large number of people enrolled in master’s programs seeking a higher degree.

5- Research Methodology

The purpose of this research is to understand what are the expectations of future employers when they hire young recruits? And what do they think about their employability, in particular their university training and its adaptation to the needs of the company?

To achieve our goal, we have chosen to interview directors or recruitment officers in private and public companies; the questionnaire was sent to respondents electronically via LinkedIn. Respondents received the questionnaires during the month of November 2021. Managers were asked to measure the importance of selection criteria for young graduates on a five-point Likert scale. We collected a total of 62 questionnaires. Ten (10) questionnaires were eliminated due to the proportion of missing values Thus; the final number of actionable questionnaires is 52 questionnaires distributed as follows:

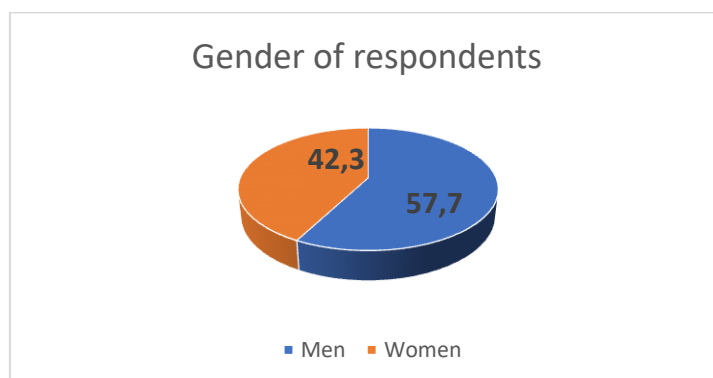
Table (1) age of respondents.

		%
Age	Less than 30 years	3,8%
	30 to 44 years	63,5%
	45 to 59 years	28,80%
	60 to 75 years	3,8%

Source: Established by us from SPSS (V26.0)

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Fig (1) Gendre of respondents



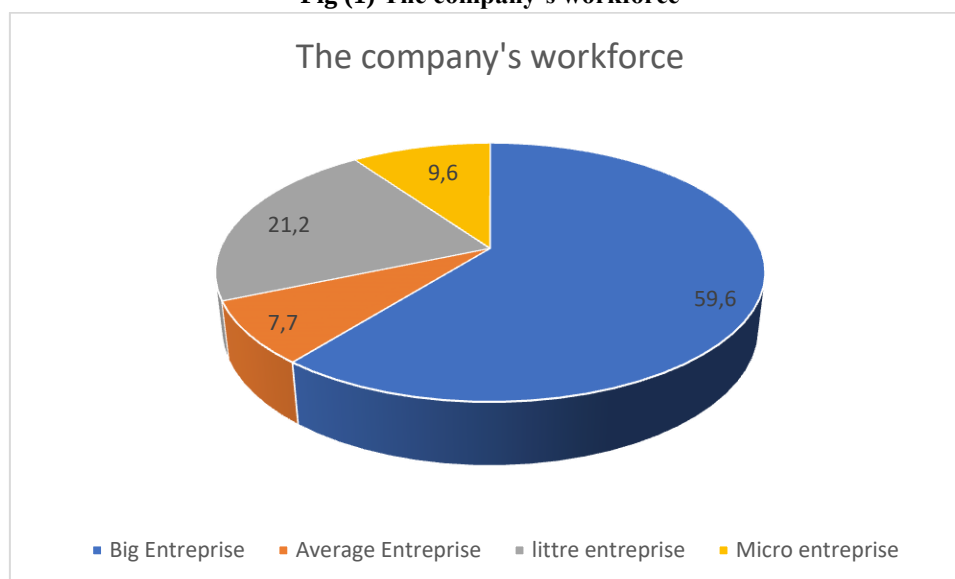
Source: Established by us from SPSS (V26.0)

Table (2): the Company's workforce

	frequency	percentage	Valid percentage	cumulative percentage
Valid	1	1.9	1.9	1.9
Great _e	31	59.6	59.6	61.5
Microent	5	9.6	9.6	71.2
Average_e	4	7.7	7.7	78.8
little _e	11	21.2	21.2	100,0
total	52	100,0	100,0	

Source: Established by us from SPSS (V26.0)

Fig (1) The company's workforce



Source: Established by us from SPSS (V26.0)

More than 59% are enterprises with more than 250 employees, the rest are divided between micro-enterprises, small and medium-sized enterprises with the percentages 9.6%, 21.2%, 7.7% . The respondents by sector of activity are divided by sector as follows:

Table (03) : The sector of activity of the respondent's enterprise

	frequency	percentage	Valid percentage	cumulative percentage
Valid association	1	1.9	1.9	1.9
bank, insurance, finance	2	3.8	3.8	5.8
Btp Construction	4	7.7	7.7	13.5
Commercial	4	7.7	7.7	21.2
education, training	3	5.8	5.8	26.9
industry	12	23.1	23.1	50.0
health ,social work	2	3.8	3.8	53.8
personal service	2	3.8	3.8	57.7
business services	6	11.5	11.5	69.2
Engineering and realization company in the hydrocarbon sector	1	1.9	1.9	71.2
Transport	15	28.8	28.8	100.0
Total	52	100.0	100.0	

Source: Established by us from SPSS (V26.0)

More than 28% of respondents are heads of transport companies, followed by industrial companies with a rate of 23.1%, come service and trade companies with a rate of more than 8%, then construction companies, and training companies with a rate of more than 6%, health companies with a rate of 3.8% and finally companies in the hydrocarbon sector with a rate of 2%. These questionnaires were analyzed using SPSS (version 26.0).

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6- discussion and results

6-1- Labor market requirements and recruiters' expectations

Table (04): The most important criteria in recruitment according to respondents

	N	Amount	Average	Percentage
The diplôme	52	159	3,06	67,30
Consistency between qualifications and job profile	52	164	3,15	73,070
The experience	52	128	2,46	42,300
The educational path.	52	114	2,19	30,760
Courses completed	52	111	2,13	28,840
The performance has the maintenance.	52	169	3,25	80,760
The physical appearance.	52	136	2,62	51,920
The ability to communicate in writing.	52	167	3,21	80,760
The ability to communicate in oral.	52	151	2,90	65,380
Knowledge about the company	52	122	2,35	32,690
Socially responsible	52	151	3,02	67,300
Their creativity	52	139	2,67	51,920
Recommendation of its teachers	52	91	1,75	23,070
Punctuality	52	175	3,37	82,690

Today, it is clear that initial training plays the role of an entry card for employment. It does not reflect individual productivity, but the employability of the individual (Dauty & Lemistre, 2010), but is nevertheless increasingly associated with other elements of the individual journey (Lattes, Lemistre & Roussel, 2007). Skills can be acquired outside the school system. The results of (Ferhaoui.M,Ouyahia.Z, 2022) shows that employers believe that while having relevant experience is necessary and that having prior professional experience is not very important, employers who want competent workers who can work quickly and efficiently look for candidates whose experience and the requirements of the position they are filling are as close as possible. However, experience does not always equate to high-caliber skills. The opinions of the interviewed public agree on certain qualities sought

in particular during recruitment: According to the table respondents agree that punctuality, Performance at the interview as well as the ability to communicate orally remain the criteria they attach the most importance with rates of 82% and 80% in order, then comes the consistency of the qualification of the diploma with the job with 73%, and the degree with a percentage of 67.30, so the socially responsible candidate is important for recruiters . Secondly, the ability to communicate in writing, creativity and physical appearance which are considered by recruiters to be more important than the experience represented by a rate of 42.3%, and finally recruiters consider the educational path to be less important. The courses carried out and the teachers' recommendations with rates of 30.76%, 28.84% and 23.07% respectively.

6-2-The link between socio-demographic factors and the importance attached to the diploma:

We found it interesting to see if there was an effect of the age and gender of the respondent as well as the industry, on their vision regarding the diploma.

Table (05) : Chi-square tests between the age and gender of the respondent and the sector and importance attached to the diploma

	AGE			Field of activity			The gender		
	Value	Ddl	asymptotic significance (bi-lateral)	Value	Ddl	asymptotic significance (bi-lateral)	Value	Ddl	asymptotic significance (bi-lateral)
chi-square Pearson	9,933 ^a	12	0,622	51,807 ^a	40	0,100	7,592 ^a	4	0,108
likelihood ratio	10,227	12	0,596	50,606	40	0,121	8,080	4	0,089
linear to linear association	0,541	1	0,462	0,002	1	0,966	0,953	1	0,329
Valid Observation Number	52			52			52		

Source: Established by us from SPSS (V26.0)

The chi-square test shows that the importance attached to the diploma does not depend on socio-demographic data (see Table 05). Indeed, this test shows that the risk of committing an error by declaring that there is an independence between the diploma with age, gender and industry is too great (P-value greater than 0.05).

On the other hand, there is dependence between the importance attached by the recruiter to the consistency of the diploma in employment and the gender and age of the respondent and the sector of activity with a score below 0.05 (Table 6).

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Table (06): Chi-square tests between the importance given to the coherence of qualifications with employment with age, sector of activity and gender.

	AGE			Field of activity			The gender		
	Value	Ddl	asymptotic significance (bi-lateral)	Value	Ddl	asymptotic significance (bi-lateral)	Value	Ddl	asymptotic significance (bi-lateral)
chi-square Pearson likelihood ratio	22,316 ^a	12	0,034	56,527 ^a	40	0,043	14,165 ^a	4	0,007
		12	0,026	52,840	40	0,084	16,158	4	0,003
linear to linear association	23,267	1	0,593	1,807	1	0,179	2,609	1	0,106
Valid Observation Number	0,286			52			52		

Source: Established by us from SPSS (V26.0)

6-3- The link between the size of the company and the importance attached to experience

Table (07): Cross-tabulation between size of enterprise and emphasis on experience.

		Please indicate the importance your structure attaches to the following criteria when recruiting (experience)					Total
		not at all important	unimportant	important	Very important	extremely important	
registered workforce	Effectif (experience)	0	1	0	0	0	1
		0,0%	4,3%	0,0%	0,0%	0,0%	1,9%
Great_e	Effectif (experience)	3	10	12	4	2	31
		42,9%	43,5%	80,0%	80,0%	100,0%	59,6%
Microent	Effectif (experience)	0	4	1	0	0	5
		0,0%	17,4%	6,7%	0,0%	0,0%	9,6%
Average_e	Effectif (experience)	1	3	0	0	0	4
		14,3%	13,0%	0,0%	0,0%	0,0%	7,7%
Small_e	Effectif (experience)	3	5	2	1	0	11
		42,9%	21,7%	13,3%	20,0%	0,0%	21,2%
Total	Effectif (experience)	7	23	15	5	2	52
		100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

Source: Established by us from SPSS (V26.0)

From the table it can be seen that micro-enterprises and SMEs do not attach importance to experience, unlike large enterprises which attach great importance to experience with a rate of 80%.

6-4-Reasons that would encourage companies to recruit new graduates based on their experiences.

Table (08) : Incentives for firms to recruit new graduates

descriptive statistics			
	N	Amount	Average
(They are good with technology).	52	175	3,37
(Excited to learn).	52	168	3,23
(They are motivated).	52	166	3,19
(Their mobility).	52	161	3,10
(Diplomas are an excellent long-term).	52	160	3,08
(They bring different dynamism, opinions and ideas).	52	160	3,08
(They can quickly specialize in their field).	52	157	3,02
(Their ability to follow instructions and contribute and contribute to the team's mission).	52	157	3,02
(The ease of communication).	52	155	2,98
(Their ability to be optimistic and maintain positive energy).	52	150	2,88
(They are creative).	52	148	2,85
(They are serious at work).	52	140	2,69
(Decrease in payroll).	52	134	2,58
n valid list			

Source: Established by us from SPSS (V26.0)

Based on the results, the reasons that would motivate recruiters to choose a young graduate, comes to mind the fact that young graduates are good with technology, followed by the fact that they are motivated and enthusiastic about the idea of working, indeed, A junior employee enters a company with a new eye and can give a new global vision of the company as well as the products and services offered.

A young graduate will want to prove himself with the company that recruited him and, in addition to his dynamism; he will be able to show himself force of proposals. The first job is a challenge for the junior employee who starts his professional career in a branch he has chosen and which represents a logical continuity of his training.

The motivation, enthusiasm and curiosity allow the young graduate to learn quickly and put his energy at the service of the company.

The second reason is mobility, since they often have no family commitments at this stage.

Recruiters agree that the decline in payroll is the last reason that would encourage them to recruit a young graduate, their seriousness at work and their creativity do not seem sufficient to hire them.

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6-5- Reasons for not hiring recent graduates based on employer experience:

Table (09): Reasons for Not Hiring Recent Graduates by Employer

descriptive statistics			
	N	Amount	Average
(They want to be in positions of responsibility and earn big wages without having acquired real competence).	52	165	3,17
(They are volatile, wishing to get a first job for a relatively short time before attempting the experiment elsewhere).	52	158	3,04
(Their training is inadequate and inadequate).	52	156	3,00
(Lack of specific capacity «IT, language, management, etc.").	52	148	2,85
(They do not accept authority).	52	130	2,50
(They don't know what they want).	52	119	2,29
N valid (list).	52		

Source: Established by us from SPSS (V26.0)

According to recruiters, young people in the first hiring are becoming increasingly impatient, they want very quickly to be in positions of responsibility and earn big salaries without having acquired real skills in return, and seek to change positions as soon as an opportunity arises. 63% of respondents agree that training is inadequate and insufficient (See Table 10). Employers agree that young graduates lack specific skills especially in language and computer science, followed by the fact that they do not accept authority, and do not know what they want, Indeed, the new generation does not set its goals, remains disoriented, undecided between studies and occupy a position, which affects their performance.

Table (10) : Insufficient and inadequate training

	Frequency	percentage	Valid percentage	cumulative percentage
Valid disagree at all	4	7,7	7,7	7,7
disagree	15	28,8	28,8	36,5
agreement	17	32,7	32,7	69,2
much agreements	9	17,3	17,3	86,5
extreme agreement	7	13,5	13,5	100,0
total	52	100,0	100,0	

Source: Established by us from SPSS (V26.0)

Conclusion:

In order to answer our problematic questions, about the expectations of future employers when they hire young recruits and whether the diploma is sufficient to be hired, and whether their university training is adapted to the needs of the company, we used a quantitative approach and a questionnaire was distributed to a random population.

The results of the study indicate

- ✓ Although the Diploma has always been regarded as an entry-to-employment card, the opinions of the public interviewed are in agreement with the importance of the latter's consistency with employment and other qualities sought in particular in recruitment such as the punctuality, Interview performance and the ability to communicate orally and in writing. Creativity and physical appearance are considered by recruiters more important than the experience valued only in large companies; finally recruiters consider less important the educational path, Internships and teacher recommendations.
- ✓ Socio-demographic data as well as the sector of activity have no impact on the fact of considering the diploma as an important criterion for hiring, on the other hand a link is found between these data and the importance of the consistency of qualifications with employment. Socio-demographic data as well as the sector of activity have no impact on the fact of considering the diploma as an important criterion for hiring, on the other hand a link is found between these data and the importance of the consistency of qualifications with employment. The majority of respondents aged 30-44, recruiters in all types of enterprises and all sectors except the distributive trades sector, agree on the importance of hiring a young graduate not for his diploma but for the coherence of it- This is in line with the needs of the company.
- ✓ Micro-enterprises and SMEs do not attach any importance to experience, unlike large enterprises which attach a great deal of importance to experience with a rate of 80%.
- ✓ According to the results, the reasons that would motivate recruiters to choose a young graduate, the mastery of technology remains the most cited reason, followed by the fact that they are motivated and enthusiastic about the idea of working, bringing new blood to the company. The first job is a challenge for the junior employee who starts his professional career. The motivation, enthusiasm and curiosity allow the young graduate to learn quickly and put his energy at the service of the company. Recruiters agree that the decline in payroll is the last reason that would encourage them to recruit a young graduate, their seriousness at work and their creativity do not seem sufficient to hire them.

Recruiters' Opinions On The Employability And Socio-Professional Integration Of Recent Graduates

- ✓ Employers are reluctant to hire a young graduate, who is becoming increasingly impatient, to get into positions of responsibility and earn big salaries without having acquired real skills in return.
- ✓ According to the majority of respondents, university training is inadequate and insufficient and do not have the necessary skills to excel in their position, their lack of linguistic and computer skills is mentioned.

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